



LDOE Teacher Preparation Program On-Site Review Handbook



LOUISIANA
DEPARTMENT OF
EDUCATION

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Etio – formerly Class Measures

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This handbook sets out the protocols and evaluation framework for teacher preparation for on-site reviews. It provides instructions and guidance for teams conducting on-site reviews of teacher preparation programs and for the programs themselves. It sets out what on-site review teams will do and what programs can expect, and it guides how review team members will make their judgments on the domains.

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Confidentiality Statement

As part of the school review process, we are committed to maintaining a confidential and secure environment. To ensure the integrity and privacy of this review, we ask all participants to adhere to the following guidelines:

- **No Recording:** Recording of any kind, including audio, video, or photography, is strictly prohibited during the review sessions. This policy applies to all forms of recording devices, including smartphones, tablets, cameras, and any other electronic or manual recording tools.
- **Restricted Access:** Only designated members of the review team and authorized personnel are permitted to participate in the review sessions. No additional individuals, including guests, observers, or other unauthorized personnel, are allowed to attend or be present during the review.

By participating in this review, you acknowledge and agree to comply with these confidentiality requirements. Your cooperation is essential to ensuring a thorough and effective review process. Thank you for your understanding and adherence to these guidelines.

About the LDOE Teacher Preparation Quality Rating System

History:

- June 2016: BESE approved, and BOR endorsed the development and implementation of updated policies for the initial and ongoing approval of teacher preparation provider (TPP) programs. They charged BESE and BOR with forming a workgroup to guide this development.
- Winter 2016: The teacher preparation workgroup was formed and convened to develop recommendations for the initial and ongoing approval of teacher preparation programs. Dr. Bob Pianta led the workgroup, which included representatives from BESE, BOR, LACTE, national experts, and Dr. George Noell. These recommendations were documented in a memo disseminated to BESE.
- March 2017: Approximately 25 deans and directors met to discuss the accountability work group's recommendations, including the transition timeline and draft policies for proposed domains.
- May 2017: Over 40 deans and directors were provided with additional details regarding the quality rating proposal, including simulated ratings, on-site review cost estimates, and information about forming an advisory group to advise BESE on the continued development of the quality rating system.
- June 2017: BESE approved the Teacher Preparation Quality Rating System (Bulletin 996, Chapter 4). The system will:
 - Phase in over five years.
 - Be used to inform continued program approval decisions in winter 2022-2023.
 - Review every provider on a bi-annual cycle, except for providers receiving an overall accountability score of GOOD or higher, which will move to a four-year cycle.

Goals:

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

Quality Rating Systems: Phase In

Content	2017-2018 Research Phase	2018-2029 & 2019-2020 Learning Phase	2020-2021 & 2021-2022 Accountability Cycle 1
Measures	Measures were researched, and updates were proposed to BESE in 2018	Measures reported and updates proposed to BESE in 2020	Measures used for accountability purposes
Performance Profiles	Produced in spring 2019, however, not reported publicly	Produced each winter (2020 and 2021) and publicly reported for informational purposes only	Produced each winter and publicly reported
Quality Ratings	not applicable	Produced in winter 2021 and publicly reported for informational purposes only	Produced in winter 2023 and used to make ongoing approval decisions.
Ongoing Program Approval Decisions	Not applicable	Were not made	Providers (In 2023) who receive a rating of Level 3 or above will move to a four-year accountability cycle.

Quality Rating System: Key Elements

Purpose:

- Provide teacher preparation providers with actionable insights for continuous improvement.
- Identify and highlight programs of excellence as well as those needing enhancement, guiding informed enrollment, hiring decisions, and necessary interventions.
- Recognize and reward programs that effectively address Louisiana's educator workforce needs, especially in rural areas and high-demand certification fields.

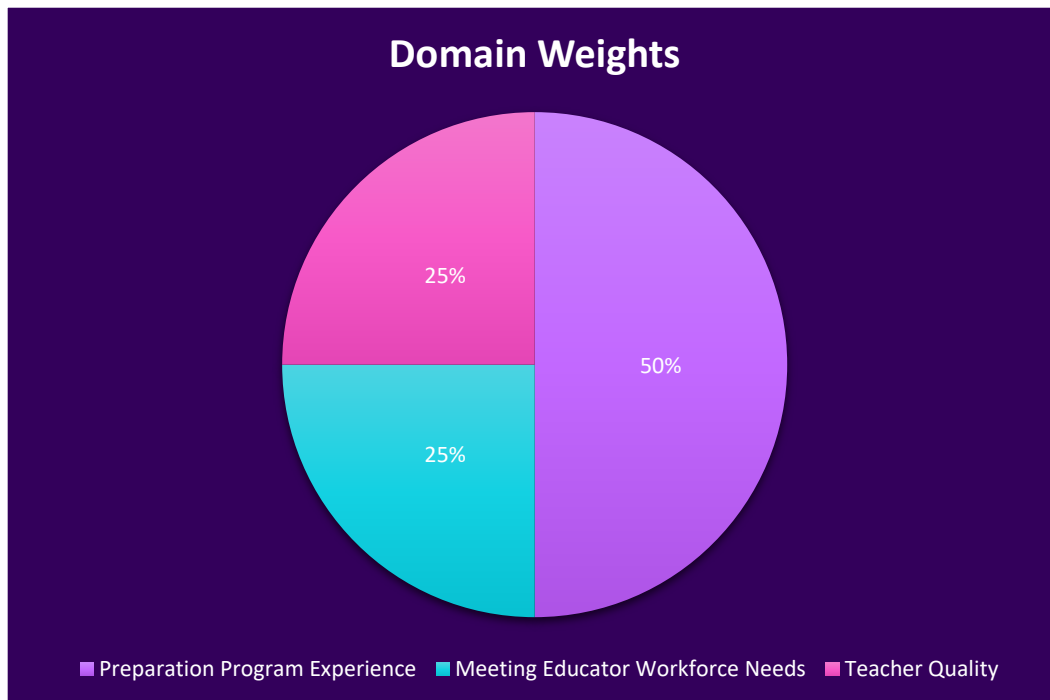
Each teacher preparation provider receives a score at the pathway level. A "pathway" is defined as a set of undergraduate programs or a set of post-baccalaureate programs.

The teacher preparation quality rating is based on three domains:

- Preparation Program Experience, as measured by an on-site review.
- Meeting Educator Workforce Needs, as measured by the number of candidates placed in high-need schools and the number of program completers in high-need certification areas.
- Teacher Quality, as measured by the value-added results of program completers.

How are the Domains Weighted?

A score for the Teacher Quality domain can only be generated for pathways with ten or more program completers with value-added results. The weights for each domain are outlined below.



*Preparation Program Experience - 50%	Meeting Educator Workforce Needs - 25%	Teacher Quality - 25%
<ul style="list-style-type: none"> Quality of selection and recruitment Quality of content knowledge and teaching methods Quality of clinical placement, feedback, and candidate performance Quality of program performance management 	<ul style="list-style-type: none"> Percentage of program completers in high-need certification areas Percentage of residents placed in high-need schools 	<ul style="list-style-type: none"> Value-added results of program completers

* that this handbook is meant to target this area entirely

What does the Preparation Program Experience domain measure? This domain measures the quality of the teacher preparation program experience via a dynamic on-site review. The on-site review measures the quality of the teacher preparation provider across the following areas:

- Quality of Recruitment and Selection
- Quality of Program Content Knowledge and Teaching Methods
- Quality of Feedback and Candidate Performance
- Quality of Continuous Improvement

What are the ratings for the Teacher Preparation Quality Rating System?

Quality Rating	Holistic Rating
Level 1: Inadequate	1
Level 2: Needs Improvement	2
Level 3: Good	3
Level 4: Strong	4

The four subdomain scores are averaged to generate the **Preparation Program Experience score**.

