

Strong partnerships between K-12 school systems and teacher preparation programs are essential to addressing educator workforce needs. Currently over 20% of Louisiana’s classrooms are staffed with an uncertified or out-of field teacher. This document provides guidance to K-12 school systems around identifying workforce needs and what potential partnerships with teacher preparation programs could entail.

### **Step One: Identify workforce needs**

School systems should utilize the secure [portal](#) or your system’s data to review your school system specific data related to educator workforce needs. Some key areas to examine include:

- How many uncertified teachers
- How many out-of-field teachers
- What certification areas have the highest numbers of uncertified or out-of-field teachers?
- Where are these uncertified and out-of-field teachers placed, at your highest or lowest performing schools?
- Which teacher preparation program does most of your educator workforce come from?
- What supports does your teacher preparation program currently provide? Do they provide undergraduate residency placements, post- baccalaureate placements, add- on certification in high need areas, leadership certification programs, mentor or content leader training, tutoring, or professional development?
- What does your retention look like? Are you losing teachers at the beginning, middle, or end of their career?

School systems should also gather additional data to paint an accurate picture of workforce needs. Some additional things to consider:

- How many new leaders (principals, assistant principals, etc.) have you hired each year? Is that number increasing or decreasing?
- How long is the average tenure of school- based leaders in those positions? Does that differ greatly among schools?

### **Step Two: Identify teacher preparation partners**

Most school systems already have longstanding partnerships with teacher preparation programs. Teacher preparation programs are programs that offer training that leads to teacher certification. In many cases, a school system may have multiple provider partners. If a school system does not have a preparation partner, they should use the [approved provider website](#) to determine potential partners.

### **Step Three: Identify what the partnership will include**

Partnerships between birth-12 school systems and teacher preparation programs can be inclusive of many things. They don’t have to just be about undergraduate residency placements or field experiences. Below are several ways that school systems can partner with teacher preparation programs.

- Undergraduate residency placements
- Post-baccalaureate placements
- Add-on certification for high-need areas
- Leadership certification
- Mentor or Content Leader training (if an approved provider)
- Tutoring (if an approved provider)
- Other professional development

### **Step Four: Co-create an MOU**

In order to clarify expectations for the partnership, school systems should work collaboratively with their preparation partner to create an MOU which outlines what each partner will be responsible for. This [sample MOU](#) provides ideas about the things that might be included in such an agreement.

Reach out to [believeandprepare@la.gov](mailto:believeandprepare@la.gov) with any questions you may have about K-12 and preparation provider partnerships.