



LDOE Teacher Preparation Program On-Site Review Handbook



**TPP
Handbook:
June 2026**



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This handbook sets out the protocols and evaluation framework for teacher preparation 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. Additionally, only designated members of the review team and authorized personnel will be granted access to the Google Drive folder 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 (TPQRS) (Bulletin 996, Chapter 4). The system will:
 - o Phase in over five years.
 - o Be used to inform continued program approval decisions in winter 2022-2023.
 - o Review every provider on a bi-annual cycle, except for providers receiving an overall TPQRS accountability score of **Effective or higher**, which will move to a four-year cycle.
- **December 2017:**
 - o The 2020-2021 academic year will be the first year of the initial two-year cycle
 - o Providers that achieve initial approval after September 1, 2018, will begin the renewal cycle on September 1 of the year directly following BESE approval
 - o The LDOE will annually produce and make publicly available a performance profile and quality rating score for each approved preparation provider
 - o Beginning with ratings assigned in winter 2022-2023, Louisiana teacher preparation quality rating system results will serve as the basis for preparation program renewal. The renewal cycle will be two years, and the accountability cycle will be four years for each pathway.

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	2018–2019 & 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; not publicly reported	Produced each winter (2020 and 2021); publicly reported for informational purposes only	Produced each winter and publicly reported
Quality Ratings	Not applicable	Produced in winter 2021; publicly reported for informational purposes only	Produced in winter 2023; used for ongoing approval decisions
Ongoing Program Approval Decisions	Not applicable	Were not made	Providers (in 2023) receiving Level 3 or above move to a four-year accountability cycle

Table 1. Quality Rating Systems Phase In (2017–2023)

This table outlines the phased implementation of quality rating systems, including measures, performance profiles, quality ratings, and program approval decisions across research, learning, and accountability phases.

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 percentage of program completers placed in high-need schools during residency or practitioner year, 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 be generated only for pathways with 10 or more program completers who have value-added results. If there are fewer than 10 program completers, the Meeting Educator Workforce Needs domain adjusts to 50% of the total score. The weights for each domain are outlined below.

