

## BACKGROUND

Educator preparation programs in Louisiana are leading the nation in developing strong, practice-based programs for aspiring teachers. By July 2018, teacher preparation programs in Louisiana will include a yearlong classroom residency alongside an experienced mentor teacher. In October 2016, BESE [adopted updated regulations](#) for the preparation of aspiring teachers. These regulations provide for a yearlong classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum that will provide candidates with the knowledge and skills needed in order to be prepared for their first day of teaching.

The changes were informed by Louisiana's teacher preparation pilot program, [Believe and Prepare](#), and two years of public discussion and input through a 2014 survey of 6,000 educators and over fifty meetings and focus groups with hundreds of teacher preparation stakeholders. The updated regulations were developed in collaboration with the Louisiana Board of Regents and leaders of preparation programs. Teacher candidates admitted into programs in the 2018-2019 year will be the first full cohort to experience the required yearlong residency and new competency-based curricula.

## PURPOSE

This guide outlines the transition timeline and supports available to preparation providers and their school system partners as they align preparation experiences and partnerships to meet BESE's teacher preparation program requirements<sup>1</sup>. This resource also provides the following essential information about the transition.

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*As additional information and resources become available, this guide will be updated and posted on the [Educators page](#) of the Louisiana Believes website.*

*Questions about this Transition Guide or its contents? Email [BelieveAndPrepare@LA.gov](mailto:BelieveAndPrepare@LA.gov)*

<sup>1</sup> As identified in *Bulletin 746* and *Bulletin 996* approved by BESE in October 2016

## OVERVIEW OF UPDATED POLICIES

<b>Teacher Preparation Competencies</b>	Teacher preparation competencies identify essential knowledge and skills that teacher candidates must master in order to be eligible for initial certification.
<b>Program Design</b>	Preparation programs are competency-based, designed around candidates' mastery of essential knowledge and skills, versus discrete courses and isolated practice experiences.
<b>Practice</b>	Traditional and alternate teacher preparation programs include, at minimum, a yearlong residency for all teacher candidates, to provide ample opportunity for competencies to be mastered.
<b>Certification Decisions</b>	<p>A preparation provider, in consultation with the school leader or his/her designee and mentor teacher, recommends the candidate for professional level certification upon successful completion of a state-approved teacher preparation program.</p> <p>The recommendation is based on demonstrated teaching competency, which is documented throughout the yearlong residency.</p> <p>Documentation must include observations of teaching practice and measures of impact on student learning during the residency year.</p>
<b>Resident Teacher Certificate</b>	<p>Beginning July 1, 2018, a teacher candidate serving in a BESE-approved yearlong residency holds a Resident Teacher Certificate.</p> <p>The certificate is issued for one academic year and may be held for up to three years. The candidate must have successfully passed the required Praxis II Content Knowledge exam to be eligible for renewal of this certificate.</p> <p><i>Information about this certificate will be available in spring 2017.</i></p>

## LOCATION OF UPDATED POLICIES

<b>Current Traditional and Alternate Teacher Preparation Program Requirements</b>	<a href="#">Bulletin 996</a> , Chapter 7 Subchapters A and B
<b>NEW Teacher Preparation Competencies</b> <i>Identify the essential knowledge and skills that aspiring teachers must demonstrate in order to be eligible for initial certification</i>	<a href="#">Bulletin 746</a> , Chapter 2
<b>NEW Traditional and Alternate Teacher Preparation Program Requirements</b> <i>Establish competency-based program design and practice requirements including, at minimum, a yearlong residency for all teacher candidates</i>	<a href="#">Bulletin 996</a> , Chapter 7 Subchapter C
<b>Current Practitioner License Requirements</b> <i>Establish the requirements for Practitioner Licenses 1, 2, and 3</i>	<a href="#">Bulletin 746</a> , Chapter 3 Section 313
<b>NEW Resident Teacher Certificate</b> <i>Establish a certificate for candidates completing a residency under a teacher of record</i>	<a href="#">Bulletin 746</a> , Chapter 3 Section 328

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**SUPPORTS and RESOURCES**

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**NEW COMMUNICATION TOOLS**

- **NEW** [Believe and Prepare Newsletter](#)
- **NEW** [Tomorrow's Teacher: A Believe and Prepare Educator Blog](#)
- [Believe and Prepare Inbox](#): Email questions or requests for additional information.

