

BACKGROUND

This October, BESE [adopted updated regulations](#) for the preparation of aspiring teachers. These regulations provide for a yearlong classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum that will provide candidates with the knowledge and skills needed to be prepared for their first day of teaching.

The changes were informed by Louisiana's teacher preparation pilot program, [Believe and Prepare](#), and two years of public discussion and input through a 2014 survey of 6,000 educators and over fifty meetings and focus groups with hundreds of teacher preparation stakeholders. The updated regulations were developed in collaboration with the Louisiana Board of Regents and leaders of preparation programs. Teacher candidates admitted into programs in the 2018-2019 year will be the first full cohort to experience the required yearlong residency and new competency-based curricula.

PURPOSE

This guide outlines the transition timeline and supports available to preparation providers and their school system partners as they align preparation experiences and partnerships to meet BESE's teacher preparation program requirements¹. This resource also provides the following essential information about the transition.

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High-Cost Needs Pool Application <i>All providers may complete this application by January 30 in order to request funding for high-cost needs related to the transition to aligned programs. Allocations of these funds will be considered by BESE in March 2017.</i>	Page 8

As additional information and resources become available, this guide will be updated and posted on the [Educators page](#) of the Louisiana Believes website.

Questions about this Transition Guide or its contents? Email BelieveAndPrepare@LA.gov

¹ As identified in *Bulletin 746* and *Bulletin 996* approved by BESE in October 2016

OVERVIEW OF UPDATED POLICIES

Teacher Preparation Competencies	Teacher preparation competencies identify essential knowledge and skills that teacher candidates must master in order to be eligible for initial certification.
Program Design	Preparation programs are competency-based, designed around candidates' mastery of essential knowledge and skills, versus discrete courses and isolated practice experiences.
Practice	Traditional and alternate teacher preparation programs include, at minimum, a yearlong residency for all teacher candidates, to provide ample opportunity for competencies to be mastered.
Certification Decisions	<p>A preparation provider, in consultation with the school leader or his/her designee and mentor teacher, recommends the candidate for professional level certification upon successful completion of a state-approved teacher preparation program.</p> <p>The recommendation is based on demonstrated teaching competency, which is documented throughout the yearlong residency.</p> <p>Documentation must include observations of teaching practice and measures of impact on student learning during the residency year.</p>
Resident Teacher Certificate	<p>Beginning July 1, 2018, a teacher candidate serving in a BESE-approved yearlong residency holds a Resident Teacher Certificate.</p> <p>The certificate is issued for one academic year and may be held for up to three years. The candidate must have successfully passed the required Praxis II Content Knowledge exam to be eligible for renewal of this certificate.</p> <p><i>Information about this certificate will be available in spring 2017.</i></p>

LOCATION OF UPDATED POLICIES

Current Traditional and Alternate Teacher Preparation Program Requirements	Bulletin 996 , Chapter 7 Subchapters A and B
NEW Teacher Preparation Competencies <i>Identify the essential knowledge and skills that aspiring teachers must demonstrate in order to be eligible for initial certification</i>	Bulletin 746 , Chapter 2
NEW Traditional and Alternate Teacher Preparation Program Requirements <i>Establish competency-based program design and practice requirements including, at minimum, a yearlong residency for all teacher candidates</i>	Bulletin 996 , Chapter 7 Subchapter C
Current Practitioner License Requirements <i>Establish the requirements for Practitioner Licenses 1, 2, and 3</i>	Bulletin 746 , Chapter 3 Section 313
NEW Resident Teacher Certificate <i>Establish a certificate for candidates completing a residency under a teacher of record</i>	Bulletin 746 , Chapter 3 Section 328

SUPPORTS

Transition supports include access to formula and high-cost needs pool funding through 2019 and to teacher preparation experts. *Provider participation in the support activities is not required.*

