Preparation Provider Monthly Webinar
January 26, 2022

Agenda

LDOE Updates/Opportunities

Teacher Preparation Quality Rating Workgroup

Certification Updates

Mentor Teachers

Mentor/Content Leader Training Providers

Resources

LDOE Updates/Opportunities
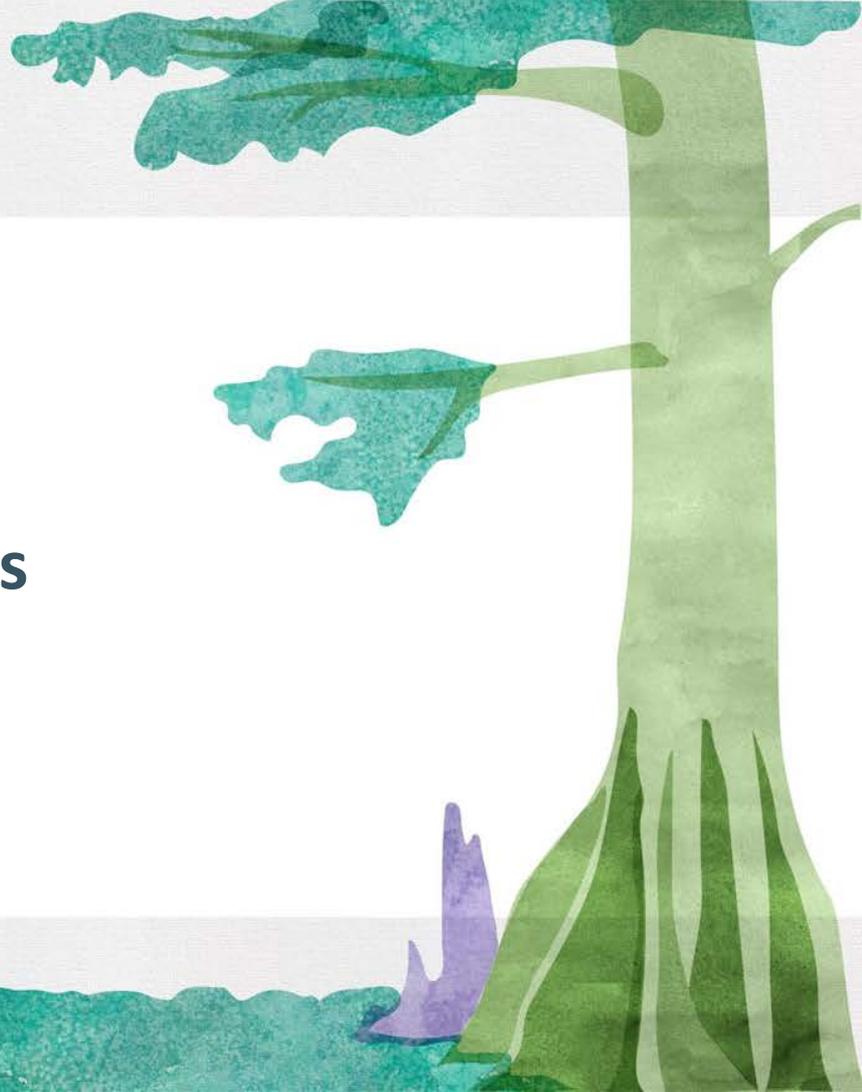
New Teacher of the Year

The Louisiana Department of Education recognizes that great teachers and school leaders are critical to student success. Annually, the Department honors the state's most exceptional educators through the Teacher and Principal of the Year programs. These programs provide an opportunity to acknowledge educators who are achieving excellence. This year, the Louisiana Department of Education, in partnership with Dream Teachers, is launching the *New* Teacher Of the Year program which will recognize and celebrate some of the state's most exceptional educators.

This program provides an opportunity to acknowledge those new teachers who are already demonstrating excellence in the classroom and their commitment to student success that exemplifies Louisiana's teaching profession. This addition to the already-existing Teacher and Principal of the Year programs will recognize the outstanding contributions of a **first- year** classroom teacher.

Believes

Literacy Training

Literacy Foundation Training will begin in late February.

An email was sent on Friday, January 21, 2022 requesting verification of participants' names and email addresses, please respond to this email from Phaedra Early.

