

Louisiana Believes

Preparation Provider Monthly Webinar
April 29, 2020

Agenda

Preparation Provider Supports

Super App

Mentor/Content Leader Training

Regulatory Flexibilities and Updates

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by soft, blended washes of light blue and teal. The colors are more saturated and darker towards the edges, creating a frame-like effect. The overall aesthetic is clean, modern, and professional.

Preparation Provider Support

Teacher Preparation Supports: Believe and Prepare Math Collaborative

The Department launched the Believe and Prepare Math Collaborative on **February 19, 2020**. This network brings together the best minds from both higher education and K-12. The collaborative will:

- **Design teaching methods syllabi for elementary and secondary math methods courses** that, in turn, will be available for public use
- **Examine and strengthen** the way aspiring teachers are taught mathematics instruction in Louisiana.

The collaborative continues to work on designing model syllabi for math methods courses by meeting virtually. The LDOE will share the finalized syllabi with all teacher preparation programs this summer.

Teacher Preparation Supports: Believe and Prepare ELA Collaborative

The Department plans to launch the Believe and Prepare ELA Collaborative late Spring/early Summer. This network will:

- Bring together the best minds from both higher education and K-12 to **design teaching methods syllabi for elementary and secondary literacy courses**
- Take into account the recommendations made by the **Louisiana Early Literacy Commission**

The Department is in the process of finalizing plans for this collaborative in light of COVID-19.

- Does your ELA faculty have the capacity to engage in this work May- August?
- How important is it that this group have an opportunity to meet in person?

Teacher Preparation Supports: 2020 Teacher Leader Summit: The Virtual Series

The Department is shifting the 2020 Teacher Leader Summit from its in-person format to a series of *free* interactive webinars for as many sessions as possible.

The 2020 Teacher Leader Summit: The Virtual Series will take place from May 28 to June 5. It will bring together a host of educators and content experts who are focused on creating meaningful growth for every student, every day. Educators will share their knowledge, learn new skills, and prepare for the 2020-2021 school year.

[Registration will open at 8 a.m. on Thursday, April 30](#) and will remain open through June 5.

The Department will release the [draft session list](#) on April 30 when registration opens. This list will include a variety of sessions for teachers, school and school system staff, and preparation providers.

Shift to Distance Learning

What have been the successes and challenges you've faced as you've transitioned from in-person classes and residency to virtual learning?

How have you partnered with school systems during this time?

What are ways you have provided practice opportunities for residents?

What resources have you found most helpful during this transition?

Virtual Learning Resources

Teaching Works has a free [online library](#) which includes practice based curriculum materials and lesson videos.

NIET has provided a [series of videos](#) along with suggestions for how they can be used for teacher development during his time.

US Prep released a [guidance document](#) for conducting clinical experiences in virtual settings.

Resources for K-12

On March 26 the Department released a suite of tools to support school systems in continuing the critical work of educating students during school facility closure.

- The [Continuous Education Guide](#) supports school system leaders as they analyze instructional and technology resources, develop an approach to **providing distance learning opportunities**, and implement a distance learning plan
- The [Academic Resources for Educators](#) is a comprehensive listing of **academic resources** available for distance learning formats, organized by subject and curriculum provider
- The [Workforce Management Tool](#) supports school systems in **developing staffing plans** that will support the continuation of essential functions during school facility closures

Super App

Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



+



+



+



build knowledge
of the world,

read
meaningful texts,

express ideas through
writing and speaking, and

solve
complex problems.

All **teachers** are fully prepared to deliver high-quality instruction every day and are supported by...



*Principals, Content Leaders,
and Mentor Teachers*

- ✓ using **observations, common planning time, and coaching** to support teachers



School Systems

- ✓ creating supportive structures to facilitate **teacher preparation and student learning**



*The Louisiana
Department of Education*

- ✓ providing tools and resources to **support school systems** in executing academic plans

2020-2021 CIR and UIR-Academics Strategy

Next school year, 2020-2021, CIR and UIR-Academics schools have continue to have these requirements:

1. High quality curriculum and assessments in all grades, PK-12, in English and math
2. High quality professional development for all teachers on the selected curriculum
3. Teacher preparation partner to address schools' greatest workforce needs
4. Building school-based expertise through Content Leader, Intervention Content Leader and/or Mentor Teacher participation

Next Steps for Preparation Providers

School systems must submit MOUs with their partnering preparation providers by **May 30, 2020**. Many school systems will be reaching out to you to update existing MOUs or create new ones. A [template](#) has been provided to school systems.

- Contact your partnering school systems to schedule time to discuss your partnership
- Reach out to additional school systems you are interested in forming new partnerships with

School systems will receive funding to cover the costs of mentor training. CIR schools are required to have a trained mentor teacher. School systems have received a [list](#) of all approved vendors. This list will be updated once BESE considers spring applications.