LDOE Prep Providers

EPP – Provider Name	Provider Type	Location	On-site Review	Last Review Date	Provider Review Cycle
A+PEL (Ready to Teach)	Private	Baton Rouge			
Caddo Teaching Academy	System-Based	Shreveport	Spring 2025	Spring 2021	2 nd Cycle
Centenary College of Louisiana	University-Based	Shreveport	Spring 2026	Spring 2022	3 rd Cycle
Grambling State University	University-Based	Grambling	Fall 2024	Fall 2020	2 nd Cycle
Greaux Lafourche	System-Based	Thibodaux			
iTeachLouisiana	Private	Denton, TX	Spring 2026	Spring 2022	2 nd Cycle
Jefferson Parish EMBARK	System-Based	Harvey	Fall 2024		1 st Cycle
Louisiana Resource Center of Educators (LRCE)	Private	Baton Rouge	Spring 2026	Spring 2022	3 rd Cycle
Louisiana Christian (formerly Louisiana College)	University-Based	Pineville	Fall 2025	Fall 2020	2 nd Cycle
Louisiana State University Alexandria	University-Based	Alexandria	Spring 2026	Spring 2022	2 nd Cycle
Louisiana State University Baton Rouge	University-Based	Baton Rouge	Spring 2026	Spring 2022	3 rd Cycle
Louisiana State University Shreveport	University-Based	Shreveport	Spring 2026	Spring 2022	3 rd Cycle
Louisiana Tech University	University-Based	Ruston	Spring 2026	Spring 2022	3 rd Cycle
Loyola University New Orleans	University-Based	New Orleans	Fall 2024	Fall 2020	2 nd Cycle
McNeese State University	University-Based	Lake Charles	Spring 2026	Spring 2022	2 nd Cycle
Nicholls State University	University-Based	Thibodaux	Spring 2026	Spring 2022	2 nd Cycle

EPP – Provider Name	Provider Type	Location	On-site Review	Last Review Date	Provider Review Cycle
Northwestern State University	University-Based	Natchitoches	Fall 2026	Fall 2022	2 nd Cycle
Oxford/Reach University	University-Based	California	Fall 2024		1 st Cycle
Southeastern State University	University-Based	Hammond	Spring 2025	Spring 2021	2 nd Cycle
Southern University Baton Rouge	University-Based	Baton Rouge	Fall 2025	Fall 2020	2 nd Cycle
Southern University of New Orleans	University-Based	New Orleans	Spring 2025	Spring 2021	2 nd Cycle
Teach Ascension	System-Based	Donaldsonville	Fall 2024	Fall 2020	2 nd Cycle
Teach St. Bernard	System-Based	Chalmette	Spring 2025	Spring 2021	2 nd Cycle
Teach St. Tammany	System-Based	Covington	Fall 2024		1 st Cycle
Teach Tangi	System-Based	Amite	Fall 2024	Fall 2020	2 nd Cycle
Texas Women's University	University-Based	Denton, TX			
TNTP Academy	Private	New Orleans	Spring 2025	Spring 2021	2 nd Cycle
Tulane University	University-Based	New Orleans	Spring 2025	Spring 2021	2 nd Cycle
University of Holy Cross	University-Based	New Orleans	Spring 2026	Spring 2022	3 rd Cycle
University of Louisiana at Lafayette	University-Based	Lafayette	Fall 2025	Fall 2021	2 nd Cycle
University of Louisiana at Monroe	University-Based	Monroe	Fall 2025	Fall 2021	2 nd Cycle
University of New Orleans	University-Based	New Orleans	Spring 2025	Spring 2021	2 nd Cycle
Xavier University of Louisiana	University-Based	New Orleans	Spring 2025	Spring 2021	2 nd Cycle

Who is Etio (formally Class Measures)?

Etio is a global education services provider founded in 1999. Our mission is to develop highly qualified educators, thought leaders, and supporting agencies who educate students to rigorous standards of learning and who use effective accountability processes to continuously improve their work. We provide innovative tools, services, and support processes that increase the accessibility, range, and quality of educational opportunities, and in doing so, we seek to improve the lives and opportunities of learners consistently. Our experience spans a variety of programs and school types in rural and urban settings. We work with an ever-expanding team of highly skilled associate consultants who are fully versed in Etio's tried and tested processes and practices that support educational transformation.

Etio's experience working with Louisiana teacher preparation providers (TPP) since 2019 has given us extensive insight into how providers function, their vision for impact, and what challenges influence their success. We are now extremely well positioned to implement a highly effective review process that aligns entirely with LDOE's requirements, significantly impacts the state's understanding of quality in the provision, and accurately supports the revised four-year accountability cycle.

Our methodology and approach utilize all successful aspects of the past project and respond positively to lessons learned to ensure consistency, accuracy, client satisfaction, and a streamlined data collection, analysis, and reporting system. Through the implementation of our planned approach, Etio is confident that we can fully support LDOE's goal of planning and executing a standardized approach to the evaluation of state-wide TPP provisions to ensure that all teachers are fully equipped with the skills and knowledge needed to effectively support the learning of every student from day one of their careers.

What is Etio's Role?

Etio will partner with Louisiana teacher preparation providers to conduct on-site reviews, which are part of the Program Experience domain of the Teacher Preparation Quality Rating System overseen by LDOE. The team will gather data and provide final reports and ratings for each school.

All of Etio's review processes are based on the quality collection of reliable, triangulated evidence. Review team training will emphasize the effective collation of evidence built from review trails that are tested through at least three evidence collection points within the LDOE TPP domain areas (and sub-criteria within domains). Reviewers will record evidence as conclusive decisions of cause and consequence scenarios. The evidence answers root-cause queries and ensures that review trails reach an endpoint.

We will use a proven method for making final judgments on all reviews. This process will use the evidence recording protocol – the Evidence Record. At judgment meetings, all reviewers will individually consider the agreed rubric, and the accumulated evidence recorded in their personal Evidence Record. After full consideration, the Lead Reviewer will give an overall judgment for the first domain area. With this overall judgment, the Lead Reviewer will highlight the sub-criteria that they have scored lower or higher than the overall judgment (in alignment with the agreed LDOE scoring levels (ineffective through highly effective)). Each team reviewer will then either agree with the overall domain judgment and explain scoring from personally collected evidence or disagree with citing supporting evidence. The subsequent discussion will ensure that all evidence is thoroughly discussed and that final judgments are based on all collected evidence. A Quality Assurance Manager is assigned for each review.

Project Lead	Angela Prince	Angela.prince@etioglobal.org
Data Manager	Liz Boyce	Liz.boyce@etioglobal.org
Quality Assurance Manager	Amber Leage	Amber.leage@etioglobal.org

The Review Team

The team will be a hybrid team composed of both consultants on-site and remotely. Etio will provide teams of 3 to 6 reviewers for each program review, each led by an exceptional lead reviewer. Teams will be composed of reviewers who have strong K-12 education experience, meet the agreed criteria of the job description, and have an ongoing record of accomplishment of positive review skills, as evidenced by external monitoring visits.

Small Review	1 on-site lead reviewer 1 on-site support reviewer 1 remote team member
Medium Review	1 on-site lead reviewer 1 on-site support reviewer 1 on-site team reviewer 2 remote team members
Large Review	1 on-site lead reviewer 1 on-site support reviewer 1 on-site team reviewer 2 remote team members

- Each Etio TPP review team will be led by an experienced Lead Reviewer who has had prior experience effectively leading at least 3 (and, in most cases, many more than 3) reviews for Etio. We also commit to providing a Lead Reviewer for each team who has either led an LDOE TPP review or worked with a successful one.
- Every team will include a Louisiana-based Support Reviewer whose role, in addition to main on-site review activities, will be to collate evidence in the Evidence Recorder in preparation for daily feedback sessions and team reflection time.

During each review, the team will:

- Analyze the Provider Self-Assessment (PSA) to understand the context of the provider and draft questions for follow-up;
- Observe teaching candidates in PK-12 classes as per the suggested numbers;
- Observe candidates' learning via coursework;
- Conduct interviews with residents, mentors, principals, program supervisors, and other stakeholders as determined by the program;
- Scrutinize coursework;

- Make consistent use of the agreed rubric to gather evidence to evaluate the quality of all the above;
- Collate evidence in an agreed evidence record format;
- Thoroughly discuss evidence to reach a consensus on judgments in alignment with the rubric;
- Agree on the main strengths and areas for improvement of the teacher preparation program.
- Support report writing as per assigned responsibilities;
- Produce a written report that provides a narrative and judgment for each domain, with clear recommendations for improvement strategies within each domain;
- Provide a holistic judgment for the post-graduate and baccalaureate pathways for each TPP and the provider overall. [OBJ]

Training for Reviewers

Etio conducts internal training for all reviewers following the Etio-established training format, which requires a clear demonstration of all review activities and calibration with inter-rater reliability training tools.

Training Objectives:

- Understand the purpose and context of all Louisiana EPP reviews.
- Training on and practice with all review tools
- Simulation of all on-site review activities, including:
- Conducting observations of teaching and training
 - Reviewing data and documentation
 - Facilitating focus group discussions
 - Utilize an evidence record book.
 - Calibrating scoring for inter-rater reliability
 - Sample observations with accompanying rubric.
 - Sample document review.
 - Synthesis of evidence and consensus scoring
 - Role play deliberation and consensus scoring process.
 - Overview of schedule creation
 - Communication
 - Report writing

Key Topics will include:

- Guidance and models on how many observations should be done and how best to ensure both undergraduate and post-baccalaureate are represented equitably
- Understanding the regional context in the creation of schedules (i.e., how far are K-12 schools? What online vs. in-person classes are prioritized? How best to conduct and manage co-observations? What is the team's role in observing fieldwork feedback? etc.)
- The training simulates all aspects of the agreed processes, and reviewers use all the protocols in a highly structured and authentic way. Consistency across the application of the protocols and in the judgments made using the protocols is a key feature of the training. Reviewers work with agreed documentation, role-playing all aspects of the program review while being observed by Etio quality assurance staff and participating LDOE staff. Only those who meet the agreed standards are used on the LDOE teacher preparation program reviews. Final decisions on reviewer selection are made following a discussion between the Etio QA Manager and LDOE staff.

