

# Louisiana Believes

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**Believe & Prepare: Educator Preparation**  
September 2018

# Objectives

Participants will:

1. Understand the opportunities for preparation provider collaboration and support throughout the 2018-2019 school year
2. Understand the proposed policy shifts relative to school leadership roles
3. Understand the key milestones and next steps relative to the implementation of the Louisiana Teacher Preparation Quality Rating System for the 2018-2019 academic year

# Agenda

1. Preparation Provider Collaboration (20 minutes)
2. School Leadership Policy Shifts (20 minutes)
3. Implementation of the Teacher Preparation Quality Rating System (60 minutes)

# Provider Collaboration

# Overview

Teacher preparation providers have made - and continue to make - significant program adjustments to align to policy and to improve their programs. To support preparation providers, the Department will offer opportunities this year focused in three key areas:

1. Continuing to build and expand school system partnerships to best meet Louisiana's workforce needs
2. Building a pool of high quality mentor teachers, who have the skills and knowledge needed to effectively support pre-service teachers
3. Using data to improve the quality of the preparation of new teachers, particularly Math and ELA teachers.

The Department is open to feedback on these priorities.

# Overview

Opportunity	Description	Timeline
Regional Collaboratives	Regional meetings held quarterly throughout the school year, which provide opportunities for preparation providers and school system leaders to come together and learn from and with one another.	September, November, January, March
Believe and Prepare Impact Collaborative	A small cohort of preparation providers will collaborate to solve a problem of practice related to preparing math or ELA teachers, led by Deans for Impact. Participants will be able to share learnings from this cohort with the larger group of preparation providers.	September, November, May
Mentor Teacher and Content Leader Training	State offered training for mentor teachers and content leaders. Preparation providers have access to training materials, as well as seats in training. In addition, you will receive a list of participants from mentor training to assist with mentor recruitment.	Ongoing throughout the year
Believe and Prepare Newsletter	Monthly newsletter that provides important dates, deadlines, and important events related to teacher preparation.	Second Tuesday of every month
Believe and Prepare Formula Funding	Funding provided for preparation programs with undergraduate programs to support the transition to updated policy.	Allocated in June

# Regional Collaboratives

Regional collaboratives will provide a time and space for school system level supervisors, principals, teacher leaders, and preparation provider staff to share best practices, problem solve around challenges and receive updates. **These collaboratives will replace the Believe and prepare community meetings.**

Audience	Dates and Locations			
Preparation Provider Staff Supervisors, Principals	November 8, 2018  Bossier	November 13, 2018  Baton Rouge	November 14, 2018  Baton Rouge	November 15, 2018  Jefferson
Preparation Provider Staff, Supervisors	January 28, 2019  Baton Rouge	January 30, 2019  Baton Rouge	January 31, 2019  Jefferson	February 4, 2019  Bossier
Preparation Provider Staff, Supervisors	March 12, 2019  Ruston	March 14, 2019  Baton Rouge	March 15, 2019  Jefferson	

# Louisiana Believe and Prepare Impact Collaborative

The Louisiana Believe and Prepare Impact Collaborative will support provider teams to enact continuous improvement focused on increasing the readiness of beginning elementary, middle, and secondary teachers to lead ambitious, standards-aligned math and ELA instruction.

Through participation in the Collaborative, provider teams will:

- Use evidence to identify a problem of practice and design and test an innovation to address that problem of practice related to math or ELA instruction
- Build relationships with colleagues across the state, learning with and from each other in pursuit of a shared goal of continuous improvement.

The following preparation providers have been selected to participate in the 2018-19 collaborative: Louisiana Resource Center for Educators, Louisiana State University, Louisiana Tech, McNeese State University, University of Louisiana Lafayette, University of Louisiana Monroe, University of New Orleans.



