

Teacher Advisory Council

Claiborne Building | Thomas Jefferson Room | 1201 North Third Street, Baton Rouge, LA 70802
Friday, February 2, 2024 | 9:00 a.m.

Council Members

Chair, Dr. Cade Brumley | Vice-Chair, Sabrē Masters

Kylie Altier
Cammie Canik
Corrie Campbell
Gwynne Clavijo
Bernita Dunbar
Dereka Duncan
Elise Frederic

Megan Girlinghouse
Lauren Gros
Tristen Guillory
Amanda Jones
Regena Landry
John Lary
Allison McLellan

Erika Musgrove
Tiffany Starks
Cassidy Tackett
Amber Thomas
Taylor Wallace
Erik Willie
Antonio Wilson

In accordance with the Americans with Disabilities Act, if special assistance is needed at this public meeting of LDOE, please notify Sabrē Masters via email at sabrē.masters@la.gov, five business days prior to the public meeting.

Agenda

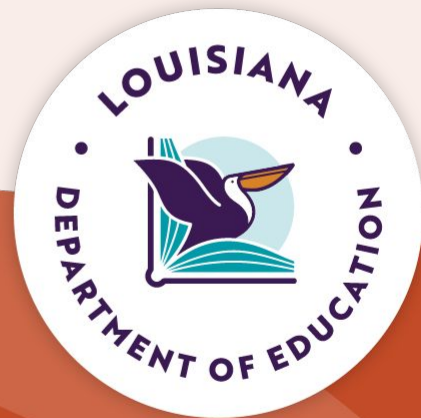
- I. Call to Order
- II. Roll Call
- III. Approval of the minutes of the meeting held November 15, 2023
- IV. Consideration of remote participation procedures in response to Act 393 of the 2023 Regular Legislative Session
- V. Consideration of an update report regarding the Special Education Playbook
- VI. Consideration of a discussion regarding the high school experience
- VII. Consideration of an update report regarding school improvement supports
- VIII. Consideration of an update report regarding recruitment and retention
- IX. Consideration of a discussion regarding the Teacher Exit Survey

Teacher Advisory Council



February 2, 2024

Roll Call



Council Members

Chair, Dr. Cade Brumley
Vice-Chair, Sabre Masters

Kylie Altier
Cammie Canik
Corrie Campbell
Gwynne Clavijo
Bernita Dunbar
Dereka Duncan
Elise Frederic

Megan Girlinghouse
Lauren Gros
Tristen Guillory
Amanda Jones
Regena Landry
John Lary
Allison McLellan

Erika Musgrove
Tiffany Starks
Cassidy Tackett
Amber Thomas
Taylor Wallace
Erik Willie
Antonio Wilson



Meeting Norms

1. Honor the agenda and time limits.
2. Keep a positive tone.
3. Balance your participation - speak and listen.
4. Cultivate solution-based dialogue.
5. Take an inquiry stance to ideas.
6. Remain focused on the mission of moving our state forward.



Purpose and Goals

One way we elevate the teacher voice in Louisiana is by giving them a seat at the table on the issues that matter in our classrooms.

Our Purpose:

The intent of the Teacher Advisory Council (TAC) is to share ideas and practices that are vital in moving our state forward. We are committed to being both diagnostic (identifying student needs) and prescriptive (aligning interventions) in this process.

Our Goals:

This feedback on current education initiatives will be pivotal for navigation and will offer insight on how Louisiana can continue to improve student outcomes.



TAC Travel



Travel Logistics

- Travel Authorizations must be submitted for each meeting.
- In order to receive reimbursement for mileage or fuel while in a rental car, a Non-Employee Travel Expense Form must be submitted along with supporting documentation.
- Mileage reimbursement - reimbursed for mileage on the basis of .655 cents per mile only.
 - Sites to assist in mileage calculations are MapQuest, TripMaker, or Google Maps.
 - Must print and attach the page detailing a physical address and mileage to his/her travel expense form.
- The maximum mileage reimbursement cannot exceed 99 miles.



Travel Logistics

Fuel reimbursement - may be reimbursed while in a rental car only.

- Must be purchased from a local gasoline station prior to returning the rental.
- Purchases of fuel/gas at or by the contracted rental car location are not allowed.
- Original itemized fuel receipt lists regular unleaded fuel (only for rental car).
- Fuel/Gas itemized receipt must include:
 - Type of fuel (only unleaded; 87 octane);
 - Date of purchase;
 - Number of gallons, price/gallon, pump number;
 - Name and address of fueling station; and
 - Total dollar amount of fuel purchased.



Teacher Leader Summit



Teacher Leader Summit: Leading the Next Level

The [2024 Teacher Leader Summit](#) is an annual professional learning conference that brings together Louisiana birth to grade 12 educators and content experts. Educators participating in the event will share their knowledge, learn new skills, and prepare for the 2024-2025 school year.

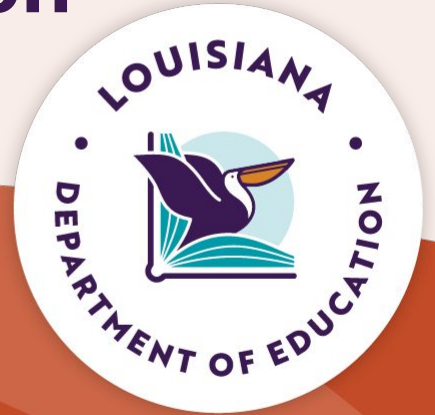
This year's Teacher Leader Summit will focus on our ability to lead the next level of our Vision for Success.