The Review Framework

The Louisiana Teacher Preparation Provider On-site Review Framework, which is composed of four domains, will be used during the reviews.

- The quality of the recruitment and selection domain addresses the provider's responsibility to recruit and select candidates who show potential for the teaching profession and the current regional educational context.
- The quality of content knowledge and teaching methods domain focuses on how effectively programs ensure that teacher candidates acquire the content knowledge and teaching methods needed to increase students' academic growth.
- The quality of feedback and candidate performance domain focuses on how effectively programs provide feedback to candidates within their residency placements and how well programs use observation and feedback.
- The quality of the continuous improvement process domain examines how programs collect and utilize data to continually improve the quality of teacher preparation programs.

[Louisiana On-site Review Framework](#)

Review Preparation

Standard Operating Procedures

- The QA Manager will facilitate communications with the Project Lead and Data Manager.
- The Project Lead will facilitate communication between preparation providers, lead reviewer, and review teams.
- Etio representatives are expected to reply to all emails within 48 hours of receipt and ensure the appropriate personnel are copied on all communications.
- Matters that require more high-level planning and collaboration should be brought to the weekly meeting with LDOE representatives for consensus.
- If lead reviewers do not receive a reply within 72 hours, they are expected to reach out to the Project Lead to support communications.

Before the On-site Visit

Communication:

- Each TPP will be invited to join a virtual review onboarding session hosted by the Project Lead.
- The session will last about two hours and will be guided by a comprehensive slide set that allows the TPP participants to engage in review-like activities that demonstrate actual implementation.
- Each TPP will have the following people present for the onboarding: the main contact for the review, and key members of the leadership team. Typically, the team consists of 5-7 people.
- During onboarding sessions, the Project Lead will:
 - Provide an overview of the review purpose and organization
 - Provide TPP with helpful review activity scheduling tips
 - Explain and demonstrate the sources of review evidence, the collation and triangulation of review evidence, and the alignment of review evidence with the review evaluation rubric.
 - Describe the process and function of the daily briefing session and its relevance to key findings and reporting.
 - Describe the Day 5 feedback session and demonstrate how the session guides report writing.

14-16 Weeks Prior to every On-site Review

Review Teams:

- Reviewer availability for orientation and reviews is determined
- The project lead and QA manager comprise review teams based on complementary skills, knowledge, and provider context.
- Review information is communicated with review team members
- Dates for reviewer training and overview webinars are organized and communicated

10-12 Weeks Prior to On-site Review

Review Teams:

- Participate in training and calibration and sign code of conduct

Providers:

- Assign a point person who will serve as the provider contact - this person will be given access to Google Review Folders to submit all documents.
- Review the Louisiana On-site Review handbook and framework to become familiar with the on-site review domains.
- Begin self-assessment and prepare questions for an introductory call with the Etio lead reviewer.

6-8 Weeks Prior to On-site Review

Review Teams:

- Etio's Project Lead follows up with lead reviewers to ensure the schedule is being drafted with support from provider contact. The schedule should include a clear definition of undergraduate and post-baccalaureate activities.
- Etio's Project Lead checks in to ensure the draft schedule represents the number of candidates in the program and is equitably divided
- Etio's Project Lead seeks support from the QA Manager in case of scheduling challenges that have not yet been overcome.

Providers:

- Participate in in-person orientation with Louisiana-based Etio associate
- Participate in the "Check-in" call with Etio lead reviewer. The goals of the call are to -
 - Introduce the provider contact and lead reviewer
 - Review the high-level items from the self-assessment
- Draft a schedule for the site review that includes all evidence-gathering activities
- Submit the following items prior to the call:

- Self-Assessment: Brief document (*1-2 pages per judgment area/max six pages*) in which the program evaluates itself against the criteria of the four domains in the [Louisiana On-site Review Framework](#) (*see guidance/template*)
- Documents/Data: Please refer to the attached Addendum: Documents/Data Needed for the On-site Review. At this point, you should be collecting items and putting them in the appropriate folder (approximately 50% of documents/data should be uploaded to Google Louisiana Review Drive at this point).
- Develop (*Early*) Draft of the On-site Review Schedule of Activities (see template and additional considerations/guidance).

3 Weeks Prior to the On-site Review

- Copies of the final schedule sent to LDOE
- If the schedule is not complete by this time, Etio will seek LDOE intervention with the provider to ensure schedules are immediately completed.

Review Teams:

- The Project Lead and QA Manager ensure that all evidence-gathering activities are represented and that the schedule maximizes time and human resources.
- Review team members have begun to review the PSA and evidence submitted and are creating pre-review notes and questions.
- The Lead Reviewer ensures that all team members have analyzed the PSA
- Review Team creates pre-review notes and questions
- Lead Reviewer adds notes and questions to Evidence Record

Providers:

- Optional check-in call with the lead reviewer and topics may include: ~~top~~
 - Adjustments to the schedule
 - Practical items such as the location of the team meeting room, parking, or travel time
 - The on-site Review Schedule is complete
 - ALL Documents/Data are in the appropriate folder
 - Optional check-in call with Etio lead to address any remaining questions or finalize documents.

IMPORTANT NOTE: All documents should be submitted to the document-sharing system one week prior to the review to allow time for the review team to read documents in preparation for the site visit. If there are any adjustments to the schedule, they should be highlighted and discussed at the introductory meeting when the team is on-site.

During the on-site review visit

- The Project Lead and/or QA Manager communicates with each Lead Reviewer on a daily basis to ascertain that review implementation is as planned.
- The QA Manager communicates as necessary with LDE contact to maintain the flow of information.
- The Project Lead and QA Manager implement monitoring visits to ensure consistency.

Provider Daily Responsibilities

- Each provider participating in an on-site review designates a point person to work directly with the lead reviewer prior to and throughout the visit. The provider point person is responsible for the following:
 - Working with the lead reviewer to organize the visit activities
 - Conducting and scheduling co-observations of classroom practices and debriefing with appropriate faculty members.
 - Attending the daily debrief meetings (held at the end of each visit day) in which the team members review what has been learned that day and discuss additional evidence needed for each of the four domains.

Reviewers Daily Responsibilities

- Adhere to Etio's process for collection, collation, recording, and presentation of evidence;
- Follow the review team schedule as organized;
- Ensure proper documentation of all evidence-gathering activities to inform afternoon team meeting (Evidence Record);
- Appropriately involve provider representatives in observation and evidence-gathering activities;
- Be well prepared to present evidence-based findings at daily meetings that will ensure consistent scoring against rubric criteria;
- Design follow-up questions and evidence-gathering activities to ensure all criteria within the rubric are addressed;
- On the final afternoon (typically early Friday afternoon), the review team meets with the provider leadership (typically the dean/director, associate dean(s)/director(s), relevant department chairs, and the provider representative) to give an oral report on the review findings. Please arrange a space to accommodate this meeting (typically 30-60 minutes).

After the on-site review visit

Report Writing Timeline, Process, and Quality Assurance

- The Lead Reviewer will provide a written report *DRAFT* within fifteen (15) working days of the oral report meeting.
- The Lead Reviewer will send the first draft report by secure email with a self-evaluation document that confirms that all the requirements of report writing have been met. This will be non-negotiable and, if completed incorrectly, will be identified as a target for improvement.
- The Etio Quality Assurance team will read, annotate, grade, and amend the report, which will then be sent back to the Lead Reviewer for further amendment. The Lead Reviewer then returns the report, and the QA Reader checks that all required amendments have been made. A record of the quality assurance that aligns with the agreed template will be reviewed along with targets for improvement. The Lead Reviewers can access this information, and progress against those improvement targets will be an essential component of their next QA.
- Etio QA team will communicate with the LDE contact regarding any policy-related queries in the report.
- The report will then be emailed to the provider. Within ten (10) working days of receiving the draft, the provider will review it for factual accuracy and return it to the lead reviewer with any alerts/comments.
- QA will work with the Lead Reviewer as necessary to address any factual inaccuracies. At this point, rubric scores will only be amended if they are affected by factual inaccuracy.
- The provider and LDOE will receive the final report within 30 working days of the oral report meeting.

At a Glance

Each TPP will receive an "At a Glance" outline that will provide specific dates and activities that lead up to the review (Appendix A)

Review Documents for Submission

Google Artifact Review Folder

Etio will utilize Google Drive for artifact collection and collation, which will allow us to collaborate, store, and share data easily (and securely). The security features within Google Drive guarantee privacy with adjustable access levels and collecting data.

Our team will create separate folders within Google Drive for each LDOE Teacher Preparation Provider to maintain organization and ease of use. As educators, the use of Google Drive in tandem with Microsoft Teams is beneficial because it ensures seamless data collection and simple accessibility.