- Provide enrollment information about your approved Mentor or Content Leader training programs to school systems

Mentor/Content Leader Training

Mentor Certification

Beginning in September 2020, every teacher who serves as the mentor of an undergraduate or post-baccalaureate candidate must hold the Mentor Ancillary Certificate or the Provisional Mentor Ancillary Certificate.

In light of COVID-19 school facility closures, BESE has extended the validity of the Provisional Mentor certificate from 12 months to 18 months for individuals who hold this certificate in the 2019-2020 academic year.

The validity period will be extended automatically.

Continuing Work on Mentor Assessments

In light of school facility closures, the Department has partnered with Bloomboard to create this [guidance](#) for candidates working on assessments virtually or with limited access to students.

Examples include:

- Utilizing student work samples from a previous lesson
- Recording student discussion using video conferencing tools
- Using student work submitted via Google Classroom
- Recording a coaching conversation with a Mentee using video conferencing tools

Mentor/Content Leader Training Providers

Mentor providers seeking BESE approval

- | | |
|---|---|
| <ul style="list-style-type: none">● Collegiate Academies● Crescent City Schools● Learning Forward● Louisiana State University-Baton Rouge● Louisiana State University-Shreveport● Northwestern State University● St. Tammany Public Schools● TNTP● University of Texas at Austin, Dana Center | <ul style="list-style-type: none">● FirstLine Schools● Loyola University● Relay Graduate School of Education● SchoolKit Group● Tangipahoa Parish Schools● University of Holy Cross● University of New Orleans |
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Program approval for Mentor and Content Leader training programs was scheduled to occur at the April BESE meeting.

This meeting is being rescheduled. The rescheduled date will be communicated on the [BESE website](#).

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Regulatory Flexibilities and Updates

Teacher Preparation: Covid-19 FAQs and Regulatory Flexibilities

Q: May universities recommend undergraduate candidates for certification if the candidates were unable to complete 270 clock hours of student teaching or the yearlong residency?

A: Yes. If school or university closures due to the COVID-19 outbreak prevent undergraduate candidates from completing the required number of student teaching hours, universities may recommend candidates for certification so long as they have successfully completed their courses. Each university will have its own policy relative to successful completion of courses during this time.

Q: In light of testing center closures, is ETS developing remote testing solutions?

A: Yes. ETS plans to introduce a solution that will allow educators to take a Praxis exam at home while test centers are closed due to Coronavirus (COVID-19). The solution will be proctored remotely by a trained specialist and the first exams should be available by mid-May 2020. The most frequently adopted tests will be released first. Please visit the [ETS Testing Updates webpage](#) for additional updates.

Teacher Preparation: Covid-19 FAQs and Regulatory Flexibilities

Q: Given that Praxis exams are currently unavailable, may I admit candidates into an undergraduate teacher preparation program?

A: Candidates cannot be admitted into an undergraduate teacher preparation program until they have passed the Praxis Core (or received the appropriate score on the ACT or SAT exam). In cases where candidates have not passed the Praxis Core (or received the appropriate score on the ACT or SAT exam), providers may register candidates and allow them to begin coursework. However, providers must communicate to candidates that they are not admitted until they have passed the requisite exam.

Q: Given that Praxis exams are currently unavailable, may I admit candidates into an alternate teacher preparation program?

A: Candidates cannot be admitted into an alternate teacher preparation program until they have passed the Praxis Core (or received the appropriate score on the ACT or SAT exam) and passed the Praxis content exam. In cases where candidates have not passed the Praxis Core (or received the appropriate score on the ACT or SAT exam) or have not passed the Praxis content exam, providers may register candidates and allow them to begin coursework. However, providers must communicate to candidates that they are not admitted until they have passed the requisite exams.

Educator Evaluation and Certification: Regulatory Flexibilities

Q: Is there an option for candidates to act as a teacher of record prior to admission into an alternate certification program?

A: Candidates wishing to teach prior to being admitted into an alternate certification program may do so by applying for a Temporary Authority to Teach (TAT).

Q: I recently completed a teacher preparation program, but cannot be recommended for licensure because I need to pass a Praxis exam and they are not available. What are my options?

A: The Department is monitoring the availability of Praxis tests and will release guidance in May around how new program completers can apply for certification to teach this fall, in the event that Praxis tests are unavailable.

One-Year Extension of Certificates

Certification implications

Certificates for educators who were employed in a public school in the 2019-2020 academic year, as reported in the Profile for Educational Personnel (PEP), will be automatically extended for a period of one year, provided that the certificate:

- requires an evaluation in order to be renewed or in order to advance to the next level;
- was valid at any point during the 2019-2020 academic year.

The one-year extensions include the Temporary Authority to Teach certificates.

The extensions are expected to be complete by the end of May. Once complete, the new certificate end date will be viewable on Teach LA.