- The Teacher Leader Summit will take place from May 28 - May 30, 2024, at the New Orleans Ernest N. Morial Convention Center (NOENMCC).
- Early Bird Registration will open January 5 and close February 2.
- Regular registration will begin February 3 and close March 15, or at sellout.

Email questions to events@emergentmethod.com.



Consideration of remote participation procedures in response to Act 393 of the 2023 Regular Legislative Session



Approval of the minutes of the meeting held November 15, 2023



Consideration of an update report regarding the Special Education Playbook



Objectives

During our time together, we will work toward:

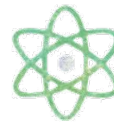
- Obtain an overview and update on implementing school system strategies that incorporate the three best instructional practices aimed at improving outcomes for students with disabilities.
- Elevate the voice of teacher leaders and discuss ways to improve outcomes for students with disabilities.
- Self-assess implementation.



FOCUS
ON CORE
INSTRUCTION



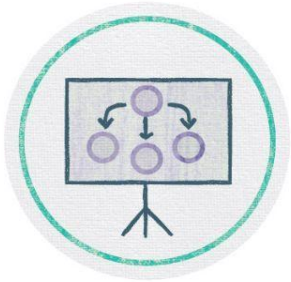
EXTRA
TIME TO
LEARN



CONTENT
STRONG
TEACHERS



Ensuring Louisiana's diverse learners have appropriate, individualized supports along the educational journey is critical.



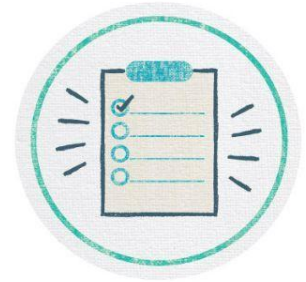
Diverse Learner **instructional strategies** ensure that Students with Disabilities and English Learners have access to inclusive, high quality teaching and learning.



Intentional **educator development** builds capacity to implement best practices for Students with Disabilities and English Learners.

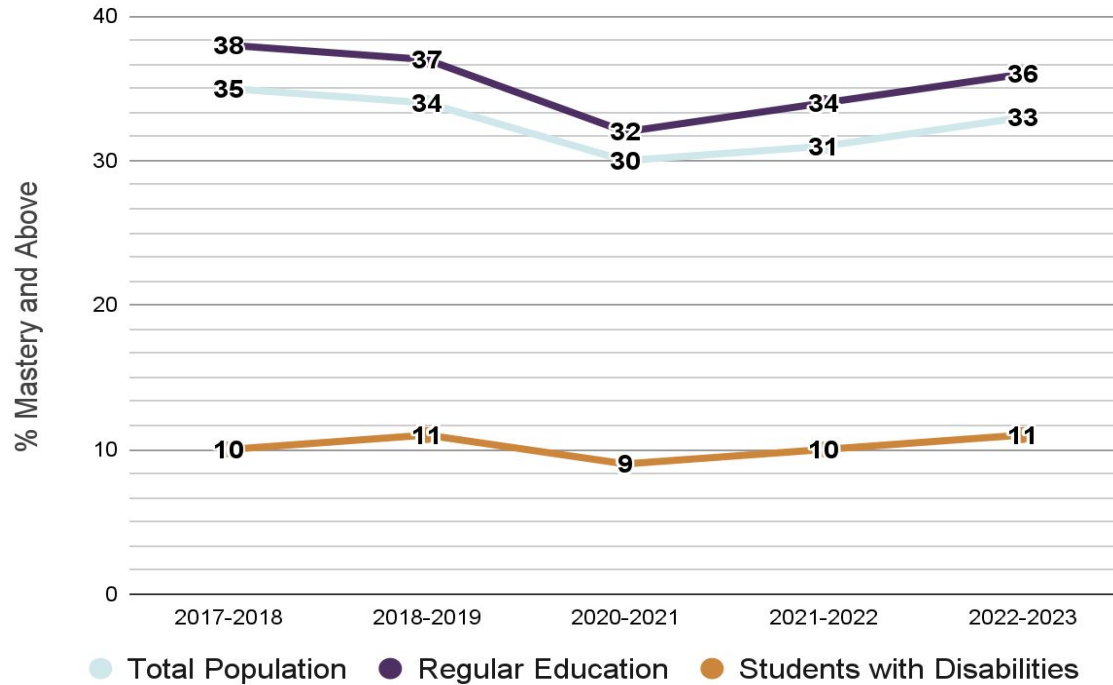


Strong partnerships through **stakeholder engagement** aligns a broad range of supports to best serve children.