*Insert Google Folder Link

Provider Self-Assessment (PSA) (Appendix B)

Each TTP will submit a Provider Self-Assessment that provides an opportunity for each provider to evaluate and reflect on their practices using the domains and indicators in the [Louisiana Teacher Preparation Provider Framework](#). The narrative should be professional but informal – it's an opportunity to reflect on your practices and communicate with the review team before the on-site visit. This document is not an exhaustive review of your program but rather an opportunity to reflect, begin getting comfortable with the on-site review tools, and provide your review team with context to understand your organization.

The PSA should be

- one to two pages per judgment area (max six pages)
- discussed during the first on-site review meeting
- clear, concise, and specific bullet points and notes
- submitted five weeks before the on-site review

[ETIO-LDOE TPP PSA.docx](#)

Possible Sources of Evidence

The documents submitted for the review should be items that are used daily as part of the TPP program. Below are some possible evidence sources, but not limited to, that the TPP may use as evidence.

Domain	Possible Sources of Evidence
Domain 1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 (Checks to determine if course methods align with Literacy, Math, Dyslexia etc.) • 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	<ul style="list-style-type: none"> • 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

Domain	Possible Sources of Evidence
	<ul style="list-style-type: none"> ● Surveys of program completers and host school site administrators, other provider data (e.g., state agency-provided data)
Domain 4	<ul style="list-style-type: none"> ● Data over time (which could include teaching observations, evaluations, surveys, employment outcomes, and impact of candidates and completers on student learning (to include value-added results)) ● Observations of teacher candidates teaching and 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, 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, and feedback from graduates and employers' impact on student learning outcomes ● State agency-provided data

The Review Schedule Process

While Lead Reviewers and Support Reviewers must work on-site at the location of the TPP, Etio will maximize the advantages of a hybrid review process that aids evidence collection. Observations of learning and teaching and discussions with TPP faculty and staff are greatly enhanced in number and quality by using Zoom video and other technology. Where providers have candidates in locations at some distance from the main organization, with remote systems, more observations of a varied candidate group are feasible, with less time spent traveling by the review team and faculty members.

Sample Review Schedule Outline

Day 1	Day 2	Day 3	Day 4	Day 5
8 am-5 pm	7.30 am-5 pm	7.30 am-5 pm	7.30 am-5 pm	8.00 am-5 pm
Team Prep	On-site Day	On-site Day	On-site Day	Team Prep
Remote Inclusion	Remote Obs.	Remote Obs.	Remote Obs.	Initial oral feedback by 12 pm
LDOE and/TPP input as needed	Team Meeting/ Daily Feedback	Team Meeting/ Daily Feedback	Team Meeting/ Daily Feedback	Travel

The team will conduct reviews over five consecutive days, ensuring that the needs of the providers are met. In some cases, this will mean beginning the evaluation review over a weekend.

The undergraduate and post-baccalaureate programs listed below will be reviewed.

- Elementary
- Middle ELA and math
- Secondary ELA and math

Creating a Schedule

The Project Lead will work with the TPP to create a schedule that works best for the review and includes focus groups, team meetings, and classroom visits and observations. The team will use the following schedule template to create the schedule.

Contents of Schedule

The schedule should include times for the following evidence-gathering activities.

K-12 School Based Visits - Sample Observation Forms - Appendix C

- Students in Undergraduate and Post Baccalaureate programs
- 15% of students' observations in the program must be live.
- To get an accurate representation of the student body and pathways, 10% of candidate observations must be made by students who are in residency.

University-Based Visit - Sample Observation Forms - Appendix C

- Undergraduate and Post Baccalaureate programs/courses
- Elementary
- Middle and Secondary ELA and math

NOTE: We will observe any provision that is useful to gain evidence for the above. Your final report will include scores for each pathway, and the narrative will detail specific provisions.

Focus Groups

The team will conduct a focus group with the following stakeholders

- University Leadership
- University Professors
- Program Mentors/Coaches/Supervisors
- School-Based Mentors
- Education Program Alumni
- Local District Personnel
- Site Based Principals

- Current students in the following programs
- Undergraduate
- Post Baccalaureate
- Alternative Certification

Mentor Observations

- Pre meetings
- Post Meetings
- Documentation used in meetings

Document Review

- Dedicated blocks of time for the team to review and triangulate documents uploaded by the TPP

Team Reflections

- Dedicated block of time for daily team meetings and reflections

Daily Debriefs

- 30-minute daily debrief with the TPP at the end of the day

Final Report

To ensure excellent standards in written reporting,

- All lead and support reviewers will participate in updated training for effective evidence collation and report writing on the award of the contract.
- To ensure prompt delivery of a final draft report to the provider, lead reviewers must submit reports for final draft QA no later than five business days after the last on-site review day, where key findings are shared verbally.
- Quality assurance leads will work with lead reviewers for up to 10 business days to draft and revise the final draft for submission to the provider.
- Final drafts will be sent to the provider within 20 business days of the last day of the on-site review.
- The provider's At a Glance (AAG) document will include specific dates for receipt of the draft report, response to the draft, agreement period, and publication of the final report.

To ensure enhanced rigor and accuracy in reporting, Etio has now included an additional support reviewer for each team. This role is designed to add an extra layer to the quality assurance process by ensuring that throughout the review, collated evidence supports the efficacy of reflection and evaluation processes and subsequently determines the accuracy and consistency of report writing. Further to this, all reports will undergo a complete quality assurance review before being shared with the provider or LDOE. A QA template (Appendix D) of agreed criteria and grades were created, providing a consistent reference point for the writer and the QA lead.

Lead Review Report Submission

When a review has been completed,

- The lead reviewer will send the first draft report to the QA Manager by secure email with a completed checklist document confirming that all the report writing requirements have been met. This will be non-negotiable and, if completed incorrectly, will be identified as a target for improvement.
- The QA lead will read, annotate, grade, and amend the report, which will then be sent back to the Lead Reviewer for further editing. During that time, the QA Manager and Lead Reviewer will meet virtually to discuss revisions.
- Once edits are made, the Lead Reviewer returns the report, and the QA Manager checks that all required amendments have been made before submitting the report for sign-off by the Project

Manager. As in past reviews, for each Lead Reviewer, a record of the quality assurance alignment with the agreed template will be maintained to inform targets for improvement. The Lead Reviewers can access this information, and progress against those improvement targets will be an essential component of their next QA.

Report Submission to TPP

- The final draft report will be sent to the TPP no later than 20 days after the last day of the on-site review. The report will be sent by email, copying LDOE Project Leaders. It is essential that the provider immediately acknowledges receipt of the emailed draft report.
- With this acknowledgment, the TPP commits to responding to the report within ten business days of receipt. If an extension is required for response to the final draft report, we propose that this must be agreed with LDOE and have substantive reasons to support the extension request (for example, natural disasters or medical emergencies).
- In the email sent to the provider with the final draft report, it will be clearly stated that objections to review findings must be discussed during the on-site review and that the purpose of the report ensures clarity, consistency, and factual accuracy. Etio commits to ensuring that only findings represented at the on-site feedback day will be included in the review report.
- During TPP Onboarding Sessions, the Lead Reviewer will establish a full understanding with the TPP that comments on the final draft report should be collated based on clarity and factual accuracy only.
- The lead reviewer will provide an oral report on the last day of the review.

Review reports will be conscientiously written to ensure consistent and evidenced alignment with the complete TPP rubric to reach an overall score commensurate with the combined scoring for each domain of the rubric.

Quality Rating	Holistic Rating
Level 1: Inadequate	1
Level 2: Needs Improvement	2
Level 3: Good	3
Level 4: Strong	4

Domain	Undergraduate Rating	Post-Baccalaureate Rating
Quality of Recruitment and Selection		
Quality of Content Knowledge and Teaching Methods		
Quality of Feedback and Candidate Performance		
Quality of Continuous Improvement		
Overall Review Rating		

Appendices

Appendix A - Sample At A Glance

Your Review At-a-Glance

Dear Dr. XXX

We are very much looking forward to working with you and your team for the on-site review of XXXX. Your review is scheduled to take place XXX, 20XX.

XXX will lead the Etio review team. Below is an overview of the timeline and events leading up to the review. Please use the resources here (links embedded) and the expertise of your lead reviewer to ensure meaningful, comprehensive planning for your on-site review. You will receive an email from Angela Prince, our Project Lead, connecting you with XXX.

By XXXX

- Assign a person as your main provider contact - this person will be given access to the document-sharing system.
 - Review the Louisiana On-Site Review handbook and framework to become familiar with the on-site review domains
 - Begin self-assessment and prepare questions for an introductory call with XXX.
-

Key Dates for the XXX On-site Review Preparation

By XXXX

In-person* orientation with a member of the Etio team

By the Week of XXXX

First call with XXX to:

- Make introductions
- Review the high-level items needed for the Provider Self-Assessment (PSA)
- Discuss unique provider context
- Begin drafting the schedule for the site review that includes all evidence-gathering activities.
- (interim calls to be arranged as necessary between this date and the date of the final call below)

Please submit the following documents by the deadlines given:

By XXXX Provider Self-Assessment (PSA): Brief document (*1-2 pages per judgment area/max six pages*) in which the program evaluates itself against the criteria of the four domains in the Louisiana On-Site Review Framework (*see guidance/template*). Copy of PSA

By Friday, February 25, 20XX: Send a draft of the review schedule to XXXX On-Site Review Schedule of Activities (*see the template and additional considerations/guidance*)

By XXXX: Upload Documents/Data: Please refer to the attached Addendum: Documents/Data Needed for the On-Site Review. At this point, you should be collecting items and putting them in the appropriate folder (approximately 50% of documents/data should be uploaded to the document-sharing system)

By XXXX

Final scheduling call with XXX

By XXXX

Final schedule submitted to XXX (we fully understand that revisions may be needed during the review)

By XXXX

Ensure all Documents/Data are in the appropriate folder on Google Drive.