Seats are still available. If you would like to add more participants, please contact Phaedra Early phaedra.early@la.gov by the end of this week.

Teacher Leader Summit

The 2022 Teacher Leader Summit will be held **Tuesday, May 31 - Thursday, June 2** at the New Orleans Ernest N. Morial Convention Center. The Department is celebrating both ''Making a Comeback'' and the 10th year for this event.

The Summit Overview document, registration portal, and presenter and vendor applications can be found on the Teacher Leader Summit webpage. Early Bird registration is now open until March 2.

Presenter applications and Education Expo applications are now open until **February 4.** Teacher prep faculty are encouraged to apply.

Contact LDOEevents@la.gov with any questions.

Recruitment and Retention

School systems have reached out asking if there is a less expensive way for them to gain access to pre-service candidates for recruiting purposes.

Currently some use the Handshake platform. According to school systems this platform costs them $35,000 for the premium version.

School systems have indicated that they are most interested in a contact list from universities of potential candidates for hire. Is this something that you currently provide school systems? Is it something you could provide in the future?

LSUA hosts Regional Educators Rising Conference January 2022
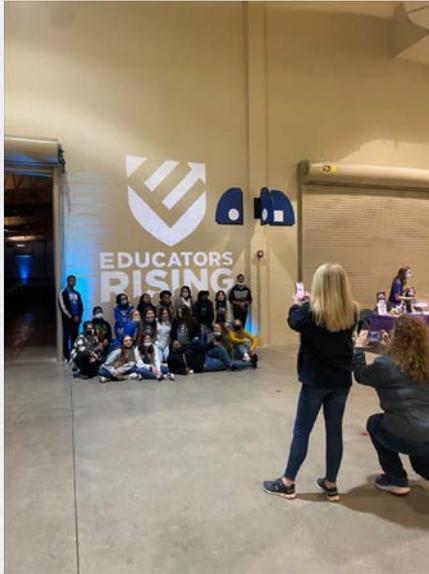
Upcoming Educators Rising Events Spring 2022: University of Louisiana Monroe, Northwestern State University, University of Louisiana Lafayette, McNeese State University

Literacy Workgroup

On November 10, 2021, the Teacher Preparation Quality Rating Early Literacy Workgroup met to discuss policy expectations relative to the nine hours of reading instruction. During the meeting, the workgroup

- discussed three recommendations on how to clarify policy expectations relative to the nine hours of reading instruction outlined in Louisiana Revised Statute;and
- recommended designing literacy coursework to include each strand of reading separately across courses, while also integrating the five strands of reading into each course to ensure candidates have knowledge of each strand and how the strands relate to one another.

Based on the recommendations from the workgroup, the LDOE will clarify policy expectations regarding the nine hours of reading to include **ELA and Literacy Competencies** for elementary teachers.

ELA and Literacy Competencies

The **competencies** for initial teacher certification will define what a teacher candidate must know and be able to do in order to be eligible for certification upon completion of a BESE-approved teacher preparation program. The competencies will:

- identify the essential literacy knowledge and skills that must be addressed within ELA coursework and the nine hours of reading instruction;
- emphasize reading science research;
- integrate theory, strategy, and application experiences to ensure aspiring educators have multiple opportunities to build knowledge of the reading stands and practice implementing the five strands of reading; and
- address Act 438 requirements, including explicit research-based literacy instruction regarding each reading component, integration of all reading components, and differentiation.

Early Literacy Competency Workgroup

The LDOE will create an **Early Literacy Competency Workgroup** to inform the development of the elementary literacy competencies.

The **Early Literacy Competency Workgroup** will

- consist of content experts, elementary and secondary educators, special education experts, school system leaders, and postsecondary education leaders;
- develop the elementary ELA and Literacy Competencies in partnership with the LDOE; and
- ensure the competencies align with certification and licensure requirements.

Believes

Teacher Preparation Quality Rating Workgroup Recommendations

Teacher Quality Domain Recommendations

The workgroup recommends that the Teacher Quality domain be included in the performance profile calculations so long as at least two years of value-added data is available. When two years of data isn't available, value-add data from the most recent performance profile will be used to calculate the Teacher Quality domain.