# 2018-2019 Financial Support

Type of Award	Who is the fiscal agent?	What is it for?	Timeline
Formula	Preparation Providers	Transition coordinator or other transition costs.	Approved by BESE in June; funds in eGMS in July.
Formula	Partnering School Systems	\$1,000 mentor stipend, \$2,000 resident stipend	Approved by BESE in October; funds in eGMS in early November
Impact Collaborative	Preparation Providers	Participation in the Louisiana Teacher Preparation Leadership Collaborative.	Will be recommended for approval by BESE in October; funds in eGMS in November.
School Redesign	LEAs	Support school systems as they build and execute plans to improve their struggling schools.	Applications submitted throughout 2018-2019 for all LEAS with schools labeled UIR

# Support Discussion

1. What specific components of the transition work would you like to spend time collaborating with others on throughout this school year?
2. What topics would you be interested in sharing your expertise in during future collaboratives?
3. What suggestions do you have for additional collaboration opportunities?
4. What external sources of support are you most interested in?

# School Leadership Policy Shifts

# Building on a Strong Foundation

Over the past five years, Louisiana's Legislature, BESE and the Department have made important shifts in expectations and supports for students and teachers.

- Louisiana adopted **new standards and aligned assessments** for students. Over the past five years, many school systems have transitioned to using a [high-quality curriculum](#) aligned to those standards.

➡ *However, few teachers report having access to ongoing training that helps them use their curriculum effectively.*

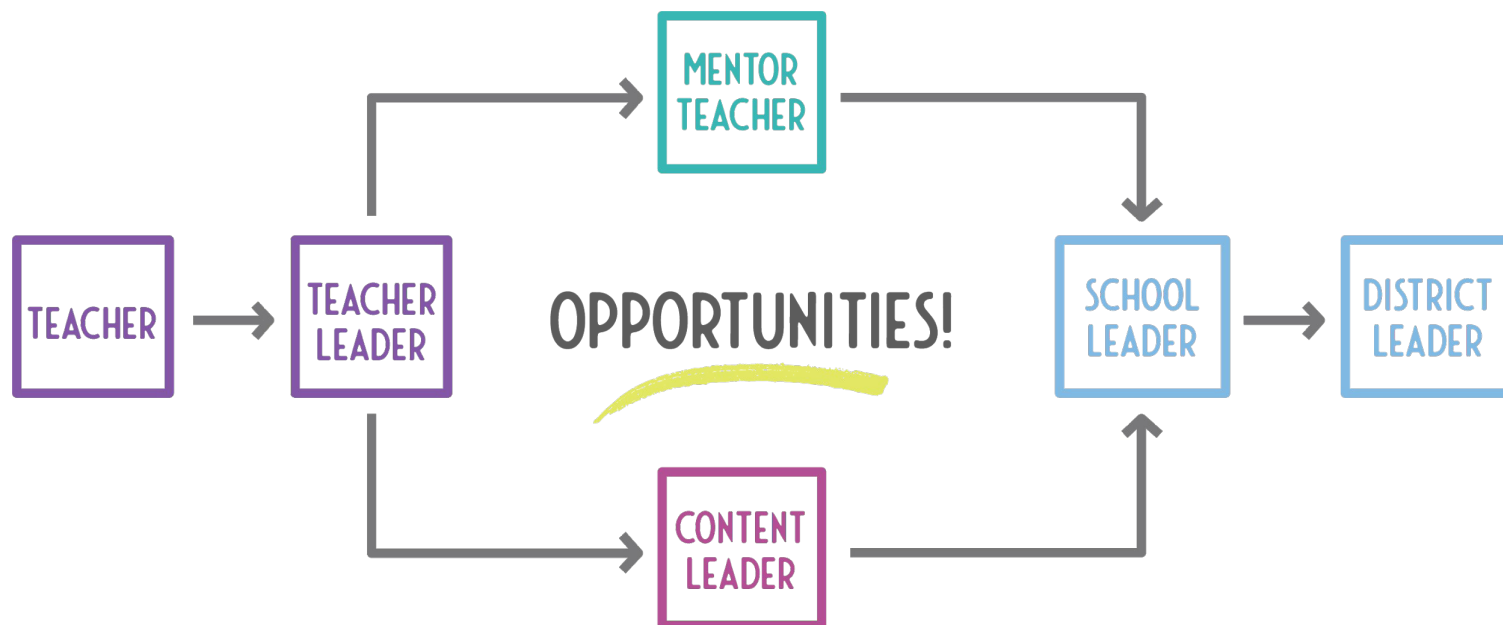
- Louisiana adopted **new expectations for teachers** and **strengthened teacher preparation** through the [Believe and Prepare](#) pilot program. Starting in July 2018, all teacher preparation programs in Louisiana will include a **yearlong classroom residency coupled with a competency-based curriculum**.