Post Review Dates

- By XXXX receipt of the Final Draft of the On-site Review Report
- By XXXX: submission of Provider comments on the Draft On-site Review Report
- By XXXX: receipt of FINAL On-site Review Report

Appendix B - Provider Self-Assessment

PSA Template with Guidance

Louisiana Provider Self-Assessment

(Remove directions in lilac italics)

In preparing for the on-site review, the provider is invited to evaluate their current practices using the four domains in the Louisiana On-Site Review Framework. The narrative completed below will help the review team to understand the provider's analysis of each pathway's strengths and areas for improvement. It is also an opportunity to reflect on the evidence that might be used to inform these self-assessments and any improvement steps that may be underway.

Contact Information

School Name	
First and Last Name	
Role and Position	
Email Address	

Indicate all approved pathways and routes to be included in the on-site review visit.

- ☐ Undergraduate
- ☐ Post-Baccalaureate: Certification-only
- ☐ Post-Baccalaureate: Master's
- ☐ Post Baccalaureate: Practitioner Teacher Program

For each program that will be reviewed, what are the current enrollment numbers?

	Undergraduate
	Post-Baccalaureate: Certification-only

	Post-Baccalaureate: Master's
	Post Baccalaureate: Practitioner Teacher Program

•

Domain 1: Quality of Recruitment and Selection

How would you rate your program? Select one, then explain the boxes below

4 3 **2** 1

Rationale and Context: This domain addresses the provider's responsibility to select candidates who show potential and/or fit for the teaching profession. This can be demonstrated in various ways, including standardized tests, pre-admission GPA, auditions, interviews, etc.

D1: 1. Strengths

- Reference the related documents or other evidence about selection strengths that will be made available to the review team

**There is no need for a detailed discussion of this evidence here as long as the team can access this evidence during the review.*

D1: 2. Self-identified Areas for Improvement:

Please indicate any areas for improvement that may be needed in the quality of selection for each pathway in relation to Indicator 1.1 and give a brief explanation of the evidence used for this self-assessment. Once again, it would be helpful to identify the supporting evidence that the team will be able to review on-site.

D1: 3. Current Action Steps

If a pathway has identified one or more areas for improvement above for selection, please tell us what actions are currently underway to address them and the impact these actions are having or are likely to have on improvement.

Domain 2: Quality of Content Knowledge and Teaching Methods

How would you rate your program? Select one, then explain the boxes below

4 ☐ 3 ☐ 2 ☐ 1 ☐

Rationale and Context: 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. The review focuses on coursework and related experiences offered by the provider to develop the content knowledge and teaching skills of teacher candidates and the impact these bring to improving student learning. Multiple sources of evidence are used to make this judgment; one of

these sources is direct observation of teacher candidates so that the review team understands how successfully coursework and related program content convey key content knowledge and teaching methods to all teacher candidates in the inspected program.

D2: 1. Strengths

Please describe each pathway's strengths in Content Knowledge and Teaching Methods, making reference to Indicators 2.1 – 2.3 in the Louisiana Teacher Preparation On-Site Review Handbook. In discussing these strengths, we ask that you briefly explain evidence that might support this self-assessment and point to any documents or other evidence about strengths that will be made available to the on-site review team; there is no need for a detailed discussion of this evidence here as long as the team can access this evidence during the on-site review.

D2: 2. Self-identified Areas for Improvement

Please indicate any areas for improvement that may be needed in the quality of Content Knowledge and Teaching Methods in relation to Indicators 2.1-2.3 and give a brief explanation of the evidence used for this self-assessment. Once again, it would be helpful to identify the supporting evidence that the team will be able to review on-site.

D2: 3. Current Action Steps

If the provider has identified one or more areas for improvement above for Content Knowledge and Teaching Methods, please tell us what actions are currently underway to address them and the impact these actions are having or are likely to have on improvement.

Domain 3: Quality of Feedback and Candidate Performance

How would you rate your program? Select one, then explain the boxes below

4 ☐ 3 ☐ 2 ☐ 1 ☐

Rationale and Context: 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. The final clinical experience (one-year residency) offers candidates the opportunity to apply the knowledge acquired through program coursework, prior field experiences, and other activities. As such, it is essential that all candidates receive high-quality supervision and feedback. While candidate performance during observation is a central piece of evidence for this domain, the review team is not evaluating teacher candidates through these observations: team members are judging the teaching and learning that results from the program's efforts to develop the knowledge and teaching skills of all candidates, not the teacher candidate who is observed by the review team. Evidence is gathered, and judgments are made within the wider goal of understanding program results and how these results are achieved. While the final clinical experience is central to the domain, the review team will include evidence from earlier clinical experiences where appropriate.

D3: 1. Strengths

Please describe each pathway's strengths in Quality of Feedback and Candidate Performance, making reference to Indicators 3.1 – 3.3 in the Louisiana Teacher Preparation On-Site Review Handbook. In discussing these strengths, we ask that you briefly explain the evidence used for this self-assessment and point to any documents or other evidence about strengths that will be made available to the review team; there is no need for a detailed discussion of this evidence here as long as the team can access this evidence during the on-site visit.

D3: 2. Self-identified Areas for Improvement

Please indicate any areas for improvement that may be needed in the Quality of Feedback and Candidate Performance in relation to Indicators 3.1-3.3 and give a brief explanation of the evidence used for this self-assessment. Once again, it would be helpful to identify the supporting evidence that the team will be able to review on-site.

D3: 3. Current Action Steps

If the provider has identified one or more areas for improvement above for these components of the program, please tell us what actions are currently underway to address them and the impact these actions are having or are likely to have on improvement.

Domain 4: Continuous Improvement

How would you rate your program? Select one, then explain the boxes below

4 ☐ 3 ☐ 2 ☐ 1 ☐

Rationale and Context: 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. This includes using multiple sources of information to monitor the performance of individual candidates and cohorts of candidates and taking steps to improve the pathway(s) on the basis of this information. It may also include monitoring the quality of course content and teaching, as well as paying attention to coursework-clinical connections and faculty knowledge about how well teacher candidates are able to apply what they are learning. The on-site review also focuses on the quality and accuracy of data used by the provider to assess its own performance, in particular, whether observation score data collected and reported by program supervisors is an accurate reflection of observed candidate practice and shows developing skills across time through successive observations.

Please note that the working definition of program management and leadership for on-site review means that responsibility for program quality and ongoing improvement is not solely in the hands of those in formal leadership positions (such as deans, department chairs, or managers in areas like clinical supervision). Faculty and staff responsibility for program quality and ongoing improvement goes beyond their individual courses and other program activities to encompass the program as a whole.

D4: 1. Strengths

Please describe each pathway's strengths in Program Performance Management, making reference to Indicator 4.1 in the Louisiana Teacher Preparation On-Site Review Handbook. In discussing these strengths, we ask that you briefly explain the evidence used for this self-assessment and point to any evidence about strengths that will be made available to the review team; there is no need for a detailed discussion of this evidence here as long as the team can access this evidence during the on-site review.

-

D4: 2. Self-identified Areas for Improvement

Please discuss any areas for improvement in the quality of Program Performance Management related to Indicator 4.1 and give a brief explanation of the evidence used for this self-assessment. Once again, it would be helpful to identify the supporting evidence that the team will be able to review on-site.

-

D4: 3. Current Action Steps

If the provider has identified one or more areas for improvement in Program Performance Management, please tell us what actions are currently underway to address them.

-

Provider Self-Assessment Example

Louisiana Provider Self-Assessment

Contact Information

School Name	Example Louisiana University
First and Last Name	
Role and Position	
Email Address	

Indicate all approved pathways and routes to be included in the on-site review visit.

- ☒ Undergraduate
- ☐ Post-Baccalaureate: Certification-only
- ☒ Post-Baccalaureate: Master's
- ☒ Post Baccalaureate: Practitioner Teacher Program

For each program that will be reviewed, what are the current enrollment numbers?

235	Undergraduate
0	Post-Baccalaureate: Certification-only
35	Post-Baccalaureate: Master's
57	Post Baccalaureate: Practitioner Teacher Program

Structure of the Teacher Preparation Program

XXX's president, Dr. M J, reports directly to Dr. JH, president of the XXX. XXX's operations are organized into six divisions, each reporting to a vice president. The teacher preparation programs are situated within the division that reports to the provost and vice president for academic affairs in the XXX College of Education and Human Development's School of Education. The table below represents the initial certification programs and pathways offered.

