# Louisiana Believes

Preparation Provider Monthly Webinar
May 27, 2020

DEPARTMENT of EDUCATION

# Agenda

K-12 Status update

Preparation Provider Supports

Mentor/Content Leader Training

Regulatory Flexibilities

On-site review

# K-12 Status Updates

# Overview

Since Louisiana's school facilities first closed in response to the COVID-19 pandemic, school systems and the LDOE ensured the safety of students and staff was of utmost priority. Additionally, LDOE and school systems have worked together on ensuring all students have access to continuous learning while remaining safely at home.

In anticipation of school facility closure or modified operations in the coming year, **the Department is focused on ensuring school systems are prepared for a strong start to the 2020-2021 academic year**. School systems' plans, submitted through the Super App process, set a coherent academic foundation.

To ensure a strong start in 2020-2021 and the continued implementation of these plans, the Department has released guidance and funding to provide quality and consistency of instruction and access to continuous learning in safe, healthy facilities.

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.

# Louisiana School System Planning Process

## CREATE A PLAN

School systems review data and identify priorities for the coming year.

+

## DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.

+

## IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from Network teams and vendor partners.

# Foundation to Strong Start 2020: School System Plans

A strong start to the 2020-2021 academic year builds on the academic priorities and decisions to which school systems have already committed in their approved school system plans submitted via Super App. This included a coherent academic plan for:

- High-quality curriculum
- High-quality teacher development
- High-quality assessments

**Strong Start 2020 ensures the school system's plan is augmented to meet new academic and operational demands so all students have access to continuous learning.**

# A Strong Start for Every Student

In addition to the continued implementation of school system plans, a strong start to 2020-2021 will ensure:

- **Every student's academic needs are identified** at the beginning of the year using high-quality, standards-aligned diagnostic tools and assessments.
- **There is a plan for every student**, including extra time and support for students with the greatest unfinished learning from the prior year.
  - Curricular tools, enhancements, and supports to address unfinished learning
  - Robust support for early grade reading
  - Emotional, behavioral, mental health screening and services
  - Compensatory education and support for students with disabilities
  - An updated professional development plan with options for versatile delivery of training on curriculum, as well as online mentor training and content modules
- **There are clear next steps for every high school student and recent graduate** who will enter a new economy**.**
  - Funding for updated individual graduation plans (IGPs)
  - College and career transitional supports for recent graduates through December 2020

School systems should focus on ensuring a **strong start** for every student and **continuous education planning** for the 2020-2021 school year.

- ✓ Identifying student needs
- ✓ Plans for every student
- ✓ Support for high school students and graduates

- ✓ 1:1 device and internet access
- ✓ A strategic communications plan
- ✓ Versatile delivery methods
- ✓ Adaptive staffing models
- ✓ Flexible and opportunistic calendars and school schedules

# Planning Priorities and Supports

The Department will provide the following supports and resources for Strong Start 2020:

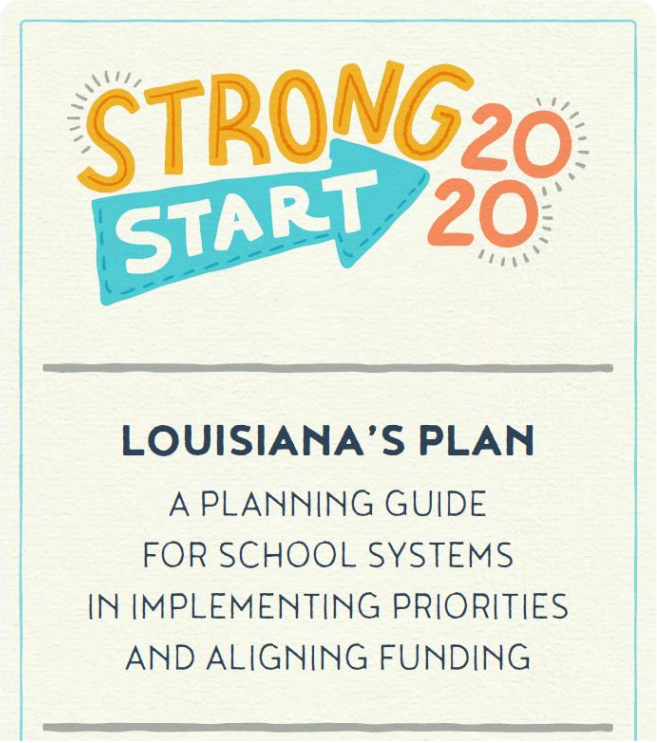
- Updated Tier 1 Curriculum that addresses:
  - How to deliver content virtually
  - Training for teachers on virtual delivery
  - Addressing unfinished learning via the curriculum
- State-negotiated pricing and bulk purchasing for student devices and WIFI access
- Screeners for preK-3; ELA and math diagnostic tools and reports, grades 3-12
- Mental health screener for all students and mental health consultation supports
- Incentive grants to support key Strong Start 2020 Planning Priorities, including funds to support curricular adaptations for continuous learning, high school transitions, professional development plans, special education, and student devices and connectivity.