➡ *As residencies grow statewide, undergraduate and post-baccalaureate candidates need skilled mentors to support their growth.*

# Establishing and Expanding Teacher Leader Roles: Content Leaders and Mentor Teachers

To establish classroom-based leaders who can support current and aspiring teachers, Louisiana seeks to:

1. Create a cadre of talented educators who have the knowledge and skills to coach and support other teachers within their schools and school systems
2. Give teachers who serve as Mentors or Content Leader credit toward the Educational Leader credential, streamlining their path to school leader roles



# Policy Shifts: Mentor and Content Leader

Mentor Teachers and Content Leaders play an important role by providing ongoing, school-based, curriculum-specific coaching and training to teachers.

Over the last several months, the Department has engaged in discussions with school and school system leaders, as well as teacher preparation partners, to determine how to recognize these roles and ensure that they contribute toward future leader roles.

To formalize and grow these roles, proposed policy shifts include the following:

- 1) Establish **Mentor Teacher and Content ancillary certificates**
- 2) Ensure that service in the Mentor Teacher and Content Leader roles contributes to **attainment of the EDL 1**
- 3) Establish a **process for universities and other providers to offer training** that results in a Mentor or Content Leader certificate. This process will include an application and approval process.
- 4) Ensure that Compass evaluation requirements for leaders are appropriate to their role. This includes creating rubrics to assess Mentors and Content Leaders in these teacher leader roles.

# Stakeholder Engagement

<b>Fall 2017</b>	<ul style="list-style-type: none"><li>- Cohort 1 Mentor and Content Leader training launches<ul style="list-style-type: none"><li>- Mentors and Content Leaders from approximately 51 school systems participated in statewide training</li><li>- Participant surveys show 95+ percent satisfaction with training</li></ul></li></ul>
<b>Spring 2018</b>	<ul style="list-style-type: none"><li>- Discussions with teacher preparation providers at regional and statewide meetings</li><li>- Discussions with advocacy groups and support organizations, including LAE, LAP, LSASPA, TIF districts</li></ul>
<b>Summer 2018</b>	<ul style="list-style-type: none"><li>- Cohort 2 Mentor and Content Leader training launches<ul style="list-style-type: none"><li>- Approximately 57 school systems nominated Mentors and Content Leaders for statewide training</li></ul></li><li>- Open policy briefings at the Teacher Leader Summit (<i>Building a Strong Educator Workforce: Developing School Leaders</i>), attended by school system leaders, school leaders, and educator preparation provider partners</li><li>- Policy discussion at the Louisiana Association of School Superintendents (LASS)</li><li>- Briefings for advocacy groups and associations (A+PEL, LAE, LFT, LAP, Stand For Children, LABI, and others)</li><li>- LDE partners with LSU School of Education to pilot Mentor Teacher Training and assessment</li></ul>
<b>Fall 2018</b>	<ul style="list-style-type: none"><li>- Present proposed policy shifts to the Superintendents' Advisory Council (SAC)</li><li>- BESE considers policy shifts</li></ul>

# Policy Shifts: Mentor and Content Leader

In August, the Department provided an overview of these proposed policy shifts during BESE's Educator Effectiveness Committee meeting.

In September, the **Superintendent's Advisory Council** will consider these shifts.

**In October, the Department will ask BESE to consider these proposed changes**, based on input from the field on these potential shifts in policy that can help to establish and expand these school leadership roles statewide.

Policies are still at a discussion phase. Any changes adopted will be phased in over several years, and provide for ongoing study and review.