	Baccalaureate Degree Pathway	Master of Arts in Teaching Pathway	Practitioner Pathway
Programs	<ul style="list-style-type: none"> Elementary Education Secondary Education 	<ul style="list-style-type: none"> Elementary Education Middle-Level Education Secondary Education 	<ul style="list-style-type: none"> Elementary Education Middle-Level Education Secondary Education

Domain 1: Quality of Recruitment and Selection

How would you rate your program? Select one, then explain the boxes below

4 ☐ 3 ☐ 2 ☒ 1 ☐

D1: 1. Strengths

Domain 1

1.1. We offer three options for undergraduate certification: Elementary, Secondary English, and Secondary Math. For admission to teacher candidacy, undergraduates must have completed EDUC 2020 and all first-year courses, at least a 2.5 cumulative GPA, and a grade of "C" or higher in all program courses. They also must successfully complete a background check and receive a positive evaluation from a professor on a Professional Characteristics and Dispositions scale.

Source of evidence: successful completion of coursework, GPA data

When comparing our Selection Process with Indicator 1.2 for evidence that recruitment and selection processes result in candidate cohorts that represent the students in the region, we used the 3 most recently admitted cohort's ethnicities. We found the program has a written plan with clear objectives and timelines for ensuring that selection contributes to a local teacher workforce more representative of the student population of the schools served by the program. There is evidence that progress has been made over the past two consecutive years, as 18% of the current cohort is representative of the students within the region.

Source of evidence: Domain 1 Traditional Admissions Data.

When comparing our Selection Process with Indicator 1.2 regarding the Representation of Program Completers, we found evidence that progress has been made over the past two consecutive years in producing a cohort of program completers more representative of the student population of the schools and/or the districts served by the program. The program or institution has a written plan with clear objectives and timelines, along with support, to ensure that a diverse cohort of selected candidates completes the program.

Source of evidence: *Domain 1 Data*, Domain 1 TRAD Completers Demographics Charts, and Domain 1 Recruiting Files.

D1: 2. Self-identified Areas for Improvement:

When comparing our Selection Process with Indicator 1.1 in the *rubric* using the most recent cohorts' GPAs, we found that 100% of undergraduates had at least a 2.8 GPA & 94.7% had at least a 3.0 GPA. (N = 38)

Source of evidence: Domain 1 Traditional Admissions Data 20-21 Cohort Chart

When comparing our Admission Process with Indicator 1.1, we found that the program uses some measures in addition to standardized test scores and pre-selection GPA to determine the potential for teaching in its admission process, but it does not monitor the impact of the measures.

Source of evidence: See Domain 1 Admission to Program Undergraduate and Domain 1 Professional Dispositions & Characteristics Scale.

D1: 3. Current Action Steps

Faculty are working to create a more rigorous process for admission to teacher candidacy.

Domain 2: Quality of Content Knowledge and Teaching Methods

How would you rate your program? Select one, then explain the boxes below

4 ☐ 3 ☐ 2 ☐ 1 ☐

D2: 1. Strengths

When comparing our quality of content knowledge for preparing candidates to teach students to write and to read with Indicator 2.1, we found that coursework and training address scientific research/evidence-based reading instruction within the 5 essential components of reading, enabling ELA teacher candidates to teach students how to read effectively and enhancing the progress and learning of the students they teach.

Source of evidence: Domain 2 2022 and 2023 Course Catalogs; Domain 2 Elementary and Secondary Course Lists; *Domain 2 EDUC 4080, RDG 3030, RDG 3040, and RDG 3060 Syllabi*; Domain 2 Summary Reports Methods and Content Course Evaluations; Domain 3 Observation Instruments; *Domain 3 End of Semester Evaluation*; and *Domain 4 2019 Louisiana Teacher Preparation Data Dashboard*.

When comparing our quality of content knowledge for Math Teacher Content Knowledge and Pedagogy with Indicator 2.1, we found that coursework and training address all major math content areas and key aspects of math pedagogy and enable teacher candidates to teach math effectively, including numeracy competencies.

Source of evidence: Domain 2 Elementary and Secondary Course Lists; *EDUC 3100, EDUC 4230, MATH 1010, MATH 1060, MATH 2030, MATH 2040, and MATH 4050 Syllabi*; & Domain 3 TAP Big 6 Observation Forms

When comparing our quality of teaching methods in Assessment with Indicator 2.2, we found that coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to accurately assess student IEP goals/performance and progress for most of their K 12 students, helped them to identify and adjust instruction for students with dyslexia, enabled them to utilize formative and summative assessment results so that most of their students, including those with ESL, special education, and gifted needs, make at least good academic progress.

Source of evidence: Domain 2 Elementary and Secondary Course Lists; *Domain 2 EDUC 3100, EDUC 3140, EDUC 4080, EDUC 4230, EDUC 4330, EDUC 4430, and EPSY 3000 Syllabi*; and Domain 3 TAL Observation Form for Recent Completers.

When comparing our quality of content knowledge for Elementary (Other Content Areas) with Indicator 2.3, we found that coursework and training enable teacher candidates to master the content knowledge and skills necessary to plan effective lessons for instruction in subject areas so that the progress and learning of all students is good or better.

Source of evidence: *Domain 2 EDUC 4230, EDUC 4330, and EDUC 4430 Syllabi*, and Domain 3 TAL Observation Form for Recent Completers.

When comparing our quality of content knowledge for Secondary (Other Content Areas) with Indicator 2.3, we found the program assesses mastery of relevant content knowledge and disciplinary literacy of candidates and usually provides support where needed so that coursework and training enable teacher candidates to teach secondary subjects effectively, ensuring that they can enhance the learning and progress of the students they teach.

Source of evidence: Domain 2 Elementary and Secondary Course Lists; *Domain 2 EDUC 4010 and RDG 4080 Syllabi*; and Domain 3 TAL Observation Form for Recent Completers.

When comparing our quality of teaching methods in Differentiation with Indicator 2.3, we found coursework and training prepare teacher candidates to effectively adapt the curriculum and differentiate for most students, ensuring most students make progress in the lesson and over time.

Source of evidence: Domain 2 EDUC 3100, EDUC 3140, EDUC 4080, EDUC 4230, EDUC 4330, and EDUC 4430 Syllabi; and Domain 3 TAL Observation Form for Recent Completers.

When comparing our content with Indicator 2.3, we found that coursework and training in classroom management equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning.

Source of evidence: Domain 2 Elementary and Secondary Course Lists; *Domain EDUC 3210, EDUC 4080, EDUC 4230, EDUC 4330, and EDUC 4430 Syllabi*; and Domain 3 TAP Big 6 Observation Forms.

When comparing our quality of teaching methods in Academic Feedback and Questioning with Indicator 2.3 in the *Teacher Preparation Inspection Handbook*, we found that coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to engage students in learning through effective academic feedback that is timely, accurate, and specific and questioning that includes higher-level, open-ended questions.

Source of evidence: Domain 2 EDUC 3140, EDUC 4080, EDUC 4230, EDUC 4330, EDUC 4330, RDG 3030, and RDG 3060 Syllabi; and Domain 3 TAL Observation Form for Recent Completers.

When comparing our quality of Connections to Practice with Indicator 2.3, we found program coursework frequently includes appropriate and good connections to practice and allows candidates to regularly apply learning.

Source of evidence: Domain 2 EDUC 2020, EDUC 4080, EDUC 4230, EDUC 4330, EDUC 4430, EPSY 3000, and RDG 3060 Syllabi.

D2: 2. Self-identified Areas for Improvement

When comparing our process to 2.1c, we need to look at our course progression to ensure that some courses align with the student's full-year residency.

D2: 3. Current Action Steps

We are reviewing the course progression and determining how courses can be moved.

Domain 3: Quality of Feedback and Candidate Performance

How would you rate your program? Select one, then explain the boxes below

4 ☐ 3 ☒ 2 ☐ 1 ☐

D3: 1. Strengths

When comparing our Quality of Oral and Written Feedback with Indicator 3.1, we found that accurate written and oral feedback after each required observation usually has a clear link to evidence of student learning during the observed lesson, builds on previous feedback, and identifies the most key actionable improvement steps.

Source of evidence: Domain 3 Observation Feedback Samples Current Cohort.

When comparing our Consistency of Expectations for Program Supervisors and Mentor Teachers to provide feedback with Indicator 3.1, we found that program supervisors and mentor

teachers usually have consistent expectations and mostly work collaboratively to ensure that feedback is accurate and has a clear link to evidence of student learning.

Source of evidence: Domain 3 TAL Observation Form for Recent Completers.

When comparing our counseling process to indicator 3.2, we use the observation and student academic grades to consider if students are in need of counseling services.

D3: 2. Self-identified Areas for Improvement

When comparing our process to 3.1b, we need to embed more growth goals for our candidate feedback to measure the next steps and how they can improve practice.