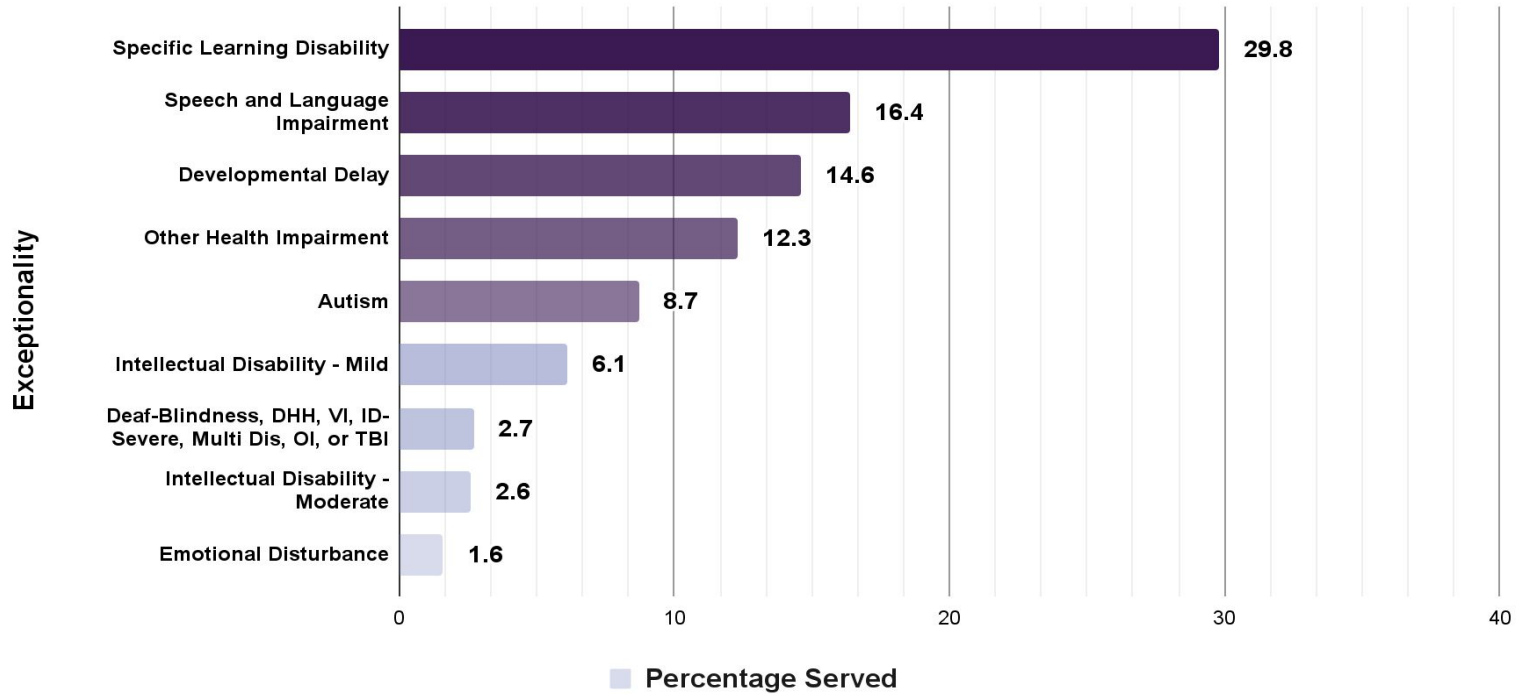


Clarity on **program compliance** through effective data collection, monitoring, and reporting provides all partners clarity on student support.