**Taken as a whole, these shifts will grow Louisiana's cadre of school-based leaders, building up schools' coaching and mentoring capacity.**



# Teacher Preparation Quality Rating System

# Objectives

***Participants will understand the key milestones relative to the implementation of the Louisiana Teacher Preparation Quality Rating System for the 2018-2019 academic year.***

## Key milestones

- Business rules relative to the teacher preparation quality rating system finalized (September 2018)
- 16 preparation providers participate in on-site reviews (Oct. 2018-May 2019)
- Data verification process for performance profiles launched (November 2018)
- Performance profiles released to teacher preparation providers (March)

# Teacher Preparation Quality Rating System: Development

<b>June 2016</b>	BESE approved and BOR endorsed the development and implementation of updated policies relative to the initial and ongoing approval of teacher preparation programs, and charged BESE and BOR with forming a workgroup to guide the development of these policies.
<b>Winter 2016</b>	The teacher preparation workgroup was formed and convened to develop recommendations relative to the initial and ongoing approval of teacher preparation programs. The workgroup included experts from a variety of teacher preparation and K-12 backgrounds, and the recommendations were memorialized in a memo that was disseminated to BESE.
<b>March 2017</b>	Approximately 25 Deans and Directors met to discuss the accountability work group's recommendations, including the <b>transition timeline</b> and <b>draft policies</b> with <b>proposed domains</b> .
<b>May 2017</b>	More than 40 Deans and Directors were provided with additional details relative to the quality rating proposal, including <b>simulated ratings</b> , <b>on-site review cost estimates</b> , and information relative to the formation of an <b>advisory group</b> , which would advise BESE on the continued development of the quality rating system.
<b>June 2017</b>	BESE approved the Teacher Preparation Quality Rating System (See <a href="#">Bulletin 996</a> , Chapter 4)

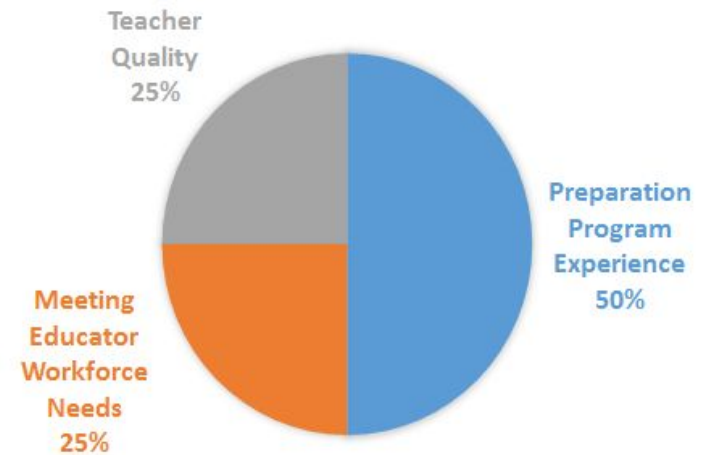
# Teacher Preparation Quality Rating System

## Excellent teacher preparation programs strengthen Louisiana's teacher workforce by:

- Preparing all teacher candidates to make at least one year of academic growth or meet IEP goals for all students
- Meeting Louisiana's workforce needs

## The purpose of the Teacher Preparation Quality Rating System is to:

- Provide teacher preparation providers with meaningful information for improvement
- Identify programs of excellence and programs in need of improvement and, therefore, inform enrollment and hiring decisions, and interventions
- Reward programs for meeting Louisiana's educator workforce needs, particularly in rural communities, and in terms of high-need certification areas



# Teacher Preparation Quality Rating System: Key Elements

<b>Preparation Program Experience</b>	<b>Meeting Educator Workforce Needs</b>	<b>Teacher Quality</b>
<ul style="list-style-type: none"><li>● Quality of Selection</li><li>● Quality of Content Knowledge and Teaching Methods</li><li>● Quality of Clinical Placement, Feedback, and Candidate Performance</li><li>● Quality of Program Performance Management</li></ul>	<ul style="list-style-type: none"><li>● Percentage of program completers in high-need certification areas</li><li>● Percentage of residents placed in high-need schools</li></ul>	<ul style="list-style-type: none"><li>● Value-added results of program completers</li><li>● A workgroup will study, and, if appropriate, recommend the use of other measures that are predictive of success with students and that may be used to gauge provider success</li></ul>