<i>What type of support is available?</i>	<i>How will providers access this support?</i>
<p>Funding</p> <ul style="list-style-type: none"> • Formula-based funding for undergraduate programs that includes program transition staff, mentor teacher stipends, and resident teacher stipends • High-cost needs pool funding for all providers 	<ul style="list-style-type: none"> ✓ For formula funding, universities with undergraduate programs complete the Provider Support Needs Application by November 18, 2016. ✓ For high-cost needs pool funding, all BESE-approved providers may complete the High-Cost Needs Pool Application by January 30, 2017.
<p>Direct Support</p> <ul style="list-style-type: none"> • Regional support meetings and site visits to support providers in the completion of funding and alignment applications • Regular convenings of the provider community to provide access to teacher preparation experts on assessment development, program and practice design, or other topics² • Mentor teacher training offered regionally to grow and develop the cadre of effective mentor teachers equipped to host yearlong residents 	<ul style="list-style-type: none"> ✓ All providers are invited to participate in any of the available direct support opportunities. ✓ All providers are asked to indicate your institution's support interests in the Provider Support Needs Application by November 18, 2016.
<p>Tools and Resources</p> <ul style="list-style-type: none"> • Partnership Tools that support development and management of partnership, including: <ul style="list-style-type: none"> ○ A suite of workforce tools that identify workforce trends and needs ○ Sample MOUs ○ Governance team communication protocols 	<ul style="list-style-type: none"> ✓ All providers may access any of the tools and resources through the links found in this guide or on the Educators page of the Louisiana Believes website. ✓ Questions or requests for additional information should be directed to BelieveAndPrepare@LA.gov.

² See the support option descriptions in the Provider Support Needs Application on page 6 for more information.

TIMELINE

The timeline below provides a summary of the major support activities and alignment review milestones planned through June 2018. As changes and additional information are added to the timeline, this guide will be updated and distributed.

	Transition Support
Fall 2016	Teacher Preparation Transition Guide released (October 28)
	Believe and Prepare community meeting (October 31)
	Providers submit Provider Support Needs Application (November 18)
	<i>Support visits begin</i>
Winter 2017	Providers submit High-Cost Needs Pool Application (January 30)
	Believe and Prepare community meeting (February 13-14)
Spring 2017	Updated Transition Guide and Program Alignment Application Materials released (TBD)
	Believe and Prepare community meeting (May 1-2)
Summer 2017	<i>BESE begins considering alignment approvals</i>
	BESE and Board of Regents receive Transition Report (June)
	Updated Transition Guide and 2017-2018 Support Calendar released (TBD)
Fall 2017	Believe and Prepare community meeting (TBD)
Winter 2018	Believe and Prepare community meeting (TBD)
Spring 2018	Believe and Prepare community meeting (TBD)
Summer 2018	BESE and Board of Regents receive Transition Report (June)
	<i>Alignment approvals conclude</i>

ALIGNMENT REVIEW PROCESS

The preparation program review process provides a comprehensive, unbiased evaluation of all teacher preparation program applications according to clearly defined standards found in BESE policy: [initial teacher certification competencies](#) and [teacher preparation program requirements](#).

During the upcoming weeks, draft review processes for initial approval and alignment approval will be developed and shared publicly for feedback beginning November 2016.

The Teacher Preparation Accountability Workgroup will discuss the draft approval processes at the end of November, and a revised draft will be created based upon public and workgroup feedback.

The revised processes will be shared publicly for further input and draft application materials will be created for public feedback during late winter and early spring. Providers will have opportunities to provide input throughout the development process.

A final set of recommendations for review processes will be submitted to BESE for placement in Bulletin 996 during spring 2017. Final applications will be disseminated once BESE has approved the review processes.

An updated Transition Guide that includes these materials will be released in Spring 2017.

TOOLS AND RESOURCES

As additional materials become available, they will be linked here.