# CARES Act

# Strong Start 2020 Planning Guide

In support of the work school systems will do to incorporate these new priorities into their plans for the school year, the Department has released the Strong Start 2020 Planning Guide.

The Strong Start 2020 Planning Guide describes the Planning Priorities and is the basis for guidance on elementary and secondary education funding provided by the CARES Act.



# CARES Act Education Funding

***Elementary and Secondary School Emergency Relief Fund (ESSERF)**

**ESSER Formula Funds**

- LEAs will receive 90 percent of the state ESSERF allocation.
- Each LEA will receive a proportional share based on its proportional share of the 2019-2020 Title I, Part A allocation (note: ESSER is ***NOT*** a Title I program)

**ESSER Incentive Funds**

- Incentive funds will be available to support some of the Strong Start 2020 Planning Priorities.
- School systems that agree to implement each priority will be eligible to receive incentive funds.
- As in Super App, school systems will have opportunities to make funding requests in the Strong Start 2020 application.

***Governor's Emergency Education Relief Fund (GEERF)**

# Strong Start 2020 Application

**The Strong Start 2020 Application opened in eGMS on Friday, May 1.**

The application allows school systems to:

- Budget ESSERF Formula allocations, which were released on May 1
- Calculate and plan for nonpublic equitable services
- Apply for ESSERF Incentive grants: the deadline is Friday, May 29

# Strong Start 2020 Planning Priorities Overview

The Planning Priorities are designed to support school systems as they plan for a strong start to the 2020-2021 academic year. The priorities focus on actions and supports that:

- Address unfinished learning from the 2019-2020 school year,
- Set the foundation for continuous learning in 2020-2021, and
- Prepare for school facility closures and modified operations

Aligned to the School System Planning Domains, the Planning Priorities address the unique circumstances school systems must consider for the upcoming year and are organized by:

- Domain
- Priority
- Priority Funding Guidance
- Application Questions, and
- Resources.

# Planning Priorities: Core Academics

The Core Academics Domain focuses on:

- Addressing individual student needs
- Planning for continuous use of aligned curricular materials
- Providing continuous instruction for non-core subjects, including CTE
- High school students are on track to graduation

| CORE ACADEMICS<br>School systems have a coherent academic foundation including a plan for high-quality curriculum, assessment, and teacher professional development across all grade levels and core content areas. This includes a plan for ensuring students have access to individual student graduation planning services, quality TOPS University and Jump Start diploma pathways, and college and career transitional supports. | | | |
|---|---|---|---|
| SCHOOL SYSTEM PRIORITY | PRIORITY FUNDING GUIDANCE | APPLICATION QUESTIONS | RESOURCES |
| The school system will assess students' academic needs through the use of high-quality screeners for students in grades K-3 and high-quality ELA and math diagnostics in grades 3 to high school. The school system will create an individual plan for students with the most significant learning gaps. | The Department will provide a screener for grades K-3 and a diagnostic for grades 3 to high school at no cost. | N/A | Diagnostic and Screener Guidance<br>Addressing Learning Gaps Guidance |
| The school system will have a plan for the continuous use of aligned curricular materials during periods of school facility closure or modified operations, exclusive to adaptations produced by instructional materials providers. | School systems may request funds to purchase additional materials/adaptations to ensure continuous learning using an approved high-quality curriculum. | Provide the high quality ELA, math, and/or science curriculum and the necessary supplements/ materials to ensure continuous learning. | Strong Start 2020: Instructional Materials Guidance<br>Addressing Learning Gaps Guidance |
| The school system will provide continuous instruction in non-core subjects, including CTE courses, during periods of school facility closure or modified operations. | School systems may request funds to purchase materials and other costs related to supporting synchronous, asynchronous, and blended instruction in non-core courses, including CTE. | Provide the non-core courses, including CTE, and necessary supplements/materials to ensure continuous learning. | Non-core/CTE Curriculum and Course Materials Guidance |
| The school system will ensure high school students continue on their paths to graduation and a successful post-secondary transition. The school system ensures each student has an updated IGP that reflects any changes needed due to interruption of instruction and that class of 2020 graduates receive additional college and career support and mentoring through December 2020. | School systems may request funds for an approved post-secondary planning partner to support IGP updates for high school students and college and career transitions for graduated seniors. | Provide name of approved post-secondary planning partner and additional cost. | Student Promotion and Planning Supports |