	BESE Review Timeline	2016-2017 VAM	2017-2018 VAM	2018-2019 VAM	2019-2020 VAM	2020-2021 VAM	2021-2022 VAM	2022-2023 VAM	2023-2024 VAM	2024-2025 VAM
2017-2018 Baseline Performance Profile		X	X							
2018-2019 Informational Performance Profile		X	X	X						
2019-2020 Informational Performance Profile	Winter 2021*		X	X	Not Available					
2020-2021 Performance Profile			X	X	Not Available	Not Available				
2021-2022 Performance Profile	Winter 2023			X	Not Available	Not Available	X			
2022-2023 Performance Profile						Not Available	X	X		
2023-2024 Performance Profile	Winter 2025**						X	X	X	
2024-2025 Performance Profile								X	X	X

Teacher Quality Domain and Performance Profile Recommendations

Request a Performance Profile Public Release Waiver for the 2020-2021 Calculations

Given that the calculations for the 2020-2021 performance profiles will not include value-added data from the 2019-2020 or 2020-2021 renewal cycle, LDOE will request a performance profile public release waiver. However, if BESE grants the waiver, the Department will calculate the performance profiles and meet with each provider to discuss their results in the spring.

Performance Profile Calculations for 2021-2022

At least two years of value-added data, 2018-2019 and 2021-2022, will be available for the 2021-2022 performance profile calculations. Therefore, the Department will not request a waiver for the 2021-2022 public release. Instead, the profiles will be calculated and released in the winter of 2023.

Renewal Decision Policy Update

The LDOE will request that BESE adjust the date to make program renewal decisions until winter 2024-2025.

Believes

Meeting Educator Workforce Needs Recommendations

- Based on feedback and learnings from the 2018-2019 and 2019-2020 learning phase, the Department proposed creating high-need schools and high-need certification thresholds for the Meeting Educator Workforce Needs domain.
- In 2017-2018, the state's need for teachers in high-need schools was 56 percent. Using the threshold recommendation, the state's need will decrease from 56 percent in 2017 to 45 percent in 2022.
- Additionally, over the past four years, the percentages of out-of-field and uncertified teachers in social studies increased. As a result, social studies is a new high-need certification area. Using the threshold recommendation, the state's need will decrease from 24 percent in 2017 to 15 percent in 2022.

Meeting Educator Workforce Needs
High Need Schools List

The Department will update the high needs school list this year as outlined in Bulletin 996. The workgroup recommends that the Department update the high need schools criteria as outlined below.

- Schools with 75 percent or greater economically disadvantaged student population and/or minority student population.
- School systems with 75 percent or more schools less geographically proximate to teacher preparation providers or parishes underserved by current teacher preparation providers.
- Comprehensive Intervention Required schools that earned an overall letter grade of D or F for three consecutive years and/or a cohort graduation rate below 67 percent in the most recent year.
- Schools with 25 percent or more of uncertified teachers.

Based on the workgroup's recommendation, the number of schools on the high-need schools list will increase from 752 to 941. Additionally, all schools that were previously on the list will remain on the 2022 list.

Believes

Preparation Program Experience Recommendations

- Based on feedback and learnings from the 2018-2019 and 2019-2020 learning phase, the LDOE proposed shifting all programs to a four-year onsite review cycle.
- However, teacher preparation providers that don't maintain a quality rating of a level three or above will undergo a progress monitoring period.
- During the progress monitoring period, programs will develop improvement plans in partnership with the LDOE and engage in one or more interventions, including
  - engaging in more frequent onsite reviews for one or more pathways
  - receiving low performing or at-risk labels
  - enacting improvement recommendations
  - limiting enrollment for certain pathways or programs
  - discontinuing the providers ability to recommend candidates for certification

Certification Updates

COVID Waiver

- When moving through the Level 1 issuance and Practitioner License (PL) renewal cycles in the Fall of 2021, it was brought to LDOE's attention that policy surrounding mentoring, PL renewal, and initial issuance was left out and should have been a part of the larger COVID waiver package brought to BESE during the height of the pandemic.
- LDOE has recently worked with BESE to get that waiver extended through **June 30, 2022**.
- LDOE has also brought policy to January BESE to clarify and prevent a waiver from being needed in the future.