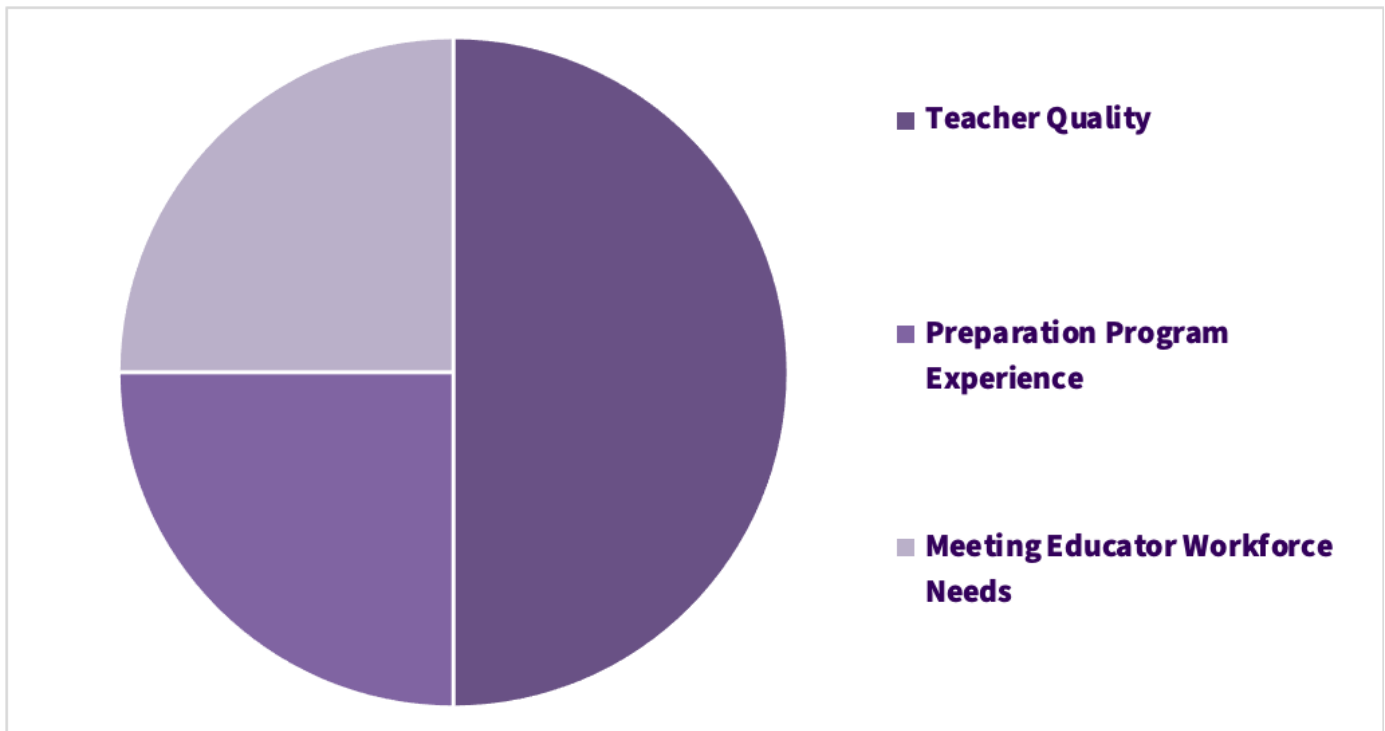


Figure 1. Domain Weights for Teacher Preparation Program Evaluation

This figure displays the weighting of three domains used in evaluation. Teacher Quality accounts for 50 percent of the total score, while Preparation Program Experience and Meeting Educator Workforce Needs each account for 25 percent.

Domain	Weight	Indicators
Preparation Program Experience*	50 percent	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

Meeting Educator Workforce Needs	25 percent	Percentage of program completers in high need certification areas; Percentage of program completers placed in high need schools during residency or practitioner year.
Teacher Quality	25 percent	Value-added results of program completers

Table 2. Domain Weights and Indicators for Program Evaluation

This table outlines the three evaluation domains, their respective weights, and the indicators used to assess each domain. Note. Indicators describe the specific components used to evaluate each domain. Percentages indicate the relative weight of each domain in overall program evaluation.

* 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 Preparation Program Experience (Onsite Site Review)?

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

Table 3. Quality Rating Scale and Corresponding Holistic Ratings

This table defines the four performance levels used in the quality rating system and their corresponding holistic rating values. Note. Higher levels indicate stronger overall program performance.

The four subdomain scores are averaged to generate the Preparation Program Experience score (Appendix F)

LDOE Prep Providers

Provider Name	Provider Type	Location	On-site Review	Last Review Date	Provider Review Cycle
A+PEL (Ready to Teach)	Private	Baton Rouge	Fall 2026	Not available	1st Cycle
Caddo Teaching Academy	System-Based	Shreveport	Spring 2029	Spring 2025	3rd Cycle
Centenary College of Louisiana	University-Based	Shreveport	Spring 2030	Spring 2026	4th Cycle
Grambling State University	University-Based	Grambling	Fall 2028	Fall 2024	3rd Cycle
Greaux Lafourche	System-Based	Thibodaux	Fall 2026	Not available	1st Cycle
iTeachLouisiana	Private	Denton, TX	Spring 2027	Spring 2022	2nd Cycle
Jefferson Parish EMBARK	System-Based	Harvey	Fall 2024	Not available	1st Cycle
Louisiana Resource Center of Educators (LRCE)	Private	Baton Rouge	Spring 2027	Spring 2022	3rd Cycle
Louisiana Christian (formerly Louisiana College)	University-Based	Pineville	Fall 2029	Fall 2025	3rd Cycle
Louisiana State University Alexandria	University-Based	Alexandria	Fall 2026	Spring 2022	2nd Cycle
Louisiana State University Baton Rouge	University-Based	Baton Rouge	Spring 2027	Spring 2022	3rd Cycle