# Teacher Preparation Quality Rating System: Key Elements

	2017-2018	2018-2019 and 2019-2020	2020-2021 and 2021-2022
	<b>RESEARCH PHASE</b>	<b>LEARNING PHASE</b>	<b>ACCOUNTABILITY CYCLE 1</b>
<b>Measures</b>	Measures will be researched and updates will be proposed to BESE in 2018, if necessary	Measures will be reported and updates will be proposed to BESE in 2020, if necessary	Measures will be used for accountability purposes
<b>Performance Profiles</b>	Will be produced in winter 2018, however, will not be reported publicly	Will be produced each winter and publically reported for informational purposes only	Will be produced each winter and publically reported
<b>Quality Rating</b>	Will not be produced	Will be produced in winter 2021 and will be publically reported for informational purposes only	Will be produced in winter 2023 and will be used to make ongoing approval decisions.
<b>Ongoing program approval decisions</b>	Not applicable	Will not be made	<ul style="list-style-type: none"> <li>- Will be made in 2023</li> <li>- Providers that receive a rating of Level 3 or above will move to a four-year accountability cycle</li> </ul>

# Quality Rating System: Score

The Louisiana Teacher Preparation Quality Rating System shall serve as the basis for the renewal of teacher preparation program approval. The rating system shall:

1. include multiple measures of preparation program success,
2. result in an annual report (“performance profile”) for each approved provider at the pathway level, and
3. result in a biennial rating (“quality rating”) for each approved provider at the pathway level.

## **Quality Rating Composite Score Range**

Level 1: Ineffective  $x < 1.5$

Level 2: Needs Improvement  $1.5 \leq x < 2.5$

Level 3: Effective  $2.5 \leq x < 3.5$

Level 4: Highly Effective  $3.5 \leq x$

# Quality Rating System: Score

**Preparation Program Experience, *as measured by the onsite review* (50 percent)**

<b>Onsite Review Rating</b>	
x = 1	Level 1: Ineffective
x = 2	Level 2: Needs Improvement
x = 3	Level 3: Effective
x = 4	Level 4: Highly Effective



# Meeting Educator Workforce Needs: Simulation

The Meeting Workforce Needs domain measures the extent to which preparation providers prepare candidates who meet designated workforce needs. This includes:

- **The percentage of program completers in high-need certification areas**
- **The percentage of program candidates completing residencies in a high-need school**

**Program completers** shall include candidates who were recommended for initial licensure as well as candidates who completed at least 80 percent of an add-on endorsement with one preparation provider.

**High-need certification areas** and a list of **high-needs schools** will be established every four years. The percentage of teaching positions that are high-need certification areas will also be established every four years and will form the basis for the state need.

# Meeting Educator Workforce Needs: Simulation

The rating is determined by calculating the the percentage of completers graduating with high-need certification areas and percentage of residents placed in high-needs schools relative to the state need.

Percentage of Program Completers in a High-Need Areas / Residents in a High-Need School	Score	Level
Below Need – below need for both measures	2.0	Level 2: Needs Improvement
Meets Need – at need or up to 20 percentage points above need for at least one measure	2.5	Level 3: Effective
Exceeds Need – more than 20 percentage points above need for one measure	3.0	
Exceeds Need – more than 20 percentage points above need for both measures	3.5	Level 4: Highly Effective
Exceptional – more than 40 percentage points above need for one or both measures	4.0	

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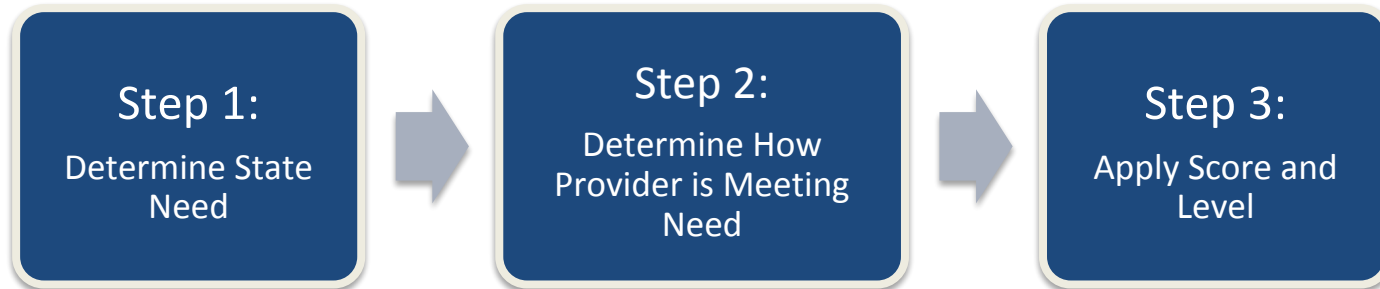
# Meeting Educator Workforce Needs

