

Louisiana Believes

Preparation Provider Monthly Webinar
October 28, 2019

Agenda

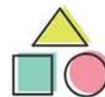
- Super App Overview
- Legislative and Policy Updates
- Teacher Preparation Quality Rating System
- Preparation Provider Support
 - Collaboration Opportunities
 - LDOE Updates

Super App

Every day in Louisiana, educators are committed to ensuring that *every child* has the opportunity to grow and thrive.



As a result of this vision, Louisiana has a relentless focus on these five areas:



**Unified Early
Childhood Systems**



Academic Alignment



**Teacher and
Leader Preparation**



**Pathways to
College or a Career**



Struggling Schools

TEACHER AND LEADER PREPARATION



FULL PREPARATION FOR TEACHERS:
Ensure meaningful preparation for prospective teachers through strategic partnership between school systems and educator preparation providers.



CONTINUUM OF LEADERSHIP ROLES:
Establish and expand leadership roles to ensure that teachers are supported.

LOUISIANA 2017-2018 EDUCATOR WORKFORCE REPORT

State Profile: 1,424 Schools • 88,916 Teachers • 2.6M Students • 67% 0-24 • 13% 25-34 • 19% 35+

EDUCATOR WORKFORCE OVERVIEW
These data provide information relative to teacher certification status and effectiveness by school, subject area, and by student demographics.

School Letter Grade	TEACHER CERTIFICATION BY SCHOOL LETTER GRADE			
	Unsubstantiated	Not Certified	Certified	Unemployed
All Schools	6,257	54%	2,029	4%
A	1,075	35%	411	4%
B	1,931	54%	524	4%
C	13,28	35%	738	8%
D	778	54%	606	17%
E	219	39%	190	12%
F				0%



INFORMED WORKFORCE DECISIONS:
Publish **educator workforce data** to inform school and school system leaders' workforce decisions.

2019-2020 Academic Focus

In order to ensure **students** do the majority of the work everyday,

1. **All Teachers**—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.
2. **Principals, leadership teams, content leaders and mentor teachers** use classroom observation, common planning time, and one-on-one coaching to support each teacher to deliver high quality lessons.
3. **School systems** support principals and school teams as they provide support to teachers.
4. The **Department** supports school systems to execute their improvement plans.

The Every Student Succeeds Act (ESSA)

ESSA requires school systems to develop improvement plans for their struggling schools and to submit those plans to the state. The Department approves or rejects these strategies and ultimately intervenes if efforts fail.

The Department defines struggling schools as:

- **Comprehensive Intervention Required (CIR):** Overall performance of “D” or “F” for 3 years (or 2 years for new schools) and/or grad rate less than 68% in the most recent year.
- **Urgent Intervention Required Academics (UIR Academics):** Student group performance equal to “F” for years
- **Urgent Intervention Required Discipline (UIR Discipline):** Chronic issues with student behavior (OSS rate more than double the national average for three years).

2020 School System Planning Goals

The 2020 planning process will continue to work towards the same broad goals established this past year:

- Unifies priorities—The **School System Planning framework** establishes a uniform set of priorities to help school systems create **one plan**
- Creates efficient processes—The **Super App** is **one application** for all formula and competitive dollars
- Streamlines timelines—The **Super App** is submitted and approved on **one timeline**



Workforce Talent in Super App

W1: Teacher Pipeline

Indicator: The school system has identified teacher workforce needs in advance and has an established MOU with a teacher preparation provider that matches this need.

W2: Educator Leadership and Advancement

Indicator: School systems are building opportunities for advancement and support through Mentor Teacher, Intervention Content Teacher, and Content Leader roles at all schools.

W3: High-Quality Principal Support

Indicator: Principals, particularly those at CIR and UIR schools, participate in a high-quality principal support program.

W1: Teacher Pipelines

Memorandum of Understandings (MOUs) are the way the LDE confirms that a formalized partnership exists between school systems and preparation providers. The purpose of the MOU is to describe the partnership and the school system and preparation provider's role in ensuring that workforce needs are being met.