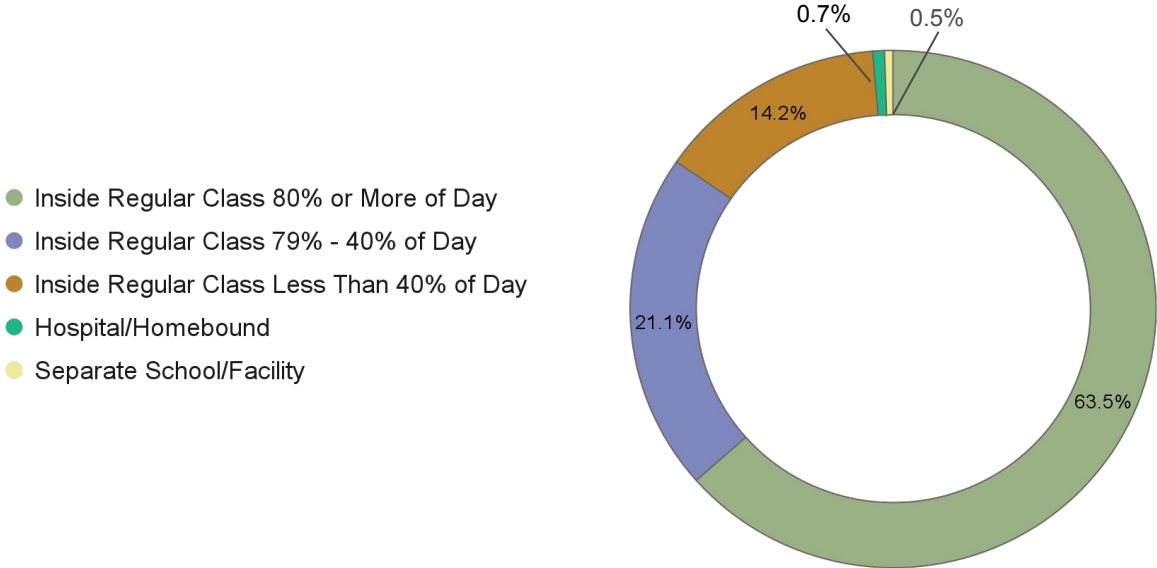
Percent Mastery and Above: Grades 3-HS



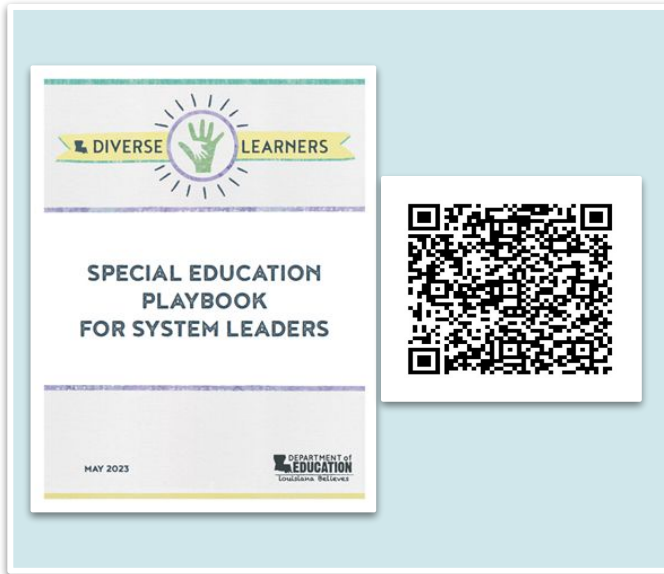
Percentage Served Per Exceptionality Category



Overview of Least Restrictive Environment in K-12 Classrooms (2022-2023)



Special Education Playbook for System Leaders



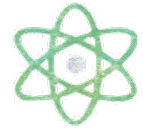
highlighting
three best instructional practices



**FOCUS
ON CORE
INSTRUCTION**



**EXTRA
TIME TO
LEARN**



**CONTENT
STRONG
TEACHERS**






aimed at accelerating learning and improving
outcomes for students with disabilities.



Instructional Best Practice 1: Provide and Ensure Access to High-Quality Core Instruction

A requisite for students with disabilities is:

ALL children **BELONG** and can **THRIVE** in general education settings when:

-  given proper instructional supports
-  adults uphold a culture of achievement and inclusion
-  staff recognize the potential of each student
-  adults are collectively responsible for the achievement of EVERY student
-  there is a shared responsibility and collaboration among educators to ensure that

ALL STUDENTS RECEIVE HIGH-QUALITY CORE INSTRUCTION

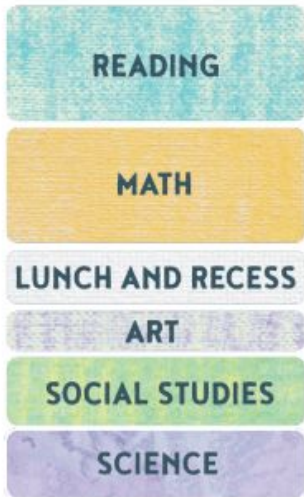




Protect Core Instructional Time



TYPICAL STUDENT



STUDENT WITH SPECIAL NEEDS



Students with disabilities often receive less core reading and math instruction than the typical student



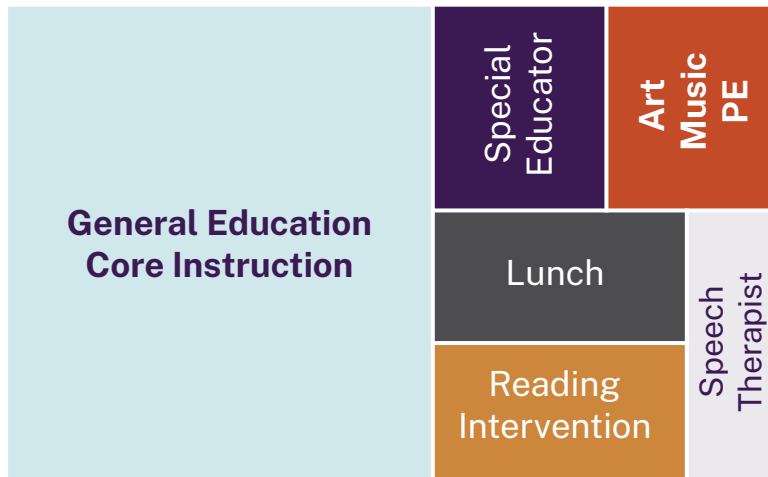


Protect Core Instructional Time

Ensuring high-quality core instruction is fundamental to addressing academic challenges. While extra instructional time, intervention, and special education services are important, they are not a replacement for core instruction.

Students with disabilities access to high-quality core instruction can be impeded when:

- 🍏 students are pulled from core for extra help
- 🍏 scheduled into lower-level classes
- 🍏 pulled from core instruction for related services or other supports





Start with a Culture of Achievement and Inclusion



MORE OF THIS	LESS OF THIS
<ul style="list-style-type: none">• Use high-quality materials to accelerate learning and use student formative data to determine where supports will be needed	<ul style="list-style-type: none">• Use lower-level materials or removing students from core instruction
<ul style="list-style-type: none">• Use scaffolding techniques to support student success	<ul style="list-style-type: none">• Avoid challenging activities altogether
<ul style="list-style-type: none">• Collaborate and intentionally plan (sped and content) for instruction supports prior to each lesson; annotating lessons for specific student supports	<ul style="list-style-type: none">• Omit individualized supports and avoid intentional lesson planning
<ul style="list-style-type: none">• Provide accommodations consistently during classroom instruction to support students in mastering grade-level content	<ul style="list-style-type: none">• Only provide accommodations on statewide assessments



