

**Contact Information**

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Region: Southeast

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**Program Completers**

89

Number of candidates who completed this teacher preparation program from 2016-2017 through 2018-2019.

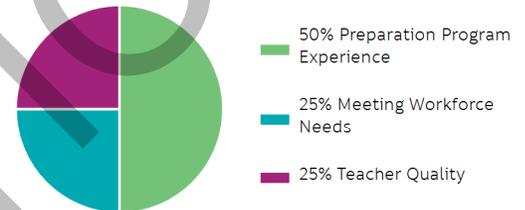
**Certification Areas offered**

- Elementary Education
- English/Language Arts
- Foreign Languages
- Health/Physical Education
- Mathematics
- Science
- Social Studies
- Special Education

**OVERALL QUALITY RATING AND SCORE**

<p><b>QUALITY RATING</b> N/A</p>	<p><b>QUALITY SCORE</b> N/A out of 4.0</p>
<p><b>Average Quality Score (Post-Baccalaureate Pathways)</b> 2.5 out of 4.0</p>	

**SCORE WEIGHTING**



The overall quality rating and score is comprised of three domains: Preparation Program Experience, Meeting Educator Workforce Needs, and Teacher Quality. The [profile methodology document](#) details the methodology for calculating the overall rating and score.

**DOMAIN RATINGS AND SCORES**

<p><b>PREPARATION PROGRAM EXPERIENCE</b></p> <p>Measures the quality of candidate selection, coursework, clinical placement, and program performance management, as determined by an on-site review.</p>	<p><b>DOMAIN RATING</b> N/A</p>
<p><b>Average Domain Score (Post-Baccalaureate Pathways)</b>      2.2 out of 4.0</p>	<p><b>DOMAIN SCORE*</b> N/A out of 4</p>

**ON-SITE REVIEW RATING**

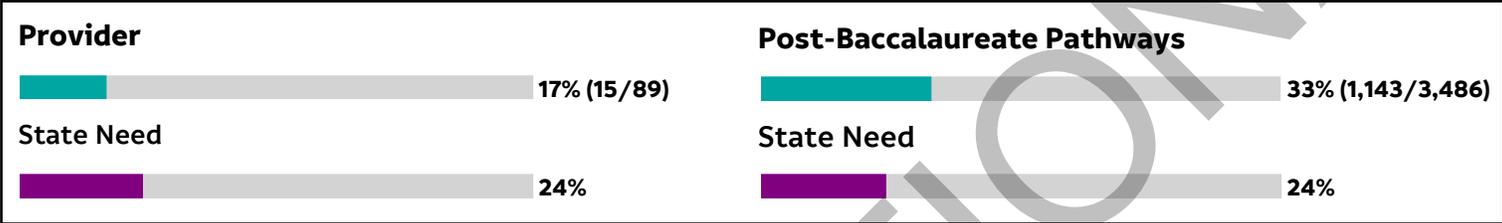
<p><b>Most Recent On-Site Review:</b> N/A</p> <p><b>Programs Reviewed:</b> N/A</p>			
<p><b>Quality of Candidate Selection</b> N/A out of 4</p>	<p><b>Quality of Coursework</b> N/A out of 4</p>	<p><b>Quality of Clinical Placement</b> N/A out of 4</p>	<p><b>Quality of Performance Management</b> N/A out of 4</p>

\*The overall on-site review score is calculated by averaging the four domain scores and rounding to the nearest whole number.

<p><b>MEETING EDUCATOR WORKFORCE NEEDS</b></p> <p><i>Cohorts of program completers included: 2016-2017, 2017-2018, and 2018-2019</i></p> <p>Measures the extent to which the program is meeting Louisiana's educator workforce needs by placing teacher candidates in high-need schools and preparing candidates in high-need certification areas.</p>	<p><b>DOMAIN RATING</b></p> <p>Level 3: Effective</p>
	<p><b>DOMAIN SCORE*</b></p> <p>2.5 out of 4.0</p>