School systems will identify their greatest workforce needs and the provider(s) who are helping them to address those needs.

- [Teacher Preparation Provider MOU Template](#) will be provided in resources
- MOUs are due from school systems in the spring

W2: Educator Leadership and Advancement

School systems are building opportunities for advancement and support through Mentor Teacher, Intervention Content Teacher, and Content Leader roles at all schools.

Questions school systems will be required to respond to in Super App:

1. How many new Mentor Teachers will participate in state-approved Mentor Teacher training?
Note: Each CIR school must have at least one Mentor Teacher. How many newly trained or existing Mentor Teachers will support post-baccalaureate candidates at CIR/UIR-Academics schools?
2. How many new ELA and Math Content Leaders will participate in Content Leader training? Note: Each CIR school must have at least one ELA and one Math Content Leader.
3. How many teachers will participate in Science Content Leader training?
4. How many new Intervention Content Leaders will participate in Intervention Content Leader training? Note: Each UIR-Academics school must have at least two Intervention Content Leaders.

W2: Educator Leadership and Advancement

In order for all students to achieve grade level standards, teachers must be trained and supported on the use of high quality-curriculum. Each year, school systems build a plan to ensure that all teachers receive training and ongoing support. Plans should include:

- Content module redelivery
- Unit and lesson preparation

The [Professional Development Planning Guidance](#) will help schools and school systems to complete the [Professional Development Planning Template](#) required in Super App.

W3: High-Quality Principal Support

School systems may request competitive funds for school leaders at CIR schools who have not previously attended the Principal Fellowship training.

This may be the principal, assistant principal, or another aspiring leader from the CIR school who would most benefit from this leadership development.

Nomination Process for the Louisiana Principal Fellowship:

The nomination process for the Louisiana Principal Fellowship is currently open for the 2020-2021 school year and will close along with SuperAp February 7, 2020. Please use the [2020-2021 NISL Nomination Form](#) to nominate a fellow for the 2020-2021 school year (Cohort 6).

What does this mean for preparation providers?

- School systems will be reaching out to preparation provider programs to establish or re-confirm partnerships. MOUs will need to be submitted in late spring by your partnering school systems.
- School systems will receive funding through super app to ensure they have a trained mentor teacher, ELA, and math Content Leader at every CIR school. As many teacher preparation programs are now approved providers of these trainings, there is an opportunity for approved providers to offer this training to school systems. School systems will receive a link to a list of [approved training providers](#).

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Legislative and Policy Updates

Proposed Regulatory Shifts

Based on research demonstrating that high-quality mentoring can reduce or eliminate the “first-year teacher effect,” and on mentoring pilot programs, BESE approved regulatory shifts in October to strengthen mentoring during the alternate candidate’s residency year.

- **Remove** 80-hour pre-residency practice requirement
- **Replace** the pre-residency practice requirement with an assurance from the employing school systems that new teachers have co-taught, been observed, or planned collaboratively for at least 5 hours per week in their first year of teaching
 - School systems will verify mentoring through an attestation form that is part of a candidate’s application for a Level 1 certificate or renewal of a Practitioner License.

This change removes outdated requirements, follows researched best practices, and allows school systems flexibility.

These new mentoring requirements will go into effect beginning in the 2020-2021 academic year. The Department will launch implementation supports this winter.

Legislative Updates

As a result of 2019 legislation, R.S. 17:7.1A.3 stipulates that:

- Post-baccalaureate teacher preparation programs may conditionally admit candidates with a 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

Legislative Updates

This legislation went into effect on August 1.

This means that providers wishing to use this flexibility may do so now but must show that any candidate admitted to the program on or after August 1 successfully completed an interview with a program admissions officer.

The PL and Level 1 applications have been updated with an attestation form that teacher preparation providers must sign confirming that candidates admitted with a GPA less than 2.50 meet the requirements outlined in law and policy. Please click [here](#) to access the updated applications.