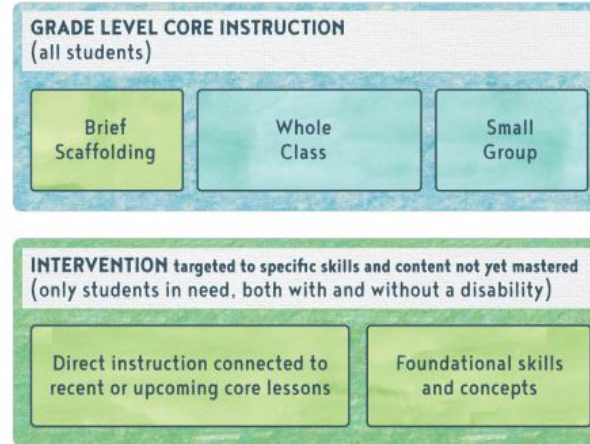


Core Instruction Must be on Grade Level, Always Rigorous, and Provided in the Least Restrictive Environment

Accelerated learning is both a mindset and an approach to teaching and learning rather than a service, place, or time. Accelerated learning is the prioritization of access to high-quality, grade level instruction for all students.



ACCELERATION FRAMEWORK





Reading Is The Gateway To All Other Learning

Special education services and supports should reinforce and amplify these best practices. IEP reading goals should closely align with the science of reading.

Elementary Reading Best Practices:

STANDARDS	<ul style="list-style-type: none">• clear and rigorous grade-level expectations• identification of students with unfinished learning in reading beginning in early grades• frequent measurement of achievement
CORE INSTRUCTION	<ul style="list-style-type: none">• at least 120 minutes per day of core instruction in grades K-2 and• at least 60 minutes per day in grades 3-5• explicit teaching of the foundations of language and literacy
INTERVENTION	<ul style="list-style-type: none">• at least 30 minutes per day of additional time for all students who need acceleration• tight connection of acceleration to core instruction
EFFECTIVE TEACHING	<ul style="list-style-type: none">• highly skilled and effective teachers of reading• K-3 teachers trained in the science of reading





Instructional Best Practice 2: Provide Additional Instructional Time

Students with academic challenges require more than core.

Core instruction is the foundation of learning but students with academic challenges need **extra instructional time** for **direct instruction** that is **specifically targeted** to individual needs and misunderstanding.

Students typically need extra instructional time of at least:

- primary grades = 150 minutes a week (5 X 30)
- secondary grades = 225 minutes a week (5 X 45)

 Intentional static grouping of students with similar needs increases impact.

 Training of teacher, length of extra time, and type of instruction are significant factors for increasing student achievement.





EXTRA
TIME TO
LEARN

High Quality Extra Time Supports/Intervention

MORE OF THIS	LESS OF THIS
<ul style="list-style-type: none">intervention is connected to core class instruction	<ul style="list-style-type: none">support during intervention is disconnected from core instruction
<ul style="list-style-type: none">active, hands-on, individualized supports are utilized	<ul style="list-style-type: none">activities are not individualized to match learning styles of each learner
<ul style="list-style-type: none">emphasis on <i>forward movement</i>; goal is for students to <i>learn on time</i> with peers	<ul style="list-style-type: none">emphasis on <i>backward movement</i>; goal is for students to catch up to peers
<ul style="list-style-type: none">foundational skills are hand-picked just in time for new concepts and opportunities to build key prior knowledge are provided ahead of time	<ul style="list-style-type: none">instruction attempts to reteach every “missing” skill or concept





Instructional Best Practice 3: Core and Extra Time Instruction is More Impactful When Provided by Content Strong Staff

Who provides instruction matters.

The content expertise of a teacher has significant bearing on students' learning.

CORE INSTRUCTION AND EXTRA INSTRUCTIONAL TIME ARE MORE IMPACTFUL WHEN PROVIDED BY CONTENT STRONG STAFF	
WHY	HOW
<ul style="list-style-type: none">• have formal training in the content they teach• possess a love and aptitude for the subject matter• able to see a mistake and infer the misconception• can teach a concept three or more ways	<ul style="list-style-type: none">• believe that all students, with the appropriate supports, can achieve• participate in teacher collaboration structures• attend professional development on high-quality curriculum• ongoing feedback cycles





CONTENT
STRONG
TEACHERS

Skills, Training, and Aptitude Matter

- Include special educators in content specific professional learning communities, instructional coaching sessions, department meetings, and other PD to increase the number content experts.
- Avoid assuming special educators are experts in all subjects.
- Content strong general education staff should play a major role in providing extra instructional time for students with disabilities.
- Highlight the specific strengths of special educators by scheduling them to provide instruction or interventions in the subject they have content expertise or serve in other critical roles.
- Paraprofessionals should not be tasked with an instructional role exceeding their training and expertise.
- IEPs should include the required skills of the extra time provider.
IEP language must support the best practices.



Timeline for Comprehensive Strategy to Improve Outcomes and Services for Students with Disabilities

SUMMER 2023

Official launch of *Special Education Playbook for System Leaders*

FALL 2023

- Release guidance on IEP compliance & funding
- Host “regional tour”

SPRING 2024

- Provide ongoing assistance and PD
- Office hours
- Communities of practice

SCHOOL YEAR
2024 - 2025

Pilot support to targeted cohort

SCHOOL YEAR
2025-2026

Every school system fully implementing the three instructional best practices



Questions to Consider

1. What do these three instructional practices look like in your school currently?
2. Would you be willing to lead a discussion around this on your school instructional leadership team?