# Planning Priorities: Students with Diverse Needs

The Students with Diverse Needs Domain focuses on:

- Ensuring student and staff well-being
- Supporting the needs of English learners
- Supporting the needs of students with disabilities
- Providing compensatory education services for students with disabilities

**STUDENTS WITH DIVERSE NEEDS**

School systems address the unique needs of all students including English Learners (ELs) and students with disabilities. This includes a plan for early and accurate identification, high-quality and aligned instruction, specialized supports, and coordinated transitions. Schools also focus on creating and maintaining a learning environment that develops social, emotional, and academic skills.

| SCHOOL SYSTEM PRIORITY | PRIORITY FUNDING GUIDANCE | APPLICATION QUESTIONS | RESOURCES |
|---|---|---|---|
| The school system will ensure the well-being of all students and educators by providing social and mental health supports, including mental health screening upon return to school. | The Department will provide access to a mental health screener and additional supports will be available for students who qualify for trauma support services. | N/A | Guide to Supporting the Well-Being of Students and Staff<br>Student Engagement and Success Partner Guide |
| The school system will ensure that English Learners have access to curriculum and service delivery, including language support services during periods of school facility closure or modified operations. | School systems may purchase supports for an approved high-quality curriculum to ensure continuous learning for English Learners. | N/A | Supporting ELs During School Closures/ Distance Learning |
| The school system will ensure all students with disabilities receive instruction and related services and have access to devices that meet their unique needs regardless during periods of school facility closures and/or modified operations. | School systems may request funds to support:<br>• Assistive technology or adaptive equipment for students with disabilities.<br>• Training for direct service providers on remote service delivery from approved organizations in the Partnerships for Success Guide. | What additional funds is the school system requesting to support assistive technology or adaptive equipment so all students with disabilities have access to instruction and related services?<br>What additional funds is the school system requesting to train direct service providers on remote service delivery? | Partnerships for Success Guide<br>Continuous Education for Students with Disabilities: Direct Services<br>Virtual Small Group Instruction for Students with Disabilities: Privacy Guidance |
| The school system will conduct compensatory education reviews of all students with disabilities and will provide compensatory services accordingly. | The Department will make available funds to support costs related to compensatory educational services and will provide details later this year once school systems have assessed needs. | N/A | Timelines and Documentation During Extended School Closures for Students with Disabilities |

# Planning Priorities: Workforce Talent

The Workforce Talent Domain focuses on:

- A comprehensive professional development plan that accounts for school closures and training on versatile delivery
- Maintaining Mentor Teacher and Content Leader training
- Adaptive staffing plans

| WORKFORCE TALENT<br>School systems implement strategies to identify, recruit, retain, and coach top talent—especially in high-needs schools and high-needs content areas. | | | |
|---|---|---|---|
| SCHOOL SYSTEM PRIORITY | PRIORITY FUNDING GUIDANCE | APPLICATION QUESTIONS | RESOURCES |
| The school system has a comprehensive professional development plan that provides professional learning for staff regardless of facility closures, including training for all teachers on distance learning protocols and methods. This plan will be updated by June 30. | School systems may request additional funding to modify professional development plans. | Provide the name of the approved professional development vendor and the additional cost of providing PD virtually. | Strong Start 2020: Professional Development Plan Guidance<br>Professional Development Vendor Guide |
| The school system will ensure all Mentor Teachers and new ELA, math, and science Content Leaders are trained, either virtually or in-person. | The Department has provided support for these activities through the School System Planning Process. | N/A | Strong Start 2020: Professional Development Vendor Guidance<br>Mentor Teacher and Content Leader Approved Vendor List |
| The school system will develop an adaptive staffing plan to be used during periods of school facility closure or modified operations. | School systems may request funds to partner with an approved vendor to develop an adaptive staffing plan. | Provide the name of the proposed partner and cost. | Staffing Plan Guidance |

# Planning Priorities: LEA Systems

The LEA Systems Domain focuses on:

- A plan to reopen facilities
- Flexible school calendars and schedules
- Strategic student/family communications plan
- Achieving a 1:1 student to device ratio and internet connectivity
- Sustaining early childhood seats

**LEA SYSTEMS**

School systems build a quality, cohesive birth to grade 12 system and organize themselves in a manner that helps struggling schools to improve. School systems that are Lead Agencies define a vision for their community network and increase access to and the quality of early childhood programs. Additionally, school systems can increase access to high-performing schools for students attending low-performing schools.