The Department is creating a repository of interview protocols to share with teacher preparation providers across the state and will post them on our website as soon as they are available.

Please refer to this [document](#) for guidance relative to the interview.

Teacher Preparation Quality Rating System

Teacher Preparation Quality Rating System: Timeline

Academic Year	Timeline	Milestone
2018-2019 and 2019-2020 <i>Learning Phase</i>	Oct. 2018-May 2019	16 preparation providers participate in on-site reviews
	Spring 2019	Public release of performance profiles delayed until winter 2020-2021
	Summer 2019	Performance profiles shared with teacher preparation providers
	Oct. 2019-May 2020	Remaining 11 preparation providers participate in on-site reviews
	Winter 2019-2020	Second round of performance profiles shared directly with teacher preparation providers
2020-2021 and 2021-2022 <i>Full Implementation</i>	Winter 2020-2021	Performance profiles from Learning Phase publicly released
	2020-2022	<ul style="list-style-type: none"> • Full implementation of the quality rating system begins; quality rating system results will serve as the basis for preparation program renewal • Providers that received a 3 or higher in the Learning Phase shift to a four-year accountability cycle

Performance Profiles

Data Collection and Verification

Timeline	Timeframe
ETS Title II Reporting	9/3/2019 - 11/8/2019
LDOE Performance Profile Data Collection <ul style="list-style-type: none"> ● Excel file submission using sFTP <ul style="list-style-type: none"> ○ Collection of add-on completers and residency information and post-baccalaureate program type for 2018-2019 program completers ● Collection of consent forms using sFTP 	9/23/2019 - 10/11/2019 <i>(3 week window)</i>
LDOE Performance Profile Data Verification Window <ul style="list-style-type: none"> ● Providers verify data that will be used in calculations ● Correct any records that have missing/incorrect data or issues with SSN 	11/4/2019 - 11/22/2019 <i>(3 week window)</i>
LDOE Informational Website Profile Data Collection Window <ul style="list-style-type: none"> ● Collection of informational program descriptions and data for the website 	Winter 2019-2020

Data Verification Overview

Data Collection

Data Verification

LDOE uploads preparation provider data collection file to FTP by **September 23, 2019**

Preparation providers complete the data collection file and upload to the FTP by **October 11, 2019**

LDOE uploads files to data verification system by **November 4, 2019**

Preparation providers complete the data verification by **November 22, 2019**

The [data verification portal](#) will open on November 4 and will close on November 22.

Data Verification Webinars

Data verification technical assistance webinars will be held on November 4th and 5th.

Webinar #1 Details:

- Webinar Date and Time: Monday, November 4; 3:00-4:00 pm
- Webinar Link: <https://ldoe.zoom.us/j/494675022>
- Webinar Phone Number: 646-876-9923
- Meeting ID#: 494 675 022

Webinar #2 Details:

- Webinar Date and Time: Tuesday, November 5; 3:00-4:00 pm
- Webinar Link: <https://ldoe.zoom.us/j/921200052>
- Webinar Phone Number: 646-876-9923
- Meeting ID#: 921 200 052

We will also host office hours if you are unable to attend either webinar or would like support in the verification process. Please email erich.schultz@la.gov to schedule office hour time.

Teacher Preparation Quality Rating System Workgroup

BESE policy charges the Department with collaborating with higher education experts, the Board of Regents (BoR), and school system leaders to regularly review the quality rating system and submit a report to BESE every other winter.

A group with representation from BESE, the BoR, LACTE, the Educator Research Consortium, non-university providers, and district-based providers will meet quarterly to discuss refinements to the Teacher Preparation Quality Rating System.

The workgroup held its first meeting in August and met again on October 21.

BESE will consider a report regarding any proposed policy refinements in winter 2020-2021.

On-site Review Workgroup

A workgroup with representation from the BoR, BESE, teacher preparation providers, and school system partners is meeting to discuss how the on-site review framework can be strengthened.

The workgroup met on May 14, July 22, Aug. 28, and Oct. 17. The next meeting will be on **December 5**.