Consideration of an update report regarding the high school experience



Strategy

The Career and College Readiness Strategy provides opportunities for students to graduate from high school with an individualized plan for a prosperous future, and the skills and resources to realize it.

- Students **explore and define** a plan for the future.
- Students **persist** through to graduation.
- Students **accelerate** their journey to career readiness.
- Students build a **feasible** path to post-secondary education.



Diploma Pathways

TOPS University:

- designed to prepare students who desire to enter a 4 year college or university upon completion of high school

Jump Start TOPS Tech:

- designed to prepare students who desire to enter a career and technical education field upon completion of high school



FAST FORWARD

Students in Fast Forward Pathways have the opportunity to earn either:

- A Jump Start TOPS Tech Career diploma with an Associate's degree,
- A TOPS University Diploma along with an Associate's degree, or
- participate in a Louisiana Workforce Commission recognized registered apprenticeship.



Registered Apprenticeships

Provide hands-on experiences, as well as classroom training, to ensure participants are proficient.

Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency



High School Opportunities Effectively Preparing Graduates

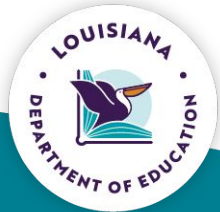
Current Initiatives

- Course Choice Program
- Individual Graduation Planning (IGP)
- Professional School Counselor Support
- Jump Start/CWA Convention and School Safety Summit
- Dual Enrollment/advanced coursework
- Community service endorsement
- Alternative Education School and Program approval and monitoring
- Education preparation pathways in high schools
- Ninth Grade Academy and regional CTE center pilots

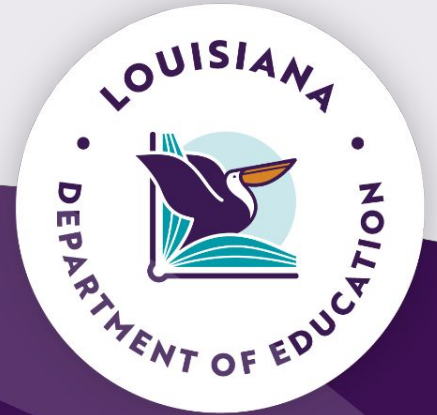


Questions to Consider

1. How do you see these opportunities occurring in your school/school system?
2. What supports are needed to implement these opportunities in your school/school system?



Consideration of discussion regarding school improvement supports



Division of School Improvement



The Division of School Improvement exists to provide differentiated and targeted support to school systems and leaders in the implementation of LDOE School Improvement Best Practices.

Initiatives:

- School Improvement Support Specialist (SISS)
- School Support Institute (SSI) - TNTP
- Level Up Best Practices - NIET



Division of School Improvement Support Structures

YEAR-LONG, JOB-EMBEDDED PD ALONG 1 OF 5 PATHWAYS

- 3 Face-to-Face Sessions
- 3 Virtual Follow-up Sessions

SCHOOL
SUPPORT
INSTITUTES



LEVEL UP
BEST
PRACTICES

NIET

SISS
SUPPORT



ONGOING HIGH QUALITY PROFESSIONAL LEARNING (HQPL)

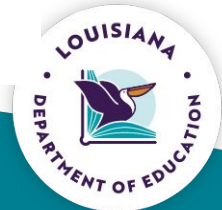
- Enhanced learning on the HQPL Structures of ILT & TC during Teacher Leader Summit
- EEPASS Portal Access
- 3 Days of Onsite or Virtual Coaching

DIFFERENTIATED & TARGETED SUPPORT IN THE IMPLEMENTATION OF LDOE SI BPS

Consultation, Collaboration,
& Coaching with LDOE School
Improvement Specialists

ALIGNMENT

All vendor-provided school improvement supports and trainings are designed in collaboration with LDOE and aligned to School Improvement priorities



School Improvement Support Specialist Support

- **Prioritization of Support**
 - [2022 Schools in Need of Intervention List](#)
 - Systems with CIR labeled schools
 - Systems with UIR-A labeled schools
- **School Subset Determination**
 - CIR labeled schools
 - UIR-A labeled schools
- **2023-24 Portfolio**
 - 43 Traditional Systems
 - 15 Charters Organizations