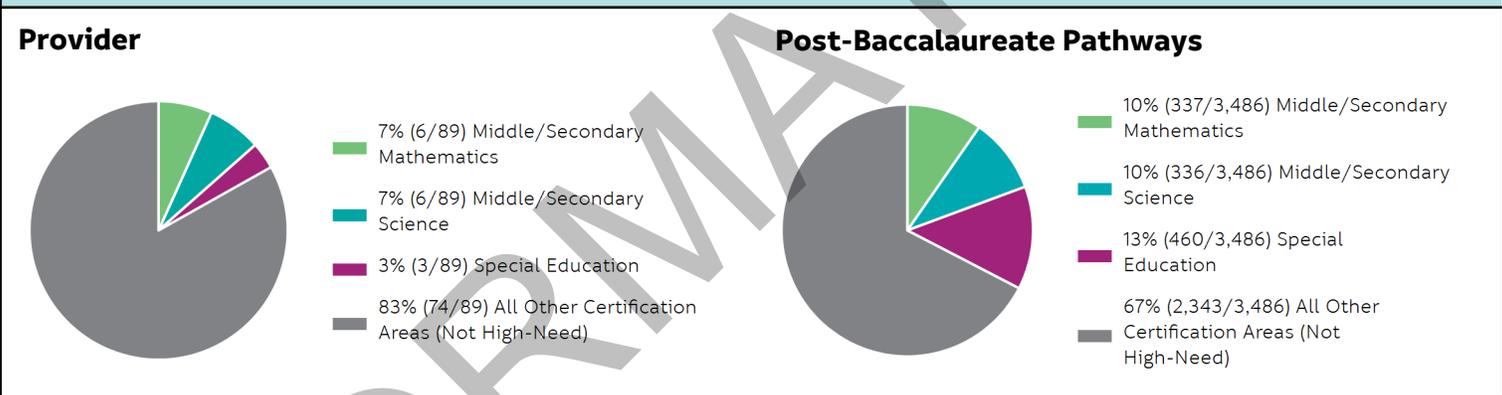
**Average Domain Score (Post-Baccalaureate Pathways)** 2.5 out of 4.0

**PERCENTAGE OF PROGRAM COMPLETERS IN HIGH-NEED CERTIFICATION AREAS**

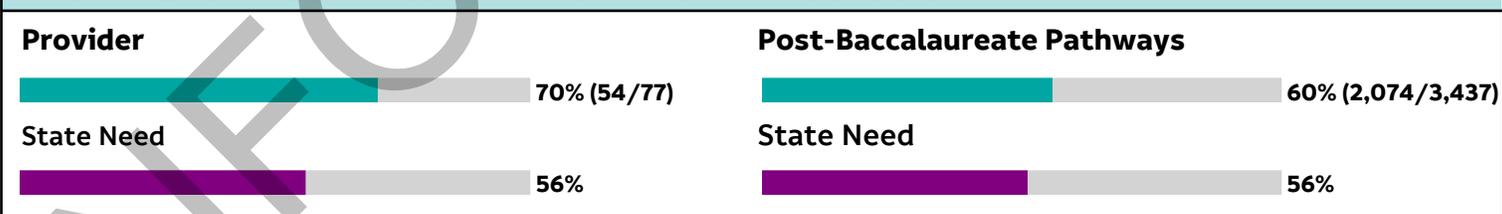


Louisiana's high-need certification areas are special education and middle/secondary mathematics and science.

**PERCENTAGE OF PROGRAM COMPLETERS IN EACH HIGH-NEED CERTIFICATION AREAS**



**PERCENTAGE OF PROGRAM COMPLETERS IN HIGH-NEED SCHOOLS**



The [high-need schools for quality rating system spreadsheet](#) documents Louisiana's high-need schools approved by BESE.

### TEACHER QUALITY

Cohorts of program completers included: 2015-2016, 2016-2017, and 2017-2018

Measures the impact of each program's pathway on K-12 student outcomes, based upon the value-added results of program completers during their first year of employment. Teacher value-added results are limited to grades and subjects with state-administered assessments.

#### DOMAIN RATING

Level 3: Effective

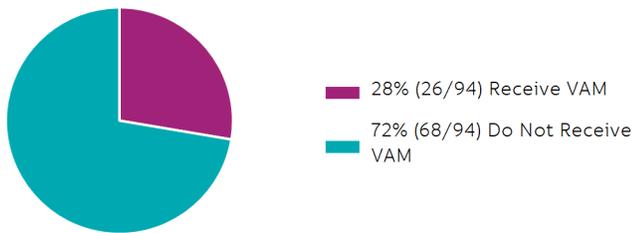
#### DOMAIN SCORE

3.0 out of 4.0

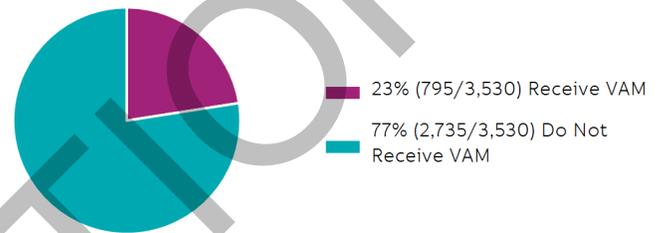
**Average Domain Score (Post-Baccalaureate Pathways)** 3.0 out of 4.0