Louisiana State University Shreveport	University-Based	Shreveport	Spring 2027	Spring 2022	3rd Cycle
Louisiana Tech University	University-Based	Ruston	Spring 2030	Spring 2026	4th Cycle
Loyola University New Orleans	University-Based	New Orleans	Fall 2028	Fall 2024	3rd Cycle
McNeese State University	University-Based	Lake Charles	Fall 2026	Spring 2022	2nd Cycle
Nicholls State University	University-Based	Thibodaux	Fall 2026	Spring 2022	2nd Cycle
Northwestern State University	University-Based	Natchitoches	Fall 2026	Fall 2022	2nd Cycle
Oxford/Reach University	University-Based	California	Fall 2028	Fall 2024	2nd Cycle
Southeastern State University	University-Based	Hammond	Spring 2029	Spring 2025	3rd Cycle
Southern University Baton Rouge	University-Based	Baton Rouge	Fall 2030	Fall 2026	3rd Cycle
Southern University of New Orleans	University-Based	New Orleans	Spring 2029	Spring 2025	2nd Cycle
Teach Ascension	System-Based	Donaldsonville	Fall 2028	Fall 2024	2nd Cycle
Teach St. Bernard	System-Based	Chalmette	Spring 2029	Spring 2025	3rd Cycle
Teach St. Tammany	System-Based	Covington	Fall 2028	Fall 2024	2nd Cycle
Teach Tangi	System-Based	Amite	Fall 2028	Fall 2024	3rd Cycle
Texas Women's University	University-Based	Denton, TX	Fall 2026	Not available	1st Cycle

TNTP Academy	Private	New Orleans	Spring 2026	Spring 2021	2nd Cycle
Tulane University	University-Based	New Orleans	Spring 2029	Spring 2025	3rd Cycle
University of Holy Cross	University-Based	New Orleans	Spring 2027	Spring 2022	3rd Cycle
University of Louisiana at Lafayette	University-Based	Lafayette	Fall 2026	Fall 2021	2nd Cycle
University of Louisiana at Monroe	University-Based	Monroe	Fall 2029	Fall 2025	3rd Cycle
University of New Orleans	University-Based	New Orleans	Spring 2029	Spring 2025	3rd Cycle
Xavier University of Louisiana	University-Based	New Orleans	Spring 2030	Spring 2026	3rd Cycle

Table 4. Louisiana Department of Education Preparation Providers and Review Cycles

This table lists approved preparation providers, including provider type, location, scheduled on-site review, most recent review date, and current review cycle.

Note. “First on-site review” indicates that the provider has not yet undergone a prior review cycle.

Who is Etio (formerly 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 while 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.

Role	Name	Contact Information
Etio, Project Director	Liz Boyce	liz.boyce@etioglobal.org

Table 5. Project Director Contact Information

This table provides contact information for the Etio project director.

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 and higher 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.

Review Size	Lead Reviewer (On-site)	Team Reviewer (On-site)	Team Reviewer (On-site)	Remote Team Members
Small Review	1	1	0	1
Medium Review	1	1	0	2
Large Review	1	1	1	2

Table 6. Review Team Composition by Review Size

This table outlines the composition of review teams based on the size of the review.

- 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, more than 3) reviews for Etio. We also commit to providing a Lead Reviewer for each team who has either led or worked on a successful LDOE TPP review.
- Every team will include a Louisiana-based 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 candidates in person teaching a full class in PK-12 classes as per the suggested numbers;
- Observe candidates' learning via preparation coursework;
- Conduct interviews with residents, mentors, principals, program supervisors, and other stakeholders as determined by the program;
- Review and evaluate coursework against the rubric;
- 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.