**UPDATED FUNDING<sup>2</sup>**

- **NEW** [Funding Technical Assistance Guidance](#)
  - **Formula-based funding** for undergraduate programs that includes program transition staff, mentor teacher stipends, and resident teacher stipends
  - **High-cost needs pool funding** for all providers<sup>3</sup>
- **NEW** [Believe and Prepare Residency Expansion Grant Opportunity](#) for all providers

**DIRECT SUPPORT**

All providers and school districts are invited to participate in any of the available direct support opportunities. Details and registration information will be shared monthly in the [Believe and Prepare Newsletter](#).

- **Regional support meetings** and **site visits** to support providers in the completion of funding and alignment applications
- **Regular convenings** of the provider community to provide access to **teacher preparation experts** on assessment development, program and practice design, or other topics
- **Mentor teacher training** offered regionally to grow and develop the cadre of effective mentor teachers equipped to host yearlong residents

**UPDATED TOOLS AND RESOURCES**

- **Workforce Tools** that identify workforce trends and needs
  - **2016 Regional Workforce Reports**: [Central](#), [North](#), [Southeast](#), [Southwest](#)
  - **2017 Regional Workforce Reports** (*released March 2017*)
- **NEW** [Partnership Tools](#) that support development and management of partnership, including:
  - Sample MOU
  - Governance team communication protocol
  - Governance team meeting sample agenda

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<sup>2</sup> Details about BESE-approved funding supports: [October 2016 Executive Recommendation](#), [Fiscal Impact Report](#), and [Methodology](#)

<sup>3</sup> While all providers are eligible for high-cost needs pool funding, a minimum of \$400,000 over the three-year transition period will be dedicated to undergraduate providers.

## TIMELINE

The timeline below provides a summary of the major support activities and alignment review milestones planned through June 2018. As changes and additional information are added to the timeline, this guide will be updated and distributed.

<b>Fall 2016</b>	<b>Teacher Preparation Transition Guide</b> released (October 28)
	Believe and Prepare community meeting (October 31)
	Providers submit <b>Provider Support Needs Application</b> (application closed November 18)
<b>Winter 2017</b>	<b>NEW</b> Formula funding allocations approved (January)
	Providers submit <b>High-Cost Needs Pool Application</b> (application closed January 30)
	<b>NEW</b> Believe and Prepare Residency Expansion RFA released (February)
	<b>UPDATED</b> Transition Guide and sample partnership tools released (February)
	Believe and Prepare community meeting (February 13)
<b>Spring 2017</b>	Updated <b>Transition Guide</b> (April 2017)
	Provider leader accountability meeting (May 1)
<b>Summer 2017</b>	Teacher Leader Summit Believe & Prepare Community sessions (June 6-9)
	BESE and Board of Regents receive <b>Transition Report</b> (June)
	BESE considers Residency Expansion Grant allocations (June)
	<b>2017-2018 Transition Funding Applications</b> released (TBD)
	Updated <b>Transition Guide and 2017-2018 Support Calendar</b> released (TBD)
<b>Fall 2017</b>	<i>Providers begin to submit signed assurances and innovative residency model applications</i>
<b>Summer 2018</b>	BESE and Board of Regents receive <b>Transition Report</b> (June)
	<i>Alignment process concludes</i>

## ALIGNMENT REVIEW PROCESS

Processes and tools for initial approval and alignment approval have been considered by the Teacher Preparation Accountability Workgroup. Revised processes and tools that incorporate the workgroup's feedback are being shared publicly for further input and feedback in spring of 2017.

**The teacher preparation accountability workgroup was formed following BESE and BOR's June 2016 charge to convene a group to guide policies relative to teacher preparation accountability and improvement.**

- The teacher preparation accountability workgroup recommended a procedure for providers to demonstrate alignment to updated program experience policies. In light of this recommendation, currently approved Louisiana teacher preparation providers will submit signed assurances to acknowledge their alignment to BESE regulations approved in October 2016.
- Providers seeking approval to offer an "innovative residency model" will use a separate application.

**Initial approval of new providers and programs**

- Proposed policy establishes a biannual approval cycle; providers seeking initial approval will have two cycles from which to choose each year.
- Related program approval tools, including an application and rubric, will be provided in fall 2017.

A final set of recommendations for review processes will be submitted to BESE for placement in *Bulletin 996* in the summer of 2017.