## Guide to Applying Score for *Meeting Educator Workforce Needs*

A rating is applied for each factor:

- program completers graduating in **high-need certification areas**
- program completers **working in high-need schools.**

The following steps are taken to apply an overall score and level for this domain:



# Meeting Educator Workforce Needs

## STEP 1: Determine State Need

### HIGH-NEED CERTIFICATION AREA

**High-need certification areas** are determined based on the percentage of classes being taught by out-of-field or uncertified teachers in schools\* across the state. **Secondary Math, Secondary Science, and Special Education** continue to have the highest percentages of classes being taught by teachers who are out-of-field or uncertified, as reported in the 2017-2018 Educator Workforce Report. Certification in these three areas are considered high-needs.

Out of 58,151 total Math, Science, and Special Education Classes, 11,675 were taught by teachers who are out-of-field or uncertified. Therefore, **the high-need certification area state need is 20%.**

*\*Data is roll-up of all schools in 001-069 LEAs. Charter schools are excluded from this data.*

*\*\*Only includes teachers in 001-069 LEAs, who are teaching a class(es) as reported in PEP.*

# Meeting Educator Workforce Needs

## STEP 1: Determine State Need

### WORKING IN HIGH-NEED SCHOOLS

#### High-Need Schools

- comprehensive intervention schools
- at least 75% economically disadvantaged and/or minority student population
- schools that are geographically remote

Out of 51,856 total teachers\*, 24,112 are working in high-need schools. Therefore, **the high-need school state need is 46%.**

*\*2017-2018 Headcount, 2017 October PEP reporting*

# Meeting Educator Workforce Needs

## STEP 2:

Determine  
How Provider is  
Meeting State  
Need

Ratings for High-Needs Certification Areas	
STATE NEED	20%
Below Need	$x < 20\%$
Meets Need	$20\% \leq x \leq 40\%$
Exceeds Need	$40\% < x \leq 60\%$
Exceptional	$x > 60\%$

Ratings for High-Need Schools	
STATE NEED	46%
Below Need	$x < 45\%$
Meets Need	$45\% \leq x \leq 65\%$
Exceeds Need	$65\% < x \leq 85\%$
Exceptional	$x > 85\%$

Provider / Pathway	<i>High Need Certification Areas</i>			<i>Working in High-Need Schools</i>		
	Percentage of High-Need Certification Areas	Difference from State Need	Score	Percentage Working in High-Need Schools	Difference from State Need	Score
Provider X Post Baccalaureate	18%	-2%	<b>Below Need</b>	56%	9%	<b>Meets Need</b>
Provider X Undergraduate	12%	-8%	<b>Below Need</b>	36%	-17%	<b>Below Need</b>

# Meeting Educator Workforce Needs

## *Working in High-Need Schools*

### STEP 3: Apply Score and Level

Percentage of Program Completers in a High-Need Areas / Residents in a High-Need School	Score	Overall Domain Rating
<b>Below Need</b> – below need for both measures	2.0	Level 2: Needs Improvement
<b>Meets Need</b> – meets need for at least one measure	2.5	Level 3: Effective
<b>Exceeds Need</b> – exceeds need for at least one measure	3.0	
<b>Exceeds Need</b> – exceeds need for both measures	3.5	Level 4: Highly Effective
<b>Exceptional</b> – exceptional for one or both measures	4.0	

Provider / Pathway	High Need Certification Areas			Working in High-Need Schools			Rating	
	Percentage of High-Need Certification Areas	Difference from State Need	Result	Percentage Working in High-Need Schools	Difference from State Need	Result	Score	Overall Domain Rating
Provider X Post Baccalaureate	18%	-2%	<b>Below Need</b>	56%	9%	<b>Meets Need</b>	2.5	Level 3: Effective
Provider X Undergraduate	12%	-8%	<b>Below Need</b>	36%	-17%	<b>Below Need</b>	2.0	Level 2: Needs Improvement

# Business Rules



# Business Rules

The Department contracted with a team of researchers at the University of Virginia's Curry School of Education to develop a set of business rules for the Quality Rating System.