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:

By the end of the training, participants will be able to:

- Articulate the purpose, context, and structure of Louisiana’s Educator Preparation Provider (EPP) review process.
- Demonstrate proficiency in using all review tools and protocols required for EPP evaluations.
- Simulate each component of an on-site review, including the ability to:
 - Conduct observations of instruction and evaluator training sessions.
 - Analyze and interpret program data and documentation.
 - Facilitate structured focus group interviews with various stakeholder groups.
 - Accurately document evidence using the Evidence Record Book.
 - Apply rubric criteria to calibrate scores and ensure inter-rater reliability.
 - Synthesize findings and engage in collaborative consensus scoring.
 - Role-play the deliberation and scoring process to build fluency and consistency.
 - Design an efficient and comprehensive review schedule.
 - Communicate effectively and professionally with all stakeholder groups throughout the review process.
 - Contribute to the development of clear, evidence-based findings in the final written report.

Key Topics will include:

- Guidance and models on how many observations should be done and how best to ensure both undergraduate and post-baccalaureate students 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-upon processes, and reviewers use all the protocols in a highly structured and authentic manner. A key feature of the training is consistency in how the protocols are applied and, in the judgments, made using them. Reviewers work with approved documentation, role-playing all parts of the program review while being observed by

Etio quality assurance staff and participating LDOE staff. Only those who meet the established standards are involved in the LDOE teacher preparation program reviews. Final decisions on reviewer selection are made after 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:** 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:** 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:** 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:** examines how programs collect and utilize data to continually improve the quality of teacher preparation programs.

[Louisiana On-Site Review Framework](#)

Download the Louisiana On-Site Review Framework (PDF)

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 the preparation providers, the lead reviewer, and the 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. It 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 primary 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 to the 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 the code of conduct

Providers:

- Assign a point person to serve as the provider contact. This person will be given access to Google Form and 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 provider self-assessment (PSA) 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 the provider contact. The schedule should clearly define undergraduate and post-baccalaureate activities. Etio must review all approved programs during the on-site review.
- 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 cases of scheduling challenges that have yet to be overcome.

Providers:

- Participate in an in-person orientation with the Louisiana-based Etio associate
- Participate in the "Check-in" call with the 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
 - Ensure schedule includes in-person observations of candidates teaching a course

Ensure that holidays and testing schedules do not coincide with the on-site review process.

Providers may want to contact school systems at this time to start scheduling in-person observations.

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 P14)

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 Google Louisiana Review Drive).

Draft On-site Review Schedule

Develop an early draft of the on-site review schedule of activities. Use the provided template and supporting guidance.

3 Weeks Prior to the On-site Review

- A copy of the final schedule is 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 the Evidence Record

Providers:

- Optional check-in call with the lead reviewer and topics may include:
 - 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 folders
 - An optional check-in call with Etio lead to address any remaining questions or to finalize documents.

IMPORTANT NOTE:

- All documents should be submitted to the document-sharing system one week before the review to allow time for the review team to read them 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.
- Failure to ensure access to preparation provider files, candidate observations, and preparation provider courses could negatively affect the preparation program's score.

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 the LDOE 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 on-site review 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 the 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

After the on-site review visit

Report Writing Timeline, Process, and Quality Assurance

- The Lead Reviewer will provide a written report **draft** within **ten (10) 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 review, annotate, grade, and amend the report, which will then be sent back to the Lead Reviewer for further revisions. The Lead Reviewer will then return the report, and the QA Reader will check that all required amendments have been made. A record of the quality assurance process that aligns with the agreed template will be reviewed along with targets for improvement. The Lead Reviewers can access this information, and progress toward those improvement targets will be an essential part of their next QA.
- The Etio QA team will communicate with the LDOE 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 the Etio review team to collaborate, store, and share data easily (and securely). The security features within Google Drive guarantee privacy with adjustable access levels and data collection.

The Etio 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. LDOE will grant access to the appropriate folders for each provider from the names submitted via a Google Form that will be shared prior to the review. Only those individuals listed on the Google Form will be granted access to the folder, along with the review team members listed on the schedule.