Regional Workforce Reports: [Central](#), [North](#), [Southeast](#), [Southwest](#)

[Provider Support Needs Application](#)

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[High-Cost Needs Pool Application](#)

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Details about BESE-approved funding supports:

[October 2016 Executive Recommendation](#)

[Fiscal Impact Report](#) and [Methodology](#)

PROVIDER SUPPORT NEEDS APPLICATION

Submit by November 18, 2016 at 5pm.

In order to support and communicate with providers, an accurate record of primary points of contact and the number and types of programs for which each provider will submit an alignment review application is needed. *All providers are asked to complete this application.*

CONTACT INFORMATION

Name of University or Non-University Provider

- Dean or Director*
- Program Leader(s) or Department Head(s)
- Clinical Placement Director
- Transition Coordinator
- Title II
- CAEP

**If certification programs are housed in multiple colleges or departments, please provide contact information for each college or department in which a certification program is housed.*

CURRENT PROGRAM INFORMATION

Identify current operational programs from the list provided and indicate the programs for which BESE alignment approval will be sought.

ALIGNMENT SUPPORT INTEREST SURVEY

Indicate your institution’s level of interest in participating in each of the following support options: *not interested, somewhat interested, interested, very interested.*

Competency-Based Instructional Materials and Performance Assessments

Participate in a series of workshops to

- Option 1** (1) *Examine the teacher preparation competencies and aligned K-12 instructional materials and instructional tasks for inclusion in curriculum*
(2) *Examine and/or develop formative and summative performance assessments that measure teacher candidates’ mastery of required competencies.*

Residency Models

- Option 2** *Work with teacher preparation program design experts to develop and launch yearlong residencies in traditional undergraduate and alternate programs. Residency design groups may be formed to develop models for different certification areas or program types (e.g., K-12, 6-12).*

Clinical Practice Design

- Option 3** *Examine models of coursework-based applied practice (e.g., rehearsals) developed by leading teacher preparation institutions to incorporate in programs.*

Mentor Teacher Training and Evaluation

- Option 4** *Clinical faculty and mentor teachers participate in mentor teacher training. Institutions may also elect to participate in the pilot of mentor teacher evaluation protocols.*

On-Site Support Visits

- Option 5** *Meet with Department staff on your campus to develop funding and alignment applications.*

OTHER [Identify topic]

- Option 6**
- *What type of assistance would most benefit your programs and partners?*
 - *Who would receive this assistance (e.g., program faculty, program leaders, partner district leaders)?*

UNDERGRADUATE RESIDENCY TRANSITION FORMULA FUNDING PROJECTIONS

For undergraduate teacher preparation programs only, estimate the funding needed each year³. Providers will submit updated projections annually based on transition progress.

- For transition coordinator funds, providers may pay salaries or stipends to new or existing staff members who are leading transition efforts.
- For mentor teacher stipends and resident stipends, providers will be asked to submit specific candidate and mentor teacher information: names, certification areas, residency school placement site for documentation purposes.

Academic Year	2016-2017	2017-2018	2018-2019
Funding Period	January 2017-June 2017	July 2017-June 2018	July 2018-June 2019
Transition Coordinator	<i>(Note: FTE calculated based on provider size using Title II data⁴)</i>		
Mentor Teacher Stipends	# X \$1,000	# X \$1,000	# X \$1,000
Resident Stipends	# X \$2,000	# X \$2,000	# X \$2,000

Eligibility Note: Providers will receive funding for stipends for yearlong teacher residents and mentor teachers *hosting yearlong residents* by providing documentation that the residency meets the following criteria:

- The residency calendar aligns with the academic calendar of the host school, beginning with the start of school and concluding, as is possible, with the end date.
- The residency schedule places the candidate with the same mentor teacher for the academic year.

Residency Details

Describe the residency calendar and schedule, including the percentage of the host school’s instructional time candidates spend engaged in residency activities and when the residency starts and ends.

500 word limit

In order to submit this funding application, providers must print the assurances form on page 10 of this guide and obtain the appropriate signatures. The signed assurances page must be uploaded at the end of the application process in order to submit the application.

³ Please note that these funds do not carry over from prior fiscal years.