School Improvement Support Specialist Support

COACHING & SUPPORT



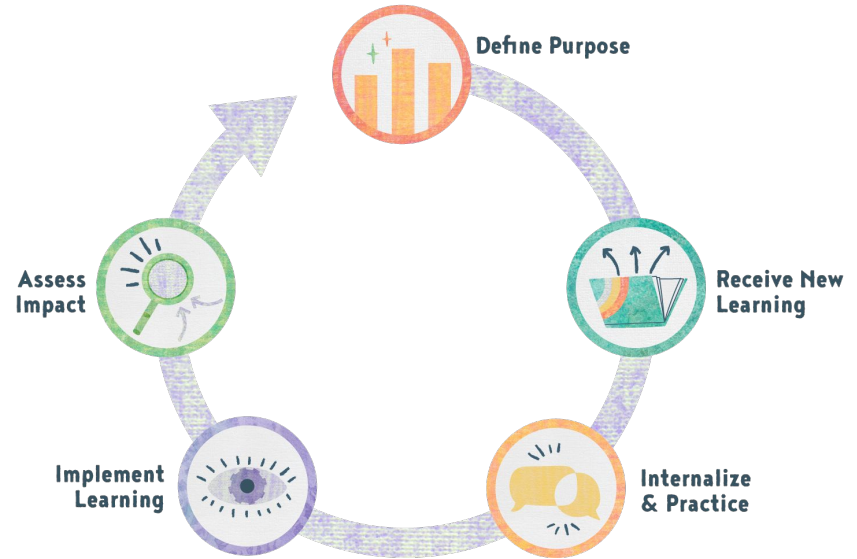
School Support Institutes

- Year-long professional learning opportunity
- 5 pathways
- 3 full-day in-person sessions and 3 half-day virtual sessions
- 4 locations across the state
- Participants
 - Principal and two additional leadership team members from each school
 - CIR schools and CLSD grant recipients are required to participate.
 - UIR-A and non-labeled schools have the option to participate.



Identified School	Pathways
CIR (required) UIR-A & non-labeled (optional)	Observation & Feedback
	Instructional Leadership Team
	Teacher Collaboration
CIR By Invitation Only	Pedagogy of Potential
UIN – CLSD Grant Recipients	Literacy

HIGH QUALITY PROFESSIONAL LEARNING CYCLE



Level-Up Best Practices at Teacher Leader Summit

- Required for CIR school instructional leadership teams (ILTs).
- LDOE funds 3-member ILT from each CIR school to attend TLS.
- Participants engage in a 1-day Level-Up session to engage in learning and team planning in the areas of:
 - using student data to plan effective ILT meetings;
 - developing an ILT long-range plan; and
 - strengthening the connection between ILT and Teacher Collaboration structures.



Questions to Consider

1. How do the high-quality professional learning structures of ILT and teacher collaboration currently function on your campus?
2. How do your students benefit from engaged instructional leaders and intentional time for teachers to collaborate?



Consideration of discussion regarding recruitment and retention



Teacher Recruitment, Recovery, and Retention Task Force

In 2021, the legislature created a Teacher Recruitment, Retention, and Recovery Task Force. The purpose of the task force is to recommend strategies to increase recruitment and retention of Louisiana's education workforce.

The Task Force, consisting of leaders in various secondary, postsecondary, and professional education organizations, spent five months reviewing local, state, and national data to investigate Louisiana's teacher workforce in order to provide a clear picture of current data and trends.



The New Teacher Experience

The New Teacher Experience is a comprehensive induction program that offers multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The New Teacher Experience provides both direct supports to teachers and system supports to improve student achievement by improving beginning teacher effectiveness and teacher retention.

- Professional Learning Modules
- Affinity Groups
- Mentor Teachers
- New Teacher of the Year Program



Expanding Opportunities for Aspiring Educators

This summer, the Department hosted the first [Louisiana Aspiring Educator Summer Academy](#) at ULM in order to strengthen the statewide network of high school students committed to a future profession related to the field of education.

The Louisiana Aspiring Educator Summer Academy is a one-of-a-kind, five-day, hybrid of a **summer camp** and a **professional learning conference** for high school students enrolled in the Louisiana Pre-Educator Pathway or any other coursework aimed at attracting and developing future Louisiana educators.

The tentative dates for the 2024 Academy are **July 8-12**. Further details about the 2024 Academy will be provided in upcoming months.



Compensation Study Targeted Support

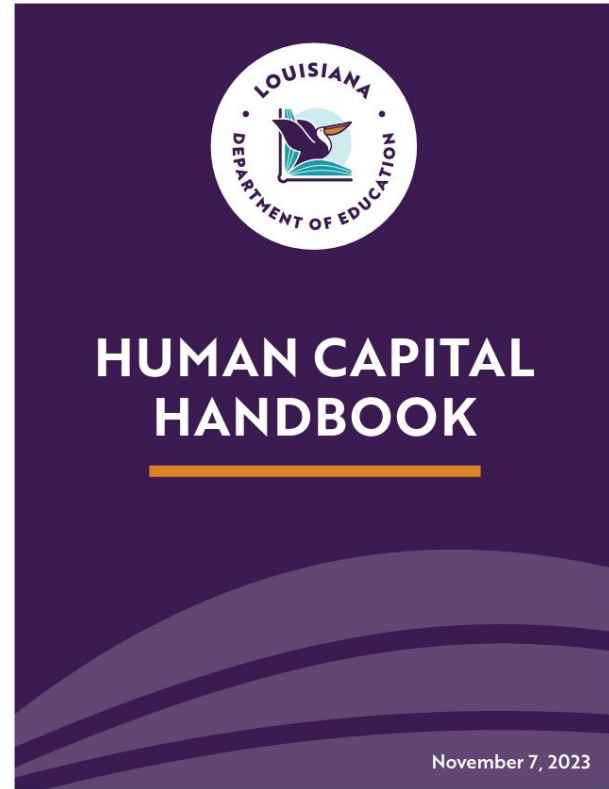
As part of the [Louisiana Compensation and Incentives Study](#), seven school systems were selected to receive targeted support from SSA Consultants to help improve the compensation and incentives in their **local** school system aligned to the recommendations from the Compensation Study including:

- Structuring future pay raises as percentage raises as opposed to fixed dollar raises in order to begin reversing teacher pay scale compressions.
- Systematically offering and promoting differential teacher pay.
- Implementing innovative teaching model research projects and pilot programs focused on improving teacher recruitment, recovery, and retention.