Data Security and Access Protocols

To ensure the confidentiality, integrity, and appropriate use of all materials submitted as part of the on-site review process, Etio and LDOE implement the following data security and access protocols for all Teacher Preparation Provider (TPP) review folders.

Access Request and Authorization

Prior to the on-site review, each TPP is required to complete the official Folder Access Google Form to designate individuals who require access to the review folders. For each individual, the provider must specify:

- Name and role
- Email address
- Level of access (contributor or viewer)

Access will be granted only to individuals explicitly listed and approved through this process.

Access Controls During the Review Process

Once the form is submitted and processed:

Access to the TPP's review folder will be restricted to:

- Approved TPP personnel listed on the form
- Assigned Etio team members (listed on the schedule)
- Authorized LDOE staff

No additional individuals will be granted access outside of this approved list

Access levels (editor or viewer) will be assigned strictly in accordance with the submitted form. This ensures that all documentation, evidence, and review materials remain secure and accessible only to those directly involved in the review process.

Data Use and Confidentiality

All materials housed within the review folders are considered confidential and are to be used solely for the purposes of the on-site review, evidence analysis, and report development. Unauthorized sharing, downloading, or distribution of materials is strictly prohibited by all parties involved in the review.

Post-Review Access and Data Retention

Following the completion of the on-site review and finalization of the report:

- Access for TPP personnel will be removed
- Ongoing access will be limited to:
 - Etio leadership
 - Authorized LDOE staff

This ensures appropriate data retention, oversight, and compliance with state-level review and accountability requirements.

If a provider requires access to any materials stored within the review folder after access has been removed, a formal request must be submitted to LDOE via email on official teacher preparation provider letterhead for review and approval.

Reporting a Data Security Concern or Breach

Teacher preparation providers share responsibility with Etio and LDOE for safeguarding candidate, completer, and program data handled during the on-site review process. If a provider identifies, suspects, or is notified of any data security concern — including but not limited to unauthorized access to a review folder, a lost or stolen device containing review materials, inadvertent sharing of confidential documents, a phishing or credential-compromise event, or any other actual or suspected breach — the following steps must be followed without delay.

Step 1: Immediately notify the Louisiana Department of Education (LDOE).

The provider's first action is to flag the concern to the LDOE teacher preparation contact by email and phone as soon as the concern is identified. This notification should occur before any external communication about the incident and should include, to the extent known at the time of discovery:

- The date and time the concern was discovered, and by whom
- A brief description of what occurred or is suspected to have occurred
- The type of data or systems potentially affected (e.g., review folder contents, candidate information, completer data)
- Any immediate actions already taken by the provider

Step 2: Notify Etio in parallel with the LDOE notification.

The provider contact should email the Etio Project Director and Project Lead Quality Assurance Manager with the same information provided to LDOE. This ensures Etio can assess the impact on the review process, review folder access, and any shared systems, and can take appropriate coordinated action on its side.

Step 3: Contain the incident and preserve evidence.

While LDOE and Etio are being notified, the provider should take reasonable steps to limit the scope of the incident, including but not limited to:

- Revoking access for any individual or account suspected of being compromised
- Resetting credentials associated with affected accounts
- Pausing further uploads or downloads to the affected review folder until cleared by LDOE and Etio
- Engaging the provider's own IT or information security function to investigate
- Preserving relevant logs, emails, and records to support the investigation — do not delete or alter evidence

Step 4: Document the incident in writing.

Within two (2) business days of discovery, the provider should submit a written incident summary to LDOE, with Etio copied, describing what occurred, the data or systems involved, the individuals who may have been affected, the containment steps taken, and any known or suspected cause. This document becomes the working record of the incident and will be updated as the investigation progresses.

Step 5: Coordinate any required external notifications through LDOE.

Depending on the nature of the data involved, the incident may trigger obligations under federal law (such as FERPA) and under Louisiana's Database Security Breach Notification Law (La. R.S. 51:3071–3077), which generally requires notification to affected Louisiana residents and the Louisiana Attorney General's Consumer Protection Section no later than sixty (60) days from discovery of the breach. Providers must not issue any external notifications — to affected individuals, the public, the media, or regulators — until the response is coordinated with LDOE. Etio will support LDOE and the provider as requested, but LDOE

leads all external communications decisions related to the on-site review process.