⁴ See the [Fiscal Impact Report](#) and [Methodology](#) details about how provider size is calculated.

HIGH-COST NEEDS POOL APPLICATION

Submit by January 30, 2017 at 5pm.

Any BESE-approved preparation provider⁵ may be eligible for supplemental funding of up to \$50,000⁶ to support the following activities.

- **Accelerated design**, approval, and/or launch of aligned programs;
- **Essential, unique, high-cost needs** that must be met in order to successfully transition programs and obtain BESE approval.

Requests for supplemental funding will be evaluated based on evidence of the following:

Identified Needs	<ul style="list-style-type: none"> • Uses data to determine specific transition-related needs • Identifies an eligible and essential transition-related need requiring additional funding
Project Plan	<ul style="list-style-type: none"> • Explains how the initiative or project supports transition • Describes how the initiative or project will be implemented
Use of Funds	<ul style="list-style-type: none"> • Provides specific, detailed budget expenditures that clearly align to the identified needs • Includes a plan to sustain the efforts beyond the grant period

CONTACT INFORMATION

Provider

Name, Title, Telephone, E-mail

PURPOSE FOR THE REQUEST (select one)

- Describe the plan to **accelerate the design, approval, and/or launch of aligned programs**. Include:
 - A detailed timeline of program design, approval and launch activities, including person(s) responsible
 - An explanation of how additional funding will directly support the accelerated transition
- Identify and describe the **specific, extreme, and essential transition-related need** for which additional funding is required. Include:
 - A detailed description of the specific need, the project plan and timeline for meeting the need, and the person(s) responsible
 - An explanation of how the need directly supports programs' transition
 - An explanation of how additional funding will directly support the project
 - An explanation of how the need will be funded beyond the grant period

500 word limit

⁵ While all providers are eligible for high-cost needs pool funding, a minimum of \$400,000 over the three-year transition period will be dedicated to undergraduate providers.

⁶ If the funding request exceeds \$50,000, please contact BelieveAndPrepare@LA.gov.

BUDGET

Complete the budget tables below to identify how the requested funds will be used to support project attainment.

- Identify specific budget expenditures that clearly align to the identified needs.
- Describe how the proposed expenditure will be used to support identified needs.
- *If funding is needed for multiple years, complete a budget form for each fiscal year.*

FISCAL YEAR (select one)	<input type="checkbox"/> FY2017 (January 2017-June 2017) <input type="checkbox"/> FY2018 (July 2017-June 2018) <input type="checkbox"/> FY2019 (July 2018-June 2019)	
Indicate if these funds directly impact:	<input type="checkbox"/> Instruction of students with disabilities or students in need of intervention <input type="checkbox"/> Instruction in priority schools	
EXPENDITURE CATEGORY	DESCRIPTION	ALLOCATION
Salaries		
Stipends		
Purchased Professional or Technical Services		
Other Professional Services		
Other Purchased Services (travel, printing, etc.)		
Program Supplies		
Other Objects (fees, dues, etc.)		
Total Costs		
Requested Grant Funds		

In order to submit this funding application, providers must print the assurances form on page 10 of this guide and obtain the appropriate signatures. The signed assurances page must be uploaded at the end of the application process in order to submit the application.

In order to submit either of the funding applications, providers must print this assurances page and obtain the appropriate signatures. The signed assurances page must be uploaded at the end of the application process in order to submit the application.

ASSURANCES

The signatures on this page certify that the information provided in this application have been approved for submission to the Louisiana Department of Education by the Institution/Organization Head (or designee) and, if applicable, College of Education Dean (or designee). In addition, for university providers, the signature of the dean(s) from other college(s) (e.g., Arts/Sciences/Humanities, Business, etc.) has been provided if minors/concentrations are being offered outside the College of Education.

Institution/Organization Head or Designee

Date

College of Education Dean/Program Director or Designee

Date

Other College Dean or Designee

Date

Other College Dean or Designee

Date