| SCHOOL SYSTEM PRIORITY | PRIORITY FUNDING GUIDANCE | APPLICATION QUESTIONS | RESOURCES |
|---|---|---|---|
| The school system will develop a plan to reopen school facilities and, when necessary, close school facilities in line with forthcoming public health guidance. | N/A | N/A | Forthcoming |
| The school system will adopt flexible and opportunistic calendars and school schedules that maximize learning opportunities throughout the year, as well as ensure continuous learning during periods of school facility closures or modified operations. | N/A | What strategies will the school system employ to expand/maximize learning time? | Expanding Learning Time Guidance (coming soon) |
| The school system will implement a strategic communications plan to:<br>• Connect with every student daily;<br>• Provide feedback on student work at least weekly; and<br>• Help families understand their role in supporting their child's continuous learning. | N/A | N/A | Guidance for Staffing and Student Monitoring (coming soon)<br>Guidance on Communicating During School Interruptions |
| The school system will have a 1:1 student ratio for devices (laptop or tablet) and internet connectivity for every student grades preK-12 and a plan to issue these devices to students for use at home, if necessary. If Internet access is unavailable, the school system will ensure students have a reliable phone line. | School systems may request funds to purchase student devices and to provide connectivity for every student. | **DEVICES**<br>How many students do not have access to a device?<br>**CONNECTIVITY**<br>How many students do not have access to the internet? | Technology for Continuous Learning |
| The school system will ensure that, at minimum, it maintains the number of four-year-old seats filled in the 2019-2020 school year. | School systems may fund four-year old seats. | N/A | Guidance for Early Learning at Home |

# Timeline

| Action | Date |
|---|---|
| Strong Start 2020 Planning Guide released | April 30 |
| LDOE hosts Strong Start 2020 webinar | April 30 at 1:00 PM |
| ESSERF Formula allocation uploaded to the Strong Start 2020 Application | May 1 |
| LDOE hosts webinar on CARES Act equitable services | May 7 |
| Strong Start 2020 resources are available* | May 8 |
| School systems must submit the Strong Start 2020 Application within eGMS to be eligible for Incentive funds | May 29 |
| BESE approves ESSERF Incentive allocations | June 17 |
| ESSERF Incentive allocations uploaded to eGMS | June 19 |

*** Note: School systems should ensure that they are using the latest available version as there will be updates.**

# Operating Guidance

# Reopening: Phases and Implications for Education

The State of Louisiana is developing a phased plan, The Roadmap to Restarting Louisiana, for reopening various sectors of the economy. The plan is organized around phases of reopening that roughly follow federal guidelines.

Currently, Louisiana is operating in phase one. Transitions to and from phases of reopening are dependent on public health criteria and determined by the Governor.

Guidance for serving students during any phase of reopening must be received by the *Resilient Louisiana* K-12 subgroup and referred to the Education and Workforce Development Task Force.

# Summer Reopening Guidelines and Guidance

Last week, the Department released new and updated guidelines and guidance for summer reopening, which included additional information on athletics and transportation.

1. **Updated** Initial Public Health Guidelines for K-12 Summer School and Extra-Curricular Programs
2. **Updated** K-12 Summer Camp, Summer School, and Extracurricular Activities Supportive Guidance
3. **New** K-12 Athletics Guidance

# 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 will be wrapping up this work with a final in person meeting in the fall. 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 Summer/early Fall.** 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 will release the application for participation in this collaborative later in the summer. We will notify deans and program leads about this opportunity through these webinars and the monthly newsletter.

# 2020 Teacher Leader Summit: The Virtual Series

The Louisiana Department of Education is shifting the 2020 Teacher Leader Summit from its in-person format to a series of **free** interactive webinars.

**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.

**Last week, the Department released a list of sessions to be broadcasted live on YouTube** to allow educators who were waitlisted or unable to register to view the sessions live regardless of event registration. Though not all sessions will be broadcasted live, **all sessions will be recorded** and posted to the Teacher Leader Library shortly following the event.

# Webinar to discuss shifts due to COVID-19

Based upon feedback received from teacher preparation providers during individual meetings in May, the Department and the Board of Regents will hold a webinar this summer to discuss programming shifts due to COVID-19.

During this webinar, teacher preparation providers will be able to:

- Share how they are planning for the upcoming year
- Brainstorm and share best practices relative to conducting observations virtually and ensuring candidates continue high-quality residency experiences, should K-12 school facilities need to close.

The webinar will be held on **July 16 at 10:00 AM**.