### PERCENTAGE OF PROGRAM COMPLETERS WITH VALUE-ADDED DATA (VAM)

#### Provider



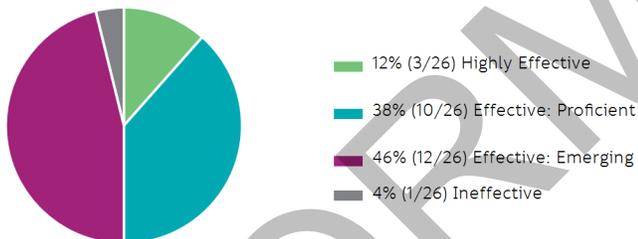
#### Post-Baccalaureate Pathways



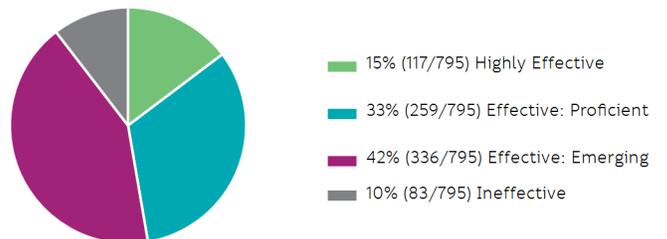
The [value-added frequently asked questions document](#) details the grades and subjects of which value-added results are generated. Pathways with fewer than ten program completers with value-added data do not receive a teacher quality rating.

### VALUE-ADDED EFFECTIVENESS LEVELS OF PROGRAM COMPLETERS

#### Provider



#### Post-Baccalaureate Pathways



The teacher quality index score for Nicholls State University: Post-Baccalaureate is 78.8. This index score correlates to a teacher quality rating of Level 3: Effective.

**The teacher quality rating uses all program completers with value-added data.** If program completers in out-of-field certification areas were excluded, the index score would be 81.3 and the rating would be Level 3: Effective.

The [value-added report](#) details the methodology for producing value-added ratings.

**Which institutions receive performance profiles?**

Every institution approved by the Board of Elementary and Secondary Education to train teachers for initial certification receives a performance profile. Each institution receives one performance profile for all undergraduate programs (e.g. the undergraduate pathway) and one performance profile for all post-baccalaureate programs (e.g. the post-baccalaureate pathway). Pathways must have at least ten completers over a three-year period to receive a performance profile.

**How is the quality rating calculated?**

Please visit this link for a detailed methodology of how the domains and overall teacher quality rating are calculated:  
<https://bit.ly/louisianateacherprepmethodology>

**Who is included in this report?**

The Meeting Educator Workforce Needs domain contains all teacher candidates who completed a teacher preparation program in Louisiana during academic years 2016-2017, 2017-2018, and 2018-2019. Candidates who completed an add-on certification are also included in the high-need certification areas calculation of the Meeting Educator Workforce Needs domain. The Teacher Quality domain contains all teacher candidates who completed a teacher preparation program in Louisiana during academic years 2015-2016, 2016-2017, and 2017-2018.

**What data are used in this report?**

- Classification of Instruction Programs (CIP) Curriculum
- Database (CUR)
- Profile of Educational Personnel Database (PEP)
- Self-reported data from teacher preparation providers
  - High-need schools for district-based providers
  - High-need certification areas for district-based providers
  - Number of school system partnerships
  - Number of education dual-enrollment courses
  - Number of students enrolled in dual enrollment coursework in prior year
  - Educational leader programs offered
- Teacher Certificate Management System (TCMS)

**Definitions**

<i>Resident</i>	<ul style="list-style-type: none"> <li>• An undergraduate teacher candidate who completed a one-year teaching residency or any student teaching.</li> <li>• A post-baccalaureate candidate who taught on a Practitioner’s License or co-taught with another teacher of record.</li> </ul>
<i>High-Need Certification Areas</i>	<p>High-need certification areas are those that align with the highest percentage of classes being taught by out-of-field or uncertified teachers across the state, or for district-based providers, their district. High-need certification areas were established in 2017 and will be updated every four years.</p>
<i>High-Need Schools</i>	<p>High-Need Schools are defined as:</p> <ul style="list-style-type: none"> <li>• Schools with 75% or greater economically disadvantaged student population and/or minority student population</li> <li>• Schools that are geographically remote (greater than 25 miles from any teacher preparation provider)</li> <li>• Comprehensive Intervention Required schools</li> <li>• Virtual schools, residential/ detention centers, and schools/ programs operating with juvenile justice are excluded from this list.</li> </ul>