Initial/PL Certificate Policy Updates

At January BESE, both Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs*, and Bulletin 746, Louisiana Standards for State Certification of School Personnel, were updated regarding the issuance of initial certification.

Updated requirements include that educators:

- Obtain a pre-service **certificate** while being prepared-either a Resident (R) or Practitioners License (PL)
- Are **mentored** as part of the pre-service preparation
- Comply with requirements for certification for both **in-state** and **out-of-state** residencies

Practitioner candidates are required to be mentored during their **first** year on a PL, thus requiring mentoring to renew the PL.

Believes

Application Submission Best Practices

- **Do not** include parts of other applications with an application, i.e. including other requests (from the EV form) in the RH form or vice versa
- When scanning, please scan upright and in the order on the application checklist
- Please ensure that questions submissions are actually questions and application submissions are actually applications and not vice versa
- When submitting self-evaluations (now required), ensure that **course titles & course numbers** are included
- Beginning on **5/1/2022**, eligibility letters submitted for issuance of a certificate will also require a picture ID and copy of SS card
- **Choose** the appropriate category for the application that is uploaded when submitting

Duplicate Submissions & Singles

Additional documentation on a submission is only accepted via reply email if **explicitly** requested - usually only allowed for missing payment receipts.

For items requested via formal feedback letter, only submit the missing item and a copy of the feedback letter **as a new case**. DO NOT submit the entire application or add files to a closed case. Additional documents are only accepted within 90 days of the original feedback.

Duplicate Submissions & Singles

If advised via email that a case cannot be processed and to *resubmit* with corrections, the corrected application should be submitted as a new case with all supporting documentation, including payment confirmation. You do not need to reference the original case as it was not processed.

If you are providing applicants copies of signed applications that will be submitted by your office, please stress with them that they should not also submit. Duplicate submissions create confusion and slow processing.

Cascading Applications

If there are applications **dependent** upon each other, please do **one** of the following:

- Wait until the first application is processed **before** submitting the dependent application.
- Submit the dependent application at least **two weeks after** the first application is submitted.
- Submit both applications, then **schedule office hours** to discuss/expedite the applications.

Processing Updates

We are noticing that many of the applications submitted in August, September and October were submitted incorrectly and were kicked back, due to lacking the appropriate fee or two forms of ID.

Read email messages carefully and follow the instructions so as not to lose your place in line.

We are currently finishing up processing applications for the month of **October and starting in November**. If you have received feedback from us on a previously submitted application and know it applies to other applications (November/December), we encourage you to review those application submissions for accuracy.

If an application is in the "unassigned queue," you can use your "history" option to upload missing documents to correct the submission.

90-day timeline

Reminder: The certification office can only accept applications dated and signed **within the last 90 days.**

- Applications with signatures and dates *beyond 90 days* will be returned unprocessed.

Applications should be **complete** when submitted, however:

- Incomplete applications with **one** item missing will be declined, requesting missing information.

  - Missing item is submitted **within 90 days** of declination; **no additional** application or **fee** required.
  - Missing item is submitted **more than 90 days** from declination; a **new application and processing fee** required.

- Incomplete applications with **more than one** item missing, will be declined and will require a **new application and processing fee** be submitted.

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Approved Programs

Reminder: All candidates completing the *old* **alternate teacher preparation** program requirements (prior to the redesign), had until **August 31, 2021** to complete the program. A few programs received a one-year extension of old programs. Those students have until **August 31, 2022** to complete the *old* practitioner program requirements.

All candidates completing the *old* **undergraduate** program requirements (prior to the redesign), have until **August 31, 2022** to complete the program. A few programs received a one-year extension of old programs. Those students have until **August 31, 2023** to complete the *old* undergraduate program requirements.

Redesigned program requirements are listed in sections **743** & **745** of **Bulletin 996**.