**APPENDIX A: FUNDING TECHNICAL ASSISTANCE**

**WHAT IS THE PURPOSE OF THE TEACHER PREPARATION TRANSITION FUNDING PROGRAM?**

[Approved by BESE in October 2016](#), the Teacher Preparation Transition Support Program supports the design and implementation of competency-based teacher preparation programs that include at minimum a full-year residency experience for aspiring teachers.

The program includes three years of **FORMULA-BASED FUNDING** and **HIGH-COST NEEDS FUNDING** associated with program transition.

Information about both types of funding is included below. Email [BelieveAndPrepare@LA.gov](mailto:BelieveAndPrepare@LA.gov) with additional questions or for information not included here.

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**FORMULA-BASED FUNDING INFORMATION**

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***Who is eligible to receive formula-based funds?***

**Universities with BESE-approved undergraduate teacher preparation programs** receive funding for program staff and other costs associated with program transition. The awards are calculated based on a three-year average of program completers<sup>4</sup>.

**School districts** receive funding to pay stipends to undergraduate teacher candidates serving in yearlong residencies and their mentor teachers

- \$2,000 stipend for undergraduate teacher residents
- \$1,000 stipend for mentor teachers hosting residents

***When were formula funds first awarded?***

In November 2016, universities completed a Provider Support Needs Application and submitted the following information:

- School districts in which yearlong residents are placed for the 2016-2017 academic year
- Projections for residency placements in 2017-2018 and 2018-2019

In December 2016, the Department requested candidate and mentor information from each identified district partner and calculated allocations based on the residency start and end date and mentor assignments.

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<sup>4</sup> Details about BESE-approved funding supports: [Fiscal Impact Report](#), and [Methodology](#)

In January 2017, [BESE approved the first allocations of formula funds](#) to 18 universities and 18 school districts across Louisiana. See [Appendix B](#) for a detailed breakdown of allocations by recipient.

***When will formula funds next be awarded?***

In summer 2017, the Department will request yearlong residency placement information from universities and their partner school districts for the 2017-2018 academic year. Allocations for 2017-2018 will be calculated based on the residency start and end date and mentor assignments. BESE will consider allocations in late summer or fall 2017.

***Can districts receive formula funds in the future if they did not receive formula funds in January 2017?***

Yes. Any district hosting yearlong residents is eligible for formula funds to pay stipends to residents and their mentor teachers. Specific information about candidates and mentors must be provided in order for allocations to be considered by BESE.

***How will universities receive the funds?***

Funds will be transferred via interagency transfer (IAT) to universities upon successful completion of an electronic grant application in the Department's [electronic Grants Management System](#) (eGMS).

Guidance for accessing and using eGMS will be sent to each institution's primary point of contact in mid-February when the electronic application has opened.

***What specific transition costs can universities cover using formula-based funds?***

Universities may use formula funds to pay salaries or stipends, fund professional development for faculty, purchase professional consulting services and/or supplies associated with program transition.

***How should a district determine which funding sources should be used when paying stipends?***

Stipends are funded through four funding sources—Title I 1003a, IDEA, 8(g), and Title II—based upon candidates' school placements, certification areas, and students served.

Detailed information about funding source distribution has been sent to each school district point of contact.

***Does the stipend amount include benefits?***

To cover the cost of benefits, districts should deduct the cost of benefits from the stipend amount.

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**HIGH-COST NEEDS FUNDING INFORMATION**

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***Who receives high-cost needs funding?***

All BESE-approved teacher preparation providers are eligible to receive high-cost needs funding.

***When will high-cost needs funds be awarded?***

In January 2017, all preparation providers had the opportunity to submit a High-Cost Needs Pool Application.

In February 2017, the Department will notify applicants about funding awards.

In March 2017, BESE will consider 2016-2017 allocations for high-cost needs funds for eligible projects.

***When will high-cost needs funds next be awarded?***

In summer 2017, the Department will provide another opportunity to apply for high-cost needs funding. BESE will consider allocations in late summer or fall 2017.

***Can providers receive high-cost needs funds in the future if they did not apply for high-cost needs funds in January 2017?***

Yes. Any BESE-approved preparation provider is eligible for high-cost needs funding throughout the transition period.