Undergraduate Grade Point Average (GPA) Required for Certification

As a result of 2019 legislation, R.S. 17:7.1A.3 allows post-baccalaureate teacher preparation programs to conditionally admit candidates with an undergraduate GPA of less than 2.50.

Candidates may be recommended for initial certification so long as they:

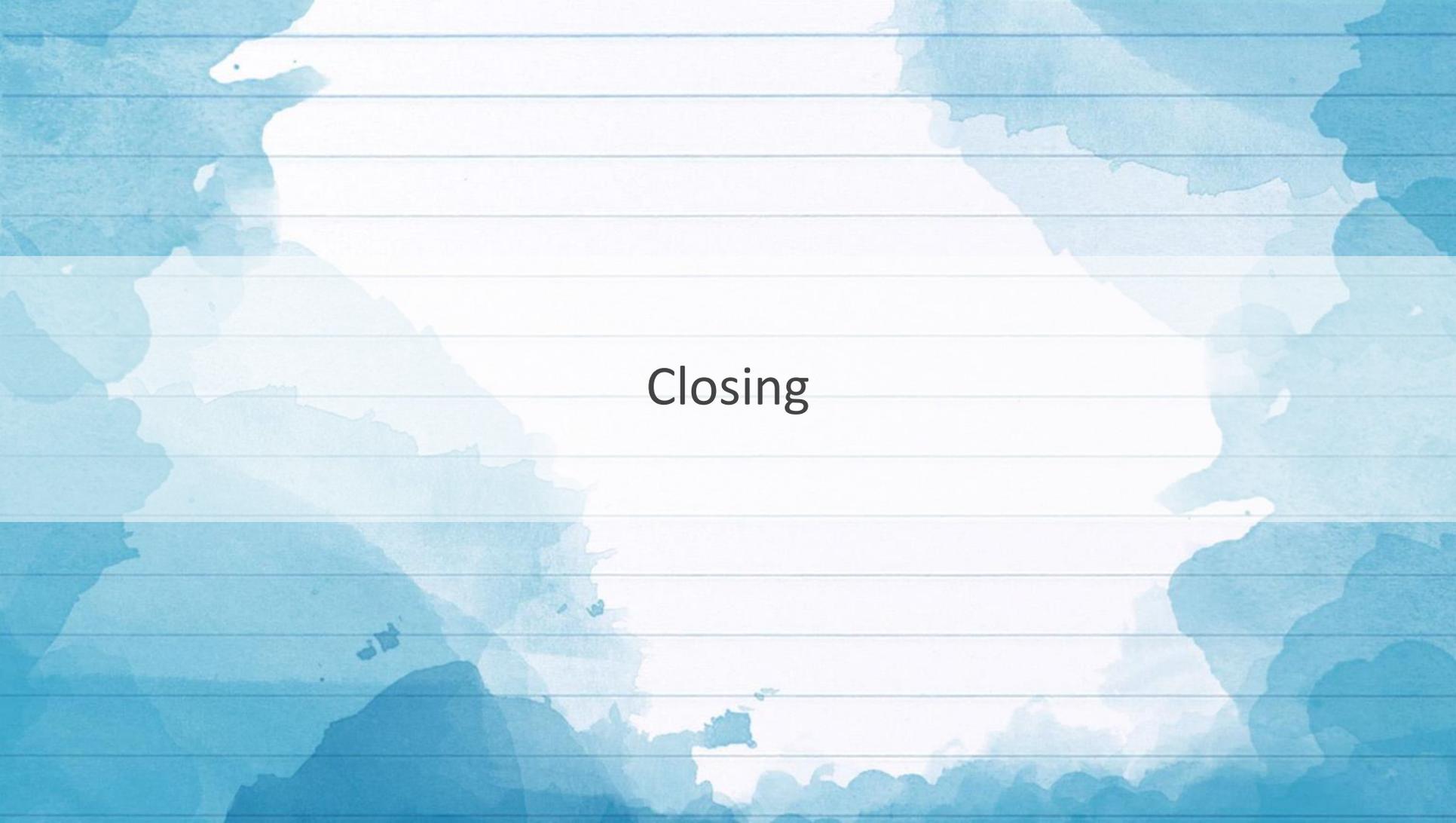
- successfully complete an interview with the admissions officer
- achieve a grade point average of 3.0 or higher during the first twelve credit hours (for credit-bearing programs)
- demonstrate mastery of the teacher preparation competencies and satisfactorily complete all program requirements as set forth by the state board, including any requirements for clinical practice, at graduation

Undergraduate Grade Point Average (GPA) Required for Certification

BESE policy was aligned with this new legislation in fall 2019.

Since then, teacher preparation providers have asked for guidance relative to which undergraduate GPA will be accepted for initial certification.

The Department is requesting an Attorney General Opinion regarding this matter and will provide guidance after receiving this opinion.



Closing