Superscores

- Certification policy **does not allow** the use of ACT and SAT Superscores.
- Certification applications with ACT or SAT Superscore reports included will be **denied**.
- Score reports must include overall composite score, subtest score and the single test date.
- If providing score on official university letterhead, a screenshot of the electronic information system where scores are received must be included, showing composite score, subtest score and test date.
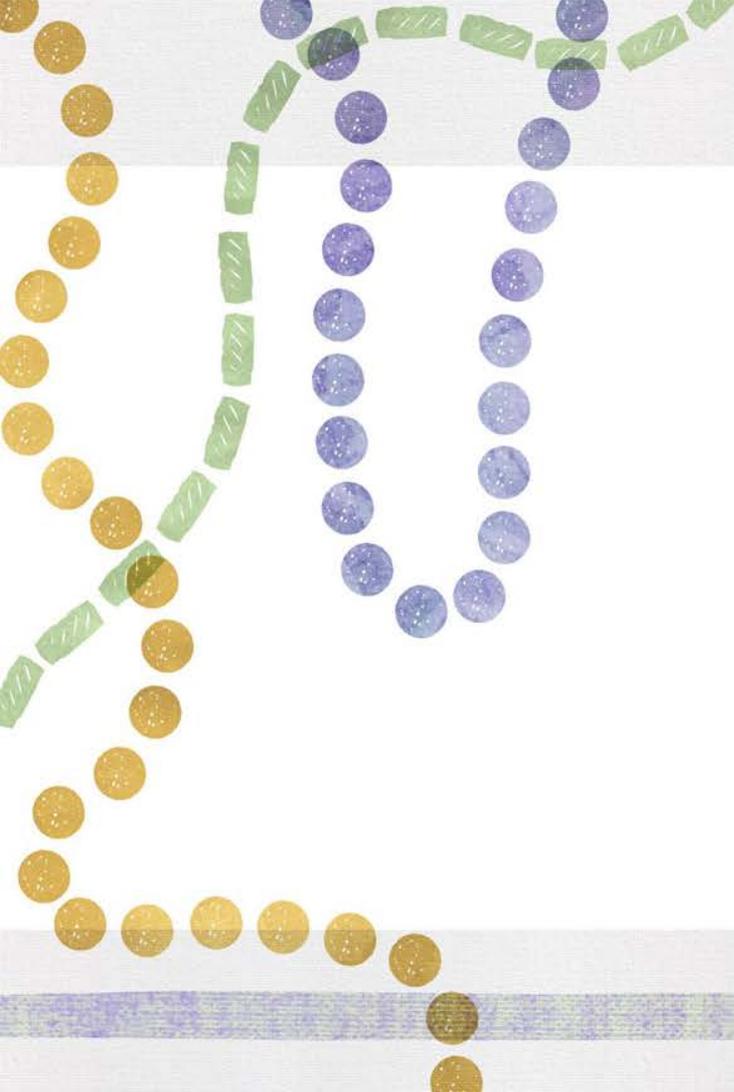
Mentor Teachers

Resident Funding Increase

The amount of funding school systems will receive for resident teachers is increasing from $1,000 to **$1,800**. This will go into effect this school year, 2021-2022.

Residents eligible for this funding are year-long undergraduate residents who hold a resident certificate by October 1, 2021 and are completing their residency in a public school. This increase is only for residents; the Mentor allocation will still be **$1,000.**

Please contact believeandprepare@la.gov with any questions.

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Mentor Teachers

In order to build a robust Mentor pool, school systems should be utilizing all options for Mentor certification. Below are a few suggestions for school systems to increase their Mentor pool.

1. Determine all educators in the system who are trained TAP evaluators.
2. Determine all educators in the system who are trained CLASS evaluators.
3. Determine all educators in the system who hold the EDL, EDL eligibility letter, or older supervisor credentials (elementary principal,etc.).
4. Identify outstanding educators in the system and support their completion of a Mentor training program.

Apply for the mentor credential for all of the above educators.

Reach out to believeandprepare@la.gov with questions.

Post- Baccalaureate Mentors

Policy requires that alternate certification candidates in their first year on a Practitioner's License (PL) need to be mentored for five hours per week. School systems will verify this mentoring through an attestation form that is part of a candidate's application for a Level 1 certificate or renewal of a Practitioner License. Candidates without the mentoring will be unable to renew the PL or advance to the Level 1 certificate.

A list of current first year PLs was sent to school systems on **January 5.** Preparation providers may access this list using the link provided. The Department will send an updated list to school systems monthly.

Please contact believeandprepare@la.gov with any questions.