# 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.

# Math Lesson Broadcasting

The Department, in partnership with Louisiana Public Broadcasting (LPB), Great Minds, Illustrative Math (IM), and SchoolKit, will broadcast Eureka (K-5) and Illustrative Math (6-Algebra I) lessons. These lessons will air on LPB from Monday, July 6th through Friday, July 31st on a regular daily schedule. They will also be available on-demand at the Great Minds and Illustrative Mathematics websites.

To ensure accessibility for students with disabilities, live broadcasts will have closed captioning and on-demand videos will be available with closed captioning and audio description.

To support school systems as they plan for summer learning and ensure students are prepared for on grade level learning by August 1, this guidance document contains information about the following:

- Purchasing student materials
- Watching live broadcasts
- Watching on-demand
- Lesson details

# Mentor/Content Leader Training

# Ancillary Provisional Mentor Certification

A **provisional certificate** may be issued to any individual who has completed training or is currently enrolled in Mentor training. The provisional certificate is valid for **one year** and is **non-renewable***.

Candidates who are able to make progress on their assessments should continue working based on the guidance document.

Candidates who need more time to finish should apply for the Provisional Mentor Certificate. To apply, please submit the following to the online certification portal:

- Ancillary Application, along with **confirmation email** from training center confirming enrollment in an approved program

*Due to COVID-19, individuals who apply for the provisional certificate during the 2019-2020 school year will be granted an additional six months to earn the full ancillary certificate.

# 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 Training Providers

| Mentor providers approved by BESE in May | | Previously approved Mentor training providers |
|---|---|---|
| • Collegiate Academies<br>• Crescent City Schools<br>• Learning Forward<br>• Louisiana State University-Baton Rouge<br>• Louisiana State University-Shreveport<br>• Northwestern State University<br>• St. Tammany Public Schools<br>• TNTP<br>• University of Texas at Austin, Dana Center | • FirstLine Schools<br>• Loyola University<br>• Relay Graduate School of Education<br>• SchoolKit Group<br>• Tangipahoa Parish Schools<br>• University of Holy Cross<br>• University of New Orleans | • A+PEL<br>• Grambling University<br>• Learning Forward<br>• Louisiana Tech<br>• McNeese University<br>• Nicholls University<br>• NIET<br>• Southeastern University<br>• Teaching & Learning Center (LAE)<br>• University of Louisiana at Lafayette<br>• University of Louisiana at Monroe |

# Content Leader Training Providers

| ELA | Math | Science | Intervention |
|---|---|---|---|
| Newly approved:<br>● St. Tammany Schools<br>● Leading Educators<br><br>Previously approved:<br>● SchoolKit Group<br>● Great Minds<br>● Teaching Lab<br>● Louisiana Tech | Newly approved:<br>● St. Tammany Schools<br>● Leading Educators<br>● SchoolKit Group<br>● Louisiana State University, Gordon Cain Center<br><br>Previously approved:<br>● University of Texas at Austin, Dana Center<br>● Louisiana Tech | Newly approved:<br>● University of Texas at Austin, Dana Center<br>● Great Minds PhD Science<br>● SchoolKit Group | Previously approved:<br>● SchoolKit Group |

# Regulatory Flexibilities

# Regulatory Flexibilities

Based upon feedback from teacher preparation providers and LSASPA, BESE approved a one year extension for the Practitioner's License (PL) and out-of-state (OS) certificate.

Further details regarding these extensions will be available in the second half of June.

# On-site Review

# On-site Review Framework

Over the last year, two on-site review work groups with more than 30 representatives from LACTE, private providers, and district-based providers met seven times to review and refine the on-site review framework.

The updated on-site review framework will be used for on-site reviews that take place during the first accountability cycle, which begins in 2020-2021. Class Measures will hold two virtual training sessions to go over the new framework - one on June 30 and one on August 27.

Invitations to the training sessions will be sent out next week. The link to the updated framework will be available in the on-site review section of the preparation library by the end of this week.

# On-site Review Framework

The on-site review framework was refined and streamlined to focus on what matters most for the preparation of Louisiana's new teachers.

| | |
|---|---|
| Quality of Recruitment and Selection | • Removed GPA and national testing as criteria from the framework |
| Quality of Content Knowledge and Teaching Methods | • Elevated focus on student standards and the use of high-quality curricular materials |
| Quality of Feedback and Candidate Performance | • Streamlined to focus on the quality of feedback to candidates and the impact of that feedback on candidates' teaching skills |
| Continuous Improvement Planning | • Streamlined to focus on the extent to which the provider utilizes a continuous improvement process to drive changes |

# Closing