These business rules set out:

- a framework for which certification areas will be reviewed during the onsite review
- how certification areas can be aggregated to a “subunit” level to ensure that the Teacher Preparation Quality Rating System provides actionable feedback to teacher preparation providers
- the minimum n-size needed for a quality rating to be calculated at the pathway level
- the minimum n-size needed for the Teacher Quality domain

# Business Rules

Certification Area Framework for On-site Review	The on-site review will provide program-specific feedback for Elementary, middle/secondary ELA, and middle/secondary Math programs during both the learning phase and the first accountability cycle
Minimum n-size for Pathway-level Rating	10 program completers annually
Minimum N-size for <i>Teacher Quality</i> Domain Rating	10 program completers with value-added results across two cohorts and/or 100 students
Definition of “Subunit” for Purposes of Providing Program Specific Feedback	Where possible, the Department will provide data to providers broken out by elementary programs and by middle/secondary content areas

# On-site Review

# On-site Review

During the Learning Phase of the Teacher Preparation Quality Rating System (2018-2019 and 2019-2020), all teacher preparation providers will participate in an on-site review.

## **Modifications for the *Learning Phase***

- Data and documents needed to prepare in advance significantly streamlined
- Clinical placement criteria is for informational purposes only
- The focus of the on-site changed to give providers program-specific feedback in elementary and middle/secondary mathematics and ELA.

## **Support opportunities**

- Series of recorded and live webinars to support preparation
- Individual calls with contractor
- In-person meeting to be held at November regional collaborations to discuss framework, process, and to answer any questions regarding the on-site review

# Performance Profile Reporting Timelines

# Performance Profile

The Teacher Preparation Quality Rating System is being phased in over the next four years. 2018-2019 and 2019-2020 are learning years, during which providers will receive performance profiles with no stakes attached. *The 2019-2020 performance profile will be publicly released.* 2020-2021 and 2021-2022 comprise the first accountability cycle.

**The Department will provide the first performance profile to each teacher preparation provider in March 2019.** The quality rating for a teacher preparation provider will be calculated by weighting each domain as outlined below to yield an overall quality rating based on one composite score.

1. **Preparation program experience**, as measured by on-site reviews of each teacher preparation provider's program(s).
2. **Meeting educator workforce needs**, as measured by the percentage of program completers in high-need certification areas and/ or the percentage of residents placed in high-need schools.
3. **Teacher quality**, as measured by program completers' value-added results.

# Next Steps

1. Mark your calendars with all collaborative dates
2. Complete your 2018-2019 BP Formula Funds budget in eGMs
3. Ensure you have spent all of your 2017-2018 Believe and Prepare funds
4. Stay tuned for next steps relative to the data verification process, which will be included in an upcoming Believe & Prepare newsletter.
5. DOE and BOR will host Title II reporting webinar in September. An invitation with the meeting link will be sent out to Title II contacts this week.

# Title II Reporting Timelines

- o **IHE match verification in ETS** – Early September – Early November
  - Update and enter student information (for enrolled, other enrolled, and completers)
  - IHEs send state corrections the state needs to make
  - IHEs Send ETS corrections ETS needs to make
- o **IHE Resolution Period** - February
  - Pass Rate correction
  - IHEs send state corrections the state needs to make
  - IHEs Send ETS corrections ETS needs to make
- o **Final Pass Rate Report review from ETS:** March – April
  - ETS sends Westat final pass rate report mid-April
- o **Institution and Program Report Card (IPRC):** Reports due by April 30, annually
  - Submit to Westat in April
  - Westat submits to Title II