Step 6: Participate in a post-incident review.

Once the incident is contained and resolved, the provider will participate in a post-incident review with LDOE and Etio to identify contributing factors, document lessons learned, and agree on any changes to access controls, training, or review procedures. Findings from this review will inform updates to this handbook and to the shared data security and access protocols.

When in doubt, report. Providers should err on the side of early notification — it is always preferable to raise a concern with LDOE that turns out to be a false alarm than to delay reporting of a genuine incident.

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

Possible Sources of Evidence

The documents submitted for 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	● 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	● 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	● 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	• 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 have an impact on student learning outcomes • State agency-provided data
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The Review Schedule Process

While Lead Reviewers and Support Reviewers must work on-site at the TPP's location, Etio will maximize the advantages of a hybrid review process that aids evidence collection. Using Zoom video and other technology greatly enhances the number and quality of observations of learning and teaching and discussions with TPP faculty and staff. 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 providers' needs 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 best suits the review. The schedule will include focus groups, team meetings, 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 and at least 30-60 minutes, depending on the size of the program.**
- 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 greater rigor and accuracy in reporting, Etio has now added an extra support reviewer for each team. This role aims to strengthen the quality assurance process by verifying that the collected evidence supports the effectiveness of reflection and evaluation processes, and that the report's accuracy and consistency are maintained. Additionally, all reports will undergo a thorough quality-assurance review before being shared with the provider or LDOE. A QA template (Appendix D) with established criteria and grading standards was created to offer a consistent reference for the writer and the QA lead.

Review Report Submission

When a review has been completed,

- The lead reviewer will send the initial draft report to the QA Manager via secure email, along with a completed checklist document confirming that all report writing requirements are satisfied. This will be mandatory, and if done incorrectly, it will be identified as an area for improvement.
- The QA lead will review, 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 completed, the Lead Reviewer returns the report, and the QA Manager verifies that all necessary amendments have been made before submitting the report for approval by the Project Manager. As with previous reviews, a record of the quality assurance alignment with the approved template will be kept for each Lead Reviewer to help set improvement targets. The Lead Reviewers can access this information, and progress toward these improvement targets will be a key part of their next review 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 needed for the final draft report, we propose that this must be approved by LDOE and supported by valid reasons, such as 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 is to ensure clarity, consistency, and factual accuracy. Etio commits to ensuring that only findings presented 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 evidence-based alignment with the complete TPP rubric, aiming for 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 Liz Boyce, 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	

Structure of Teacher Preparation Program (350-word limit)

Provide a description of organizational structure, context, and/or unique characteristics for the pathway(s) and program(s) included in the report. Clearly indicate the pathway(s) and program(s) in the responses.

Identify the structure of teacher preparation programming provided at your institution. Include all approved Undergraduate and alternate pathway(s), associated programs (certification areas), and their governance structure within your institution.

For university providers, if other colleges are involved in educator preparation for pathway(s)/program(s), note this within the structure provided. (Organizational chart, list, or other graphic organizer format may be used for this section.)

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.

Domain 1 Context:

D1: 1. Strengths

Please describe each pathway's strengths in selecting candidates for admission, making reference to Indicator 1.1 in the Louisiana Teacher Preparation On-Site Review Handbook. In discussing these selection strengths, we ask that you:

- Identify critical distinctions between selection into each pathway, if necessary
- Briefly explain the evidence used for this self-assessment and
- 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.

Domain 2 Context:

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 for 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.*

Domain 3 – Context

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.

Domain 4 Context

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	- Elementary Education - Secondary Education	- Elementary Education - Middle-Level Education - Secondary Education	- 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 cohorts' **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 our cohort of candidates represents the students of the region.

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 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 ten (10) 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.