Human Capital Handbook

The Department, in partnership with the Urban Schools Human Capital Academy, developed the [Human Capital Handbook](#). The purpose of Louisiana's Human Capital Handbook is to provide relevant knowledge that school systems can use to implement a strategic Human Capital (HC) approach to ensure that school systems have a quality workforce, particularly effective teachers and principals.

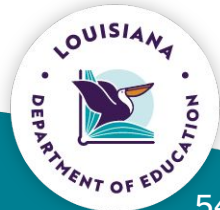


Marketing Toolkit

The [Marketing Toolkit](#) developed and designed in partnership with MESH, a marketing and advertising agency, has been released.

This Toolkit is designed to assist school systems in highlighting their accomplishments, attracting families and staff members to the school system, and improving the school system's visibility and reputation within the community.

The Toolkit provides school systems with a variety of social media templates, marketing tools, and advertising designs such as fliers, brochures, and digital ads, that are completely customizable for the individual school system.



JOIN US FOR

OPEN HOUSE

THURSDAY • AUGUST 3RD

7:00PM

ADD SCHOOL LOGO HERE



Aspirational Postcard Design



Change your career, change their lives.

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla quaerat voluptatem.

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla quaerat voluptatem.

**BIG QUOTE OR
IMPACTFUL STAT
CAN GO HERE**

Headline about the benefits.

→ Benefit

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum

→ Benefit

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum

→ Benefit

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum



Headline about making an impact.

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla quaerat voluptatem.

00%

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

00%

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

00%

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor



About School Name

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla quaerat voluptatem.




Apply Today:


Lorem ipsum dolor sit amet, consectetur adipisicing



Contact Us:

 www.schoolwebsite.com

 name@email.com

 225-225-2255

logo here

logo here

Learn more and apply for
an open position today!

EDUCATION IS HARD WORK, BUT IT'S WORK WORTH DOING.



Impactful Flyer Design

REPLACE WITH
SCHOOL PHOTO
HERE



SCHOOL
LOGO HERE

CHANGE YOUR CAREER CHANGE THEIR LIVES.

[Body Copy about the impact of teaching as a profession and how rewarding it can be]



Career Changer Design

Virtual Programming Cohort

In order to increase access to high-quality educators teaching a variety of hard-to-staff courses, the Louisiana Department of Education is developing a Virtual Programming Cohort to provide support, guidance, and resources to school systems to design and implement effective virtual programming for identified hard-to-staff courses.

Participation in the Virtual Programming Cohort is of no cost to school systems; school systems who participate in the Virtual Programming Cohort will receive funding to support technology purchases.

15 school systems have indicated interest in joining the cohort that will launch in January.



Statewide Teacher Preparation Quality Rating Scores

The 2021-2022 Performance profiles are the first public release of scores that reflect the shifts made through the Believe and Prepare initiative implemented in 2018. The state Quality Rating Scores are the highest since the accountability's inception in the 2017-2018 school year. Due to COVID, only one year of VAM is used in this profile's calculation.

- Overall domain scores and ratings improved in both pathways.
- Post-baccalaureate pathways are scoring higher than undergraduate.
- 78% of pathways increased their score or remained the same, and 85% of pathways increased their level or remained the same.
- Only 2 of 46 providers decreased a level.
- 52% of the pathways increased their domain score for Meeting Workforce Needs.



Consideration of a discussion regarding the Teacher Exit Survey



Annual Teacher Exit Survey Released

The annual [Teacher Exit Survey](#) highlights the progress of Louisiana's comprehensive recruitment and retention strategy. This past year saw the following improvement:

- For the first time in four years, there was an increase in the total teacher workforce.
- The rate of exiting teachers decreased one percentage point from 14 to 13 percent.
- Top 3 reasons for teachers exiting their current position remain the same: personal reasons, transferring to another Louisiana school system, and retirement.

The 2022-2023 [Teacher Exit Survey](#) is available in the [Workforce Attributes Library](#).

Please contact believeandprepare@la.gov with questions.



Exit Survey Feedback

The Exit Survey requires teachers to select one of the following as the reason they are exiting their current position.

- Resigned – personal circumstances
- Accepted a teaching or leadership position within Louisiana
- Retirement
- Employee did not respond to exit interview request
- Accepted a position outside of the field of education
- Accepted a teaching or leadership position outside of Louisiana
- Resigned – dissatisfaction with school or district policies
- Terminated
- Accepted a non-teaching position within district
- Resigned – anticipating termination
- Death
- Reduction in force/layoff
- License revoked



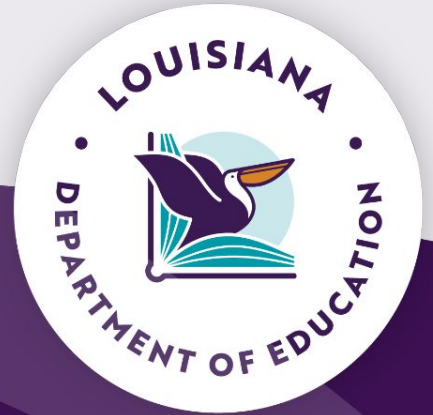
Exit Survey Feedback

1. What feedback do you have for the current options from which teachers select?
2. What other questions would provide more detailed information?
3. What changes to the data collection process could reduce the 10% who did not respond?



2023-2024 TAC Meetings

- Wednesday, May 15, 2024



Adjournment