**APPENDIX B: JANUARY 2017 FORMULA FUNDING ALLOCATIONS<sup>5</sup>**

Recipient	1003a	IDEA	8(g)	Title II	Total Allocation
Ascension Parish Schools	\$0	\$18,000	\$9,000	\$0	\$27,000
Bossier Parish Schools	\$0	\$39,000	\$0	\$0	\$39,000
Caddo Parish Schools	\$0	\$3,000	\$18,000	\$0	\$21,000
Calcasieu Parish Schools	\$1,500	\$37,500	\$1,000	\$14,000	\$54,000
Grant Parish Schools	\$0	\$6,000	\$0	\$0	\$6,000
Iberia Parish Schools	\$0	\$16,500	\$0	\$3,000	\$19,500
Lafayette Parish Schools	\$0	\$102,500	\$19,500	\$6,000	\$128,000
Lafourche Parish Schools	\$0	\$12,000	\$0	\$9,000	\$21,000
Lincoln Parish Schools	\$0	\$78,000	\$0	\$12,000	\$90,000
Natchitoches Parish Schools	\$0	\$28,500	\$0	\$0	\$28,500
Ouachita Parish Schools	\$0	\$34,500	\$0	\$0	\$34,500
Rapides Parish Schools	\$9,000	\$16,500	\$0	\$15,000	\$40,500
St. Charles Parish Schools	\$0	\$21,000	\$0	\$0	\$21,000
St. Landry Parish Schools	\$0	\$18,000	\$0	\$3,000	\$21,000
Tangipahoa Parish Schools	\$0	\$9,000	\$0	\$0	\$9,000
Terrebonne Parish Schools	\$0	\$3,000	\$0	\$0	\$3,000
Vermilion Parish Schools	\$0	\$21,000	\$0	\$0	\$21,000
City of Monroe Schools	\$0	\$9,000	\$0	\$0	\$9,000

Recipient	8(g) Funds	IDEA	Total Allocation
Grambling State University	\$20,000	\$12,500	\$32,500
University of Holy Cross	\$32,500	\$0	\$32,500
Louisiana College	\$32,500	\$0	\$32,500
Louisiana State University - Alexandria	\$20,000	\$12,500	\$32,500
Louisiana State University - Baton Rouge	\$97,500	\$0	\$97,500
Louisiana State University - Shreveport	\$50,000	\$15,000	\$65,000
Louisiana Tech University	\$50,000	\$15,000	\$65,000
Loyola University	\$32,500	\$0	\$32,500
McNeese State University	\$50,000	\$15,000	\$65,000
Nicholls State University	\$50,000	\$15,000	\$65,000
Northwestern State University	\$50,000	\$15,000	\$65,000
Southeastern Louisiana University	\$97,500	\$0	\$97,500
Southern University - New Orleans	\$20,000	\$12,500	\$32,500
Southern University A and M College	\$20,000	\$12,500	\$32,500
University of Louisiana at Lafayette	\$97,500	\$0	\$97,500
University of Louisiana at Monroe	\$50,000	\$15,000	\$65,000
University of New Orleans	\$50,000	\$15,000	\$65,000
Xavier University of Louisiana	\$32,500	\$0	\$32,500

<sup>5</sup> Further details about the allocation are available [here](#).

**APPENDIX C: MARCH 2017 HIGH-COST NEEDS ALLOCATIONS**

<b>Recipient</b>	<b>8(g) Funds</b>	<b>IDEA</b>	<b>TIF</b>	<b>Total Allocation</b>
Ascension Parish-Teach Ascension	\$12,500	\$12,500	\$0	\$25,000
Loyola University	\$7,500	\$7,500	\$0	\$15,000
LRCE Teach!	\$7,500	\$7,500	\$0	\$15,000
Southeastern Louisiana University	\$12,500	\$12,500	\$0	\$25,000
Southern University A and M College	\$10,000	\$10,000	\$0	\$20,000
Centenary College	\$0	\$5,000	\$10,000	\$15,000
Louisiana State University - Alexandria	\$0	\$5,000	\$20,000	\$25,000
Louisiana State University - Shreveport	\$0	\$5,000	\$20,000	\$25,000
Louisiana Tech University	\$0	\$5,000	\$20,000	\$25,000
Northwestern State University	\$0	\$5,000	\$10,000	\$15,000
University of Louisiana at Monroe	\$0	\$5,000	\$10,000	\$15,000
<b>Total</b>	<b>\$50,000</b>	<b>\$80,000</b>	<b>\$90,000</b>	<b>\$220,000</b>