Mentor/Content Leader Training Providers
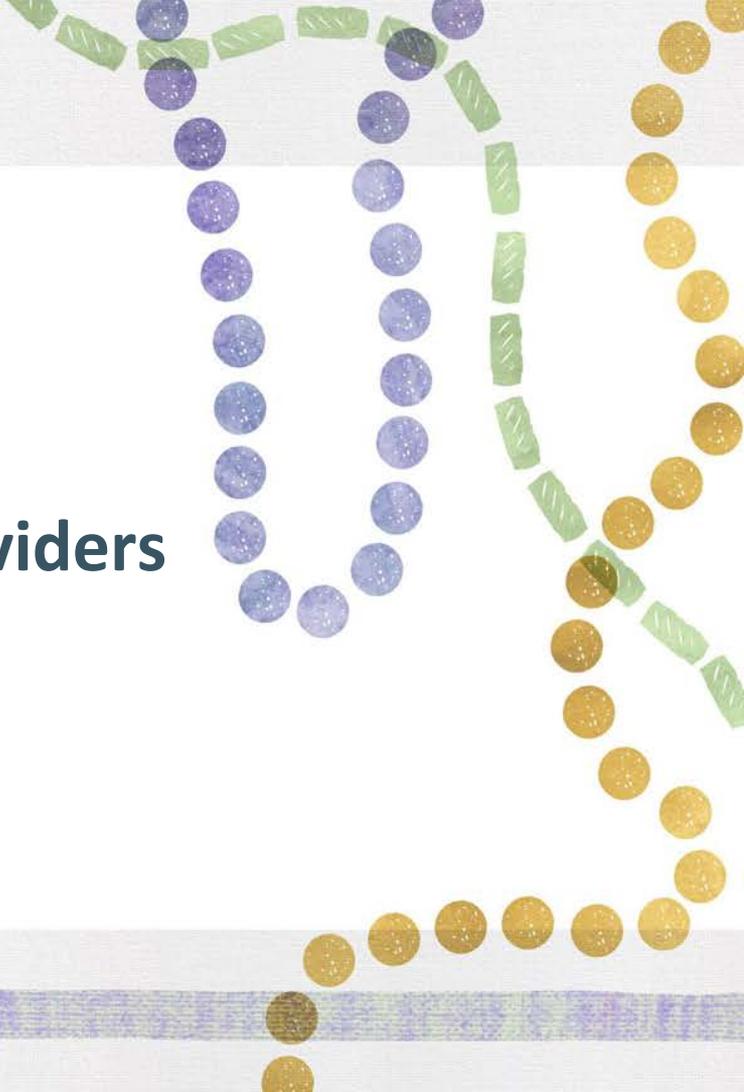
Training Provider Reminders & Updates

- Share the steps for [Applying for Mentor/Content Leader Certification](#) with teachers in your district that meet the new policy requirements.
- Sanya Kennedy has transitioned out of her role at Bloomboard. Use support@bloomboard.com to contact Bloomboard with any questions.
- Cohort enrollment should be emailed to teacherleadertraining@la.gov and support@bloomboard.com.

Mentor Policy Updates

At the April BESE meeting, the board approved changes to Bulletin 746 regarding mentor credential requirements. These updates include:

1. Honoring Previous Training and Experience
   a. EDL or previous administrative certifications
   b. NIET trained evaluators
   c. CLASS trained evaluators
   d. Supervision of Student Teachers
2. Removing the Content- Specific Assessments
3. Creating an Add-On Mentor Endorsement

We encourage all providers to communicate these updates and steps for applying for certification with enrolled participants. Participants that meet the new policy requirements can complete this survey to request their Bloomboard completion certificate.

Content Leader Policy Updates

At the August 2021 BESE meeting, the board approved changes to Bulletin 996 regarding content leader assessment series passing score requirements. These updates include:

- Reducing the number of required micro-credentials from 5 to 4.

All participants are required to complete three content-focused micro-credentials and one of the two coaching micro-credentials(Leading Common Planning Time or Facilitating Adult Group Learning).

We encourage all providers to communicate these updates and steps for applying for certification with enrolled participants. Participants that meet the new policy requirements can complete this survey to request their Bloomboard completion certificate.