This will also help us in developing better processes to meet indicator 3.2

D3: 3. Current Action Steps

All residency mentors now must be certified mentors, and University Supervisors now undergo comprehensive training each year with a refresher training each spring semester to ensure that we are calibrated on feedback and growth goals.

Domain 4: Continuous Improvement

How would you rate your program? Select one, then explain the boxes below

4 ☐ 3 ☐ 2 ☒ 1 ☐

D4: 1. Strengths

When comparing our Quality of Data with Indicator 4.1, we found the program collects and uses multiple sources of information to monitor ongoing performance.

Source of evidence: Domain 3 Observation Instruments, Domain 4 COEHD Annual Reports, and *Domain 4 SOE Data Day Agenda 2022*.

When comparing our program with Internal Quality Control Gates (or Checkpoints) and Intervention Plans with Indicator 4.1, we found program leadership monitors candidate performance through internal performance checkpoints/gateways and utilizes data to ensure that all candidates meet high standards, and the program has formal interventions.

Source of evidence: Domain 4 Candidate Dismissal Recommendation, Domain 4 Key Assessments and Portal Requirements by Program, Domain 4 Professional Dispositions Evaluation Timeline, and Domain 4 Professional Growth Plan.

When comparing our Quality Assurance and Improvement Planning with Indicator 4.1, we found:

The program usually makes use of good quality assurance systems informed by high-quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes. These are the basis for improvement planning and action steps.

Source of evidence: Domain 4 COEHD Annual Reports.

D4: 2. Self-identified Areas for Improvement

When comparing our program with Quality Monitoring Indicator 4.2, we found:

Program leadership regularly and systematically monitors the overall quality of coursework, field experiences, and the observation/feedback system, including regular examination of observation & feedback instruments and practices, as well as training for supervising teachers, but there is a need to include other stakeholders in these meetings

Source of evidence: 4 COEHD Annual Program Reports, Domain 4 Quality Matters Rubric, Domain 3 Mentor Training Overview for District Coordinators, Domain 4 Teacher Education Council files.

D4: 3. Current Action Steps

We recognize the need to strengthen faculty/supervisor connections and include in the review of data for continuous improvement.

Appendix C - Observation Forms

K-12 School-Based Observation Forms

[K-12 School Based Observation Form](#)

University Course Observation Form

[University Course Observation Form](#)

Appendix D - Quality Assurance Process

The Quality Assurance Manager will oversee all aspects of the quality review to ensure alignment with standard operating procedures, consistency among reviews, and clear, responsive communication before, during, and after the review.

The QA process for written reports is detailed below:

- The Lead Reviewer will provide a written report *DRAFT* within fifteen (15) working days of the oral report meeting.
- The Lead Reviewer will send the first draft report by secure email with a self-evaluation document that confirms that all the requirements of report writing have been met. This will be non-negotiable and, if completed incorrectly, will be identified as a target for improvement.
- The Etio Quality Assurance team will read, annotate, grade, and amend the report, which will then be sent back to the Lead Reviewer for further amendment. The Lead Reviewer then returns the report, and the QA Reader checks that all required amendments have been made. A record of the quality assurance that aligns with the agreed template will be reviewed along with targets for improvement. The Lead Reviewers can access this information, and progress against those improvement targets will be an essential component of their next QA.
- Etio QA team will communicate with the LDE contact regarding any policy-related queries in the report.
- The report will then be emailed to the provider. Within ten (10) working days of receiving the draft, the provider will review it for factual accuracy and return it to the lead reviewer with any alerts/comments.
- QA will work with the Lead Reviewer as necessary to address any factual inaccuracies. At this point, rubric scores will only be amended if they are affected by factual inaccuracy.
- The provider and LDOE will receive the final report within 30 working days of the oral report meeting.

Louisiana Teacher Preparation Provider On-site Review Framework



Louisiana Teacher Preparation Provider On-Site Review Framework

September 2024

For use during the accountability cycle of the Teacher Preparation Quality Rating System

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	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>To what extent do the selection and recruitment criteria and practices result in candidates who show potential for success in the teaching profession?</p> <p>Criteria</p> <p>a. Selection process includes multiple measures</p> <p>b. Consistency and rigor in candidate selection</p>	<p>The provider's selection criteria include multiple measures with clear descriptions of how each measure is used to determine final selection.</p> <p>The provider's selection criteria are rigorous, well documented, and consistently applied across all programs.</p> <p>The provider is able to demonstrate that at least 90 percent of candidates across all programs meet the agreed upon selection criteria.</p> <p>The provider regularly reviews and hones its selection processes to increase the quality of their candidate pool.</p>	<p>The provider's selection criteria include multiple measures with clear descriptions of how each measure is used to determine final selection.</p> <p>The provider's selection criteria are rigorous, well documented, and consistently applied across all programs.</p> <p>The provider is able to demonstrate that at least 90 percent of candidates across all programs meet the agreed upon selection criteria.</p>	<p>The provider's selection criteria include multiple measures.</p> <p>The provider's selection criteria are not well documented or are inconsistently applied across programs.</p> <p>The provider is unable to demonstrate the proportion of candidates who meet the agreed selection criteria.</p>	<p>The provider's selection criteria rely on one measure.</p> <p>The provider's selection criteria are not documented and are inconsistent.</p> <p>The provider is unable to demonstrate the proportion of candidates who meet the agreed selection criteria.</p>
Indicator 1.2	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>To what extent is there convincing evidence that recruitment and selection processes result in candidate cohorts that represent the students of the region?</p> <p>Criteria</p> <p>a. Recruitment and selection planning</p> <p>b. Impact of recruitment and selection plans</p>	<p>The provider has created specific and measurable recruitment and selection goals that will result in program completers who are more representative of the K-12 student body they will serve.</p> <p>The provider has developed a concrete plan for meeting those goals.</p> <p>The provider has solid evidence of how its work over a three year period is resulting in a demographic profile of program completers that is more representative of the student population of the schools or the school systems served by the program.</p> <p>Strategies to meet the recruitment and selection goals are regularly reviewed and revised.</p>	<p>The provider has created specific and measurable recruitment and selection goals that will result in program completers who are more representative of the K-12 student body they will serve.</p> <p>The provider has developed a concrete plan for meeting those goals.</p> <p>The provider has some evidence of how its work over a three year period is resulting in a demographic profile of program completers that is more representative of the PK-12 student body they will serve.</p>	<p>The provider has created recruitment and selection goals but has not defined how these goals will be measured.</p> <p>The provider has not developed a clear plan for meeting diversity goals.</p> <p>It is difficult for the provider to show how its work over a three year period is resulting in a demographic profile of program completers that is more representative of the PK-12 student body they will serve.</p>	<p>The provider has not established recruitment and selection goals or strategies to achieve these goals.</p> <p>The provider is unable to demonstrate how its work over a three year period is resulting in a demographic profile of program completers that is more representative of the PK-12 student body they will serve.</p>

Possible Sources of Evidence

- 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	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>To what extent does the provider prepare candidates to teach students to write and to read utilizing the five essential components of reading instruction?</p> <p>Criteria</p> <ol style="list-style-type: none"> 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 	<p>Literacy courses and training provide comprehensive coverage of writing and of the five essential components of reading instruction.</p> <p>Course instructors consistently model effective literacy teaching strategies.</p> <p>Course instructors consistently adjust course content or training to address gaps in candidates' ability to teach students how to read.</p> <p>Candidates consistently and effectively teach students literacy skills, as observed in field observations.</p>	<p>Literacy courses and training provide comprehensive coverage of writing and of the five essential components of reading instruction.</p> <p>Course instructors model effective literacy teaching strategies, most of the time.</p> <p>Course instructors adjust course content or training to address gaps in candidates' ability to teach students how to read, most of the time.</p> <p>Candidates effectively teach students literacy skills, most of the time, as observed in field observations.</p>	<p>Literacy courses and training are somewhat consistent with current research.</p> <p>Course instructors inconsistently model effective literacy teaching strategies.</p> <p>Course instructors inconsistently adjust course content or training to address gaps in candidates' ability to teach students how to read.</p> <p>Candidates inconsistently or ineffectively teach students literacy skills, as observed in field observations.</p>	<p>Literacy courses and training are inconsistent with current research.</p> <p>Course instructors rarely model effective literacy teaching strategies.</p> <p>Course instructors rarely adjust course content or training to address gaps in candidates' ability to teach students how to read.</p> <p>Candidates display limited ability to teach students literacy skills, as observed in field observations.</p>