Appendix E - Louisiana Teacher Preparation Provider On-site Review Framework

[Louisiana On-site Review Framework](#)

Appendix F – ETIO Review Scoring Process

The ETIO review scoring process is a collaborative, evidence-based approach used by the review team to assess performance across the Onsite Review Framework. This structured method ensures transparency, fairness, and alignment to established indicators and criteria.

Step-by-Step Process

Collection of Evidence

The team gathers evidence through:

- Onsite classroom and school and university observations
- Focus Group discussions
- Review of documents uploaded to the TPP Drive
- Daily debrief conversations and interviews with stakeholders

This evidence is used to evaluate each indicator under the domain.

Individual Scoring by Team Members

- Each team member independently assigns a score from 1 to 4 for each indicator, based on the evidence collected and the defined criteria.
- Example for Indicator 2.1a:

Indicator	Team Member 1	Team Member 2	Team Member 3	Team Member 4
2.1a	4.0	3.0	3.0	4.0

Calculating the Row Average

- For each indicator, the four scores are averaged to determine the Row Average (Unrounded).
Using the example above:

Row Average (Unrounded). = $\frac{TM1 + TM2 + TM3 + TM4}{4} = 3.5$

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Indicator	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Row Average (Unrounded)
2.1a	4.0	3.0	3.0	4.0	3.5

Rounding the Row Average

- During the review discussion, teams round up the average of the scores
- This results in the “Average (Rounded Up)”

Indicator	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Row Average (Unrounded)	Average (Rounded Up)
2.1a	4.0	3.0	3.0	4.0	3.5	4

Example: A row average of 3.5 would be rounded up to 4.0.

Note: Only the row average for each indicator can be rounded. The final domain score is not rounded.

Displaying Team Scores and Indicator Averages

For each indicator in the domain (e.g., 2.1a–d, 2.2a–c, 2.3a–c), the final table includes:

- Team Member scores | Row Average (Unrounded) | Average (Rounded Up)

Indicator	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Row Average (Unrounded)	Average (Rounded Up)
2.1a	4.0	4.0	4.0	4.0	4.0	4
2.1b	4.0	3.0	3.0	4.0	3.5	4
2.1c	2.0	2.0	3.0	3.0	2.5	3
2.1d	3.0	3.0	3.0	3.0	3.0	3
					Overall Average	3.5

A Sample Table:

Indicator	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Row Average (Unrounded)	Average (Rounded Up)
2.2a	3.0	3.0	3.0	3.0	3.0	3
2.2b	3.0	3.0	3.0	3.0	3.0	3
2.2c	2.0	2.0	2.0	2.0	2.0	2
					Overall Average	2.67

Indicator	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Row Average (Unrounded)	Average (Rounded Up)
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2.3a	3.0	3.0	3.0	3.0	3.0	3
2.3b	2.0	2.0	3.0	3.0	2.5	3
2.3c	3.0	4.0	4.0	3.0	3.5	4
Overall Average						3.33

Calculating the Subdomain and Domain Average

- At the bottom of each subdomain section (e.g., 2.1, 2.2, 2.3), a row labeled "Overall Average" is added.
- This includes:
 - The average score of each team member across all indicators in that subdomain.
 - The overall average of all row averages in the subdomain.
 - The average of the rounded-up scores in the subdomain.

Example

Domain	Rounded Average
2.1	3.5
2.2	2.67
2.3	3.33
Domain Score	3.16

Final Domain Score

Once all subdomains (e.g., 2.1, 2.2, 2.3) have been scored:

- The unrounded row averages across all indicators in the domain are averaged.
- This value becomes the final domain score.
- The final domain score is not rounded and is reported using the framework's scale:
 - Level 1 – Inadequate¹: 0–1.9
 - Level 2 – Needs Improvement: 2.0–2.9
 - Level 3 – Good: 3.0–3.9
 - Level 4 – Strong: 4.0

Domain	Rounded Average
2.1	3.5
2.2	2.67
2.3	3.33
Domain Score	3.16
Unrounded Domain Score	3.0 - Good