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Training Provider Effectiveness Measures
Pilot Informational Session

Based on your feedback and our hope to provide BESE with a more comprehensive view of your programs, we are developing tools that would create additional data points to be included in future training provider effectiveness reports. Currently these tools include **a participant survey**, **a district partner experience survey**, and **a training observation rubric**. This Spring we are looking to work with **3-5 approved training providers** to pilot the new tools and provide feedback on the future implementation of these tools. The data collected during this pilot will only be used to calibrate these new tools and will only be shared between the Department and each individual provider.

Date and Time: Feb 2, 2022 at 1 p.m.

Link: https://ldoe.zoom.us/j/3455048179

Meeting ID: 345 504 8179

Number: 1-470-381-2552

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Resources

# **Resources Available in the Literacy Library**

- Local Literacy Plans
- Screener Results Templates
- Literacy Implementation Guidance
- K-2 Teacher PD Series
- Leader PD Series
- K-2 Writing Series
- Libraries
- Interventions & Extensions
- Sound Wall Template
- Family Literacy Engagement Strategic Plan
- At-Home Activities

English Learner Guidance Resources

Providing English Learners with equal access and opportunity to high quality instruction requires school systems and school-site leaders to design and implement school structures and instructional models that allow language acquisition to occur across all content-areas all day, every day. The Department has several guidance documents and resources on the English Learner webpage to help school systems to implement such programs.

English Learner Guidebook

English Learner Library
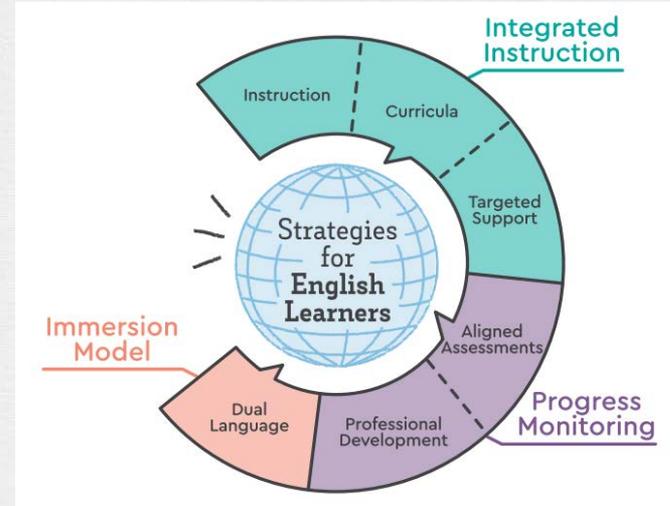
Guidance for Leading Inclusive Special Education Programs

The Department has released the first issue of Guidance for Leading Inclusive Special Education Programs: Leveraging Data to Align Budgets and Spending to Priorities.

In February, the Department will release Creating Compliant Systems for Student Success. The webinar will be held on February 22 at 1 p.m.

Guidance for Leading Inclusive Special Education Programs:

Leveraging Data to Align Budgets and Spending to Priorities

JANUARY 2022

DEPARTMENT of EDUCATION
Louisiana Believes
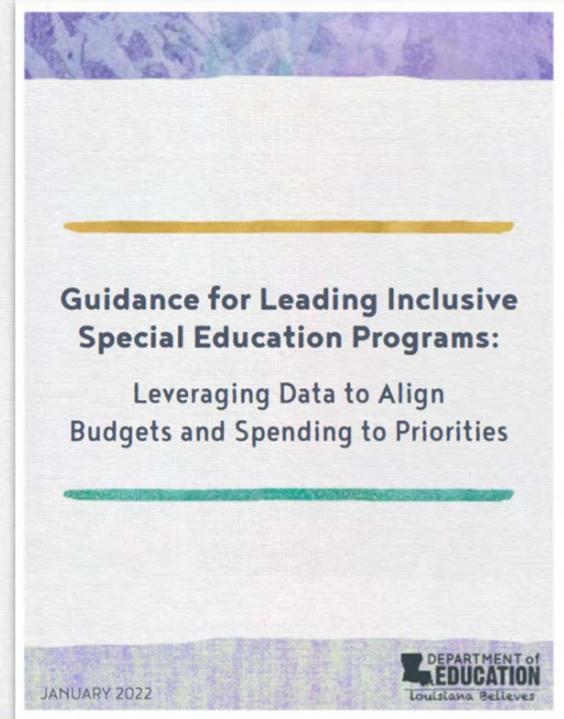
Social Studies Standards Review Update

The Department presented the 2021 Draft Social Studies Standards public comment to BESE on December 14, 2021. All stakeholder public comment on the standards, summary documents, and BESE presentation deck are available in the Standards Review Committee Library.