The framework will be:

- updated based upon feedback from this workgroup
- used beginning in 2020-2021, which is the first year of the first full-implementation accountability cycle

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Preparation Provider Support

Math Collaborative

This fall, the Department will **launch a new opportunity for higher education faculty and K-12 educators to partner to change the way aspiring teachers are taught mathematics instruction** in Louisiana. The Math Collaborative will bring together leading math experts from across the state to create a model methods course that aligns K-12, higher education, and research-based best practices.

The application for this opportunity opened on **October 15**. Seats are limited, so please encourage your most outstanding math faculty to apply before the deadline.

Timeline

- **November 6:** [Application](#) deadline
- Early December: Participants selected
- January 8-10: First in-person convening

School Support Institutes

An additional collaboration opportunity for higher education faculty and K-12 staff is the School Support Institutes. These Institutes will help school leadership teams ensure teachers are fully prepared to deliver high quality lessons.

Participants will choose one of three pathways for the entire training sequence:

1. Effective Common Planning
2. Observation and Feedback
3. Building Leadership

Preparation Providers should attend to gain insight on the professional development being offered to leadership teams at our most struggling schools.

When:

Session 1:

September/October

Session 2: November

Session 3: February

Who:

School leader and two leadership team members from each CIR/UIR-A school

Districts leadership teams that work directly with CIR/UIR-A schools*

Registration

Next Steps:

1. Each Preparation Provider is allotted one seat at the School Support Institutes.
1. In order to register for the institute, email nicole.bono@la.gov. You will receive a link and special code that will allow you to register.

New Orleans	Baton Rouge	Lafayette	Shreveport
October 4	October 2	October 1	September 30
November 18	November 19	November 20	November 21
February 10	February 11	February 12	February 13

Mentor Teacher and Resident Stipends

Believe and Prepare Formula funding will include a stipend for **mentors** of year-long undergraduate residents.

- BESE approved allocations in October
- Funds will be available in eGMS in early November
- School systems that did not submit all required data by the September 13th deadline will have funding approved in December

Through the **teacher pay increase** approved by the Legislature in 2019, the Department will allocate funds for LEAs to pay \$1,000 to yearlong **undergraduate residents**.

- Residents must hold a Resident certificate.
- Residency must be completed in a public school.
- Funding will be provided through the Minimum Foundation Program (MFP) formula via the certificated pay raise calculation.

More information is available in this [FAQ document](#).

Mentor Teacher and Content Leader Trainings

To transition to state-provided training to state-approved trainings for [Mentor Teachers and Content Leaders](#) after 2019-2020, BESE has begun to approve several providers to offer these trainings.

Congratulations to the following programs, which have received approval for their Mentor Teacher or Content Leader training programs.

Mentor Teacher Training	Mentor Teacher Training	Content Leader Training
A+PEL Grambling State University Louisiana Tech University McNeese State University NIET Nicholls State University	Southeastern Louisiana University Southern University and A&M College Teaching and Learning Center University of Louisiana at Lafayette University of Louisiana at Monroe	Great Minds Louisiana Tech University

Program Approval Timelines

If you did not take part in the RFA process in February, but are interested in applying for BESE approval of a mentor or content leader training, follow the guidance below for the application process.

Milestone	Fall 2019	Spring 2020	Fall 2020
Application submission deadline	8/1/19	2/7/20	7/31/20
Evaluation period	8/1/19 - 9/13/19	2/7/20 - 3/20/20	7/31/20 - 9/11/20
Notification of evaluation results	9/13/2019	3/20/20	9/11/20
BESE Considers if recommended for approval	10/15/2019	4/20/20	10/13/20

Upcoming Events/Deadlines

November 4 & 5: Performance profile data verification technical assistance webinars

November 4-12: Super App launch

November 6, 2019: Deadline for Math Collaborative applications

November 18- 21: School Support Institutes

November 22: Performance profile data verification due

November 27, 2019: November Monthly webinar (date may change due to Thanksgiving holiday)