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

Indicator 2.2	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>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?</p> <p>Criteria</p> <ol style="list-style-type: none"> 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 	<p>Course instructors consistently demonstrate full knowledge of current PK-12 student standards and the content knowledge and content pedagogy needed to teach the standards.</p> <p>Faculty consistently model effective practices for utilizing PK-12 student standards, including prioritizing and sequencing key skills and concepts, to facilitate student learning.</p> <p>Candidates consistently utilize content knowledge and content pedagogy effectively, as observed in field placements.</p>	<p>Course instructors consistently demonstrate full knowledge of current PK-12 student standards and the content knowledge and content pedagogy needed to teach the standards.</p> <p>Faculty model effective practices for utilizing PK-12 student standards to facilitate student learning, most of the time.</p> <p>Candidates utilize content knowledge and content pedagogy effectively, most of the time, as observed in field placements.</p>	<p>Course instructors display limited knowledge of current PK-12 student standards and the content knowledge and content pedagogy needed to teach the standards.</p> <p>Faculty inconsistently model effective practices for utilizing PK-12 student standards to facilitate student learning.</p> <p>Candidates inconsistently utilize content knowledge and content pedagogy effectively, as observed in field placements.</p>	<p>Course instructors do not demonstrate knowledge of current PK-12 student standards or the content knowledge and content pedagogy needed to teach the standards.</p> <p>Faculty rarely model effective practices for utilizing PK-12 student standards to facilitate student learning.</p> <p>Candidates display limited ability to effectively utilize content knowledge and content pedagogy, as observed in field placements.</p>

Indicator 2.3	Level 4 – Strong	Level 3 – Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>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?</p> <p>Criteria</p> <p>a. Course instructors’ use of high-quality curricular materials</p> <p>b. Course instructors’ modeling of effective teaching skills*</p> <p>c. Candidates’ mastery of effective teaching skills*</p>	<p>Course instructors consistently ground their teaching of planning for instruction in the use of high-quality curricular materials.</p> <p>Course instructors consistently and effectively model all of the teaching skills outlined below.</p> <p>Candidates consistently and effectively implement all of the teaching skills outlined below, as observed in field placements.</p>	<p>Course instructors consistently ground their teaching of planning for instruction in the use of high-quality curricular materials.</p> <p>Course instructors consistently and effectively model all of the teaching skills outlined below.</p> <p>Candidates implement most teaching skills outlined above most of the time, as observed in field placements.</p>	<p>Course instructors inconsistently ground their teaching of planning for instruction in the use of high-quality curricular materials.</p> <p>Course instructors inconsistently model teaching skills or model limited teaching skills.</p> <p>Candidates inconsistently implement effective teaching skills, as observed in field placements.</p>	<p>Course instructors rarely ground their teaching of planning for instruction in the use of high-quality curricular materials.</p> <p>Course instructors rarely model effective teaching skills.</p> <p>Candidates rarely implement effective teaching skills, as observed in field placements.</p>
<p><i>*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.</i></p>				
<p>Possible Sources of Evidence</p> <ul style="list-style-type: none"> 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 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	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>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?</p> <p>Criteria</p> <ul style="list-style-type: none"> a. Written and oral feedback grounded in PK-12 student learning b. Growth goals for candidates 	<p>All observers consistently provide written and oral feedback that is accurate and has a clear link to evidence of student learning during the observed lesson.</p> <p>Written and oral feedback after each observation strategically builds on previous feedback and identifies key measurable growth goals.</p> <p>All feedback results in teacher candidates knowing precisely what they must do next to improve their practice and how these improvements will be measured.</p> <p>The provider regularly reviews and hones their written and oral feedback processes.</p>	<p>The majority of observers consistently provide written and oral feedback that is accurate and has a clear link to evidence of student learning during the observed lesson.</p> <p>Written and oral feedback after each observation builds on previous feedback and identifies key measurable growth goals.</p> <p>Most feedback results in teacher candidates knowing precisely what they must do next to improve their practice.</p>	<p>There is an agreed process for written and oral feedback, but not all observers use the process consistently or accurately. This results in written and oral feedback that is inaccurate or does not link to student learning.</p> <p>Written and oral feedback after each observation inconsistently builds upon previous feedback or does not directly identify key measurable growth goals.</p> <p>Feedback inconsistently results in teacher candidates knowing what they must do next to improve their practice.</p>	<p>Written and oral feedback after each required observation is inaccurate or does not link to student learning.</p> <p>Written and oral feedback after each observation and does not identify key measurable growth goals.</p> <p>Teacher candidates are often unclear about what they must do next to improve their practice.</p>
Indicator 3.2	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>To what extent does the observation and feedback process result in improvement in the quality of student learning in the K-12 setting?</p> <p>Criteria</p> <ul style="list-style-type: none"> a. Effectiveness of supports to meet growth goals b. Counseling out process c. Impact of observation and feedback process 	<p>Supervisors consistently provide effective supports to candidates to meet growth goals.</p> <p>The program has formal interventions (including a counseling out process) that are grounded in feedback from both program supervisors and mentor teachers for teacher candidates who do not meet program performance standards.</p> <p>Candidates consistently improve their teaching practice. Candidates also consistently advance student learning, as observed in field placements.</p>	<p>Supervisors provide effective supports to candidates to meet goals, most of the time.</p> <p>The program has formal interventions (including a counseling out process) that are grounded in feedback from both program supervisors and mentor teachers for teacher candidates who do not meet program performance standards.</p> <p>Candidates consistently improve their teaching practice. Candidates also advance student learning, most of the time, as observed in field placements.</p>	<p>Supervisors inconsistently provide supports to candidates to meet goals.</p> <p>The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards. Formal interventions may not be grounded in feedback from both program supervisors and mentor teachers.</p> <p>Candidates demonstrate uneven or inconsistent improvements to their teaching practice. Candidates also inconsistently advance student learning, as observed in</p>	<p>Supervisors rarely provide supports to candidates to meet these goals.</p> <p>The program does not use formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</p> <p>Candidates demonstrate limited improvements to their teaching practice. Candidates rarely contribute to student learning, as observed in field placements.</p>

Possible Sources of Evidence

- 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 - Continuous Improvement

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	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>To what extent do program leaders and faculty systematically collect and collate high-quality* data to facilitate continuous program improvement?</p> <p>Criteria</p> <ul style="list-style-type: none"> a. Alignment of leaders and faculty on use of high-quality data b. Data collection processes c. Data accessibility 	<p>Program leaders and faculty can clearly articulate what high-quality* data are in their context and how data will be used to inform continuous improvement efforts.</p> <p>High-quality data are regularly collected using standardized practices across all programs.</p> <p>Data are efficiently collated and readily available for leaders to use.</p>	<p>Program leaders and faculty can clearly articulate what high-quality* data are in their context. Program leaders have some understanding of how high-quality data will be used to inform continuous improvement efforts.</p> <p>Data are regularly collected using standardized practices across most programs.</p> <p>Data are efficiently collated and readily available for most leaders to use.</p>	<p>Program leaders and faculty have limited knowledge of what high-quality* data are in their context and how high-quality data will be used to inform continuous improvement efforts.</p> <p>Data are collected regularly but not through standardized practices.</p> <p>Data are not easily accessible.</p>	<p>Program leaders and faculty cannot articulate what high-quality* data are in their context or how high-quality data will be used to inform continuous improvement efforts.</p> <p>Program data are collected irregularly or infrequently.</p> <p>Data are not accessible.</p>
<p><i>*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.</i></p>				
Indicator 4.2	Level 4 – Strong	Level 3 - Good	Level 2 – Needs Improvement	Level 1 - Inadequate
<p>To what extent do program leadership, faculty, partner district and school leaders, and mentor teachers engage in continuous improvement planning?</p> <p>Criteria</p> <ul style="list-style-type: none"> a. Use of data b. Impact of continuous improvement planning 	<p>Leadership at all levels, including program faculty, partner district and school leaders, and mentor teachers— regularly meets to analyze high-quality data.</p> <p>Based upon these meetings, improvement plans with specific, measurable, and rigorous goals grounded in improving K-12 student learning are developed.</p> <p>Plans are regularly reviewed and revised.</p> <p>As a result, the provider can concretely demonstrate that the program is improving over time, as evidenced by at least 90 percent of improvement goals being met.</p>	<p>Leadership at most levels, including program faculty, partner district and school leaders, and mentor teachers— regularly meets to analyze high-quality data.</p> <p>Based upon these meetings, improvement plans with specific, measurable, and rigorous goals grounded in improving K-12 student learning are developed.</p> <p>Plans are sometimes reviewed and revised.</p> <p>As a result, the provider has some evidence that the program is improving over time.</p>	<p>Some program leaders and faculty meet infrequently to analyze high-quality data.</p> <p>Based upon these meetings, improvement plans with general goals are developed.</p> <p>Improvement plans include limited connections to improving K-12 student learning.</p> <p>Plans are rarely revisited or revised to ensure goals are met.</p> <p>As a result, the provider has limited evidence that the program is improving over time.</p>	<p>Program leaders and faculty rarely meet to analyze high-quality data.</p> <p>Improvement plans, if developed, rarely address key areas of improvement that are grounded in high-quality data.</p> <p>As a result, the provider is unable to demonstrate that the program is improving over time</p>

Possible Sources of Evidence

- Data over time (which could include teaching observations, evaluations, surveys, employment outcomes, impact of candidates and completers on student learning (to include 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, 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