BESE charged the Department with reviewing the public comment in order to present a refined set of standards for approval in March.

Please contact classroomsupporttoolbox@la.gov with questions.

Academic Summer Learning Guidance

To support systems in planning for 2022 summer learning programs, the Department is developing guidance for accelerating learning.

Resources will include

- math and ELA materials and teacher supports for rising first through eighth grade students; and

- guidance and exemplar resources for engaging students in meaningful science and STEM investigations.

Please contact classroomsupporttoolbox@la.gov with questions.

Math Summer Learning ZEARN

Systems implementing summer learning programs for math should make use of
- Zearn Math's Summer Intensive Series for rising kindergarten through grade 8 students, or comparable high-quality instructional materials designed to accelerate math summer learning; alongside
- quality STEM programming that engages students in the joyful application of mathematics connected to the real world and their daily lives.

Systems providing summer learning at CIR/UIR-Academics schools should plan to designate at least 2 staff per site to attend a virtual training on math summer learning this spring.

Please contact STEM@la.gov with questions.

Closing
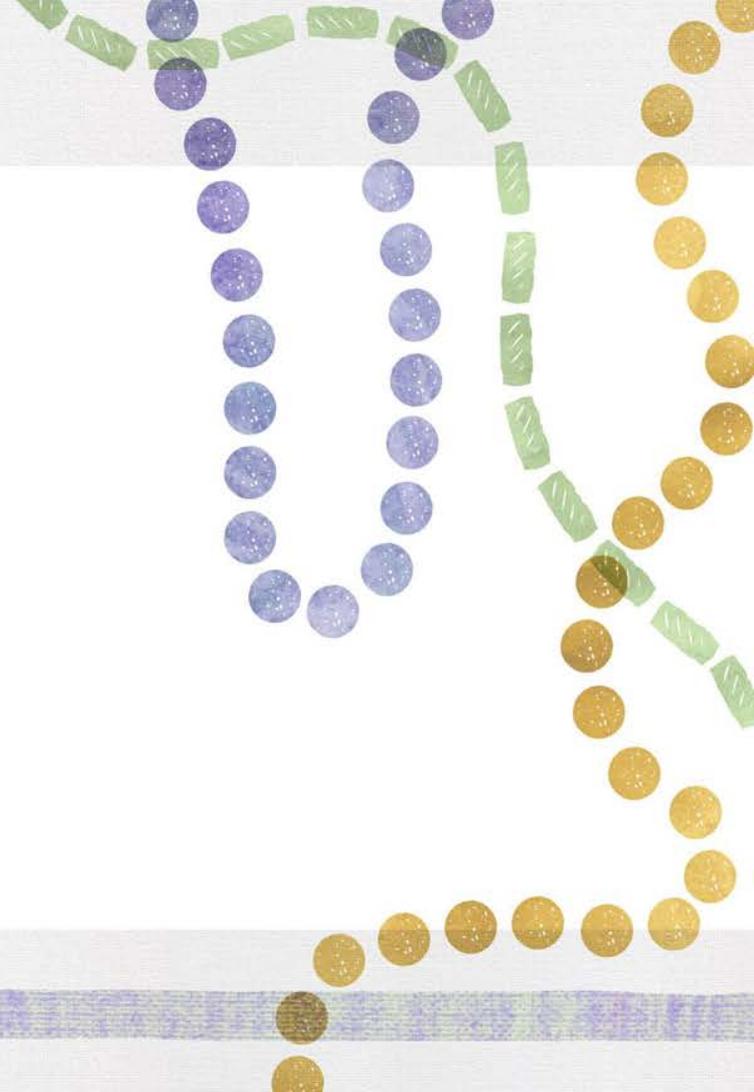
Next Steps

- Register for Teacher Leader Summit!
- Have faculty apply to present at Teacher Leader Summit by **February 4.**
- Look for the Believe and Prepare email blast on **February 8.**
- Join the next monthly call on **February 23**.