

Louisiana Believes

Educator Preparation: Building and Maintaining Strong Partnerships

January/February 2019

Objectives

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- Collaborate to identify strategies to address the **Teacher Pipeline** area of focus.
 - Review workforce data in secure portal.
 - Determine workforce needs for the school system.
 - Develop approaches to partnering that support school system workforce needs.

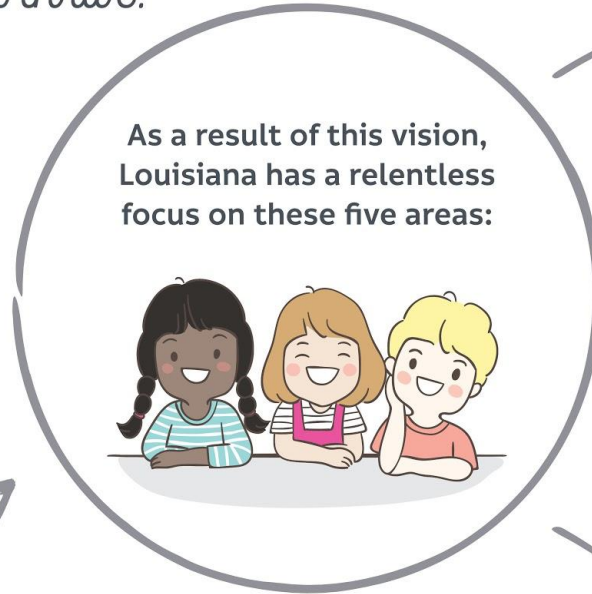
Agenda

- History of educator workforce reporting
- Identify school system workforce needs
- Identify strategies to address workforce needs
- Closing and next steps



Background on Educator Workforce Reporting

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



**Unified Early
Childhood Systems**



Academic Alignment



**Teacher and
Leader Preparation**



**Pathways to
College or a Career**

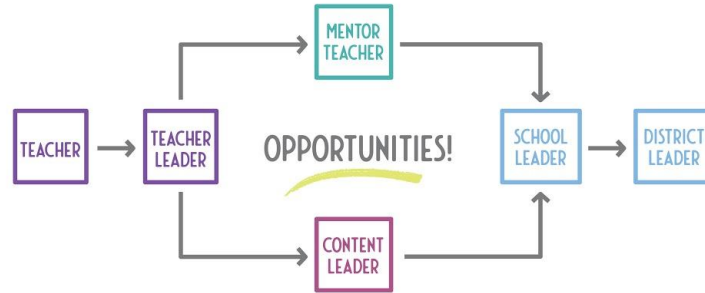


Struggling Schools

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: 1,626 Schools • 49,936 Teachers • 25% Minority • 922,666 Students • 67% ED5 • 12% SWD • 55% Minority					
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	Out-of-field*	TEACHER CERTIFICATION BY SCHOOL LETTER GRADE			
		Teacher Certification Status		Uncertified	
All Schools	6,297	14%	2,629		6%
A	1,575	15%	411		4%
B	1,991	16%	524		4%
C	1,528	16%	738		8%
D	778	34%	606		11%
E	279	20%	190		12%
					9%



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

Building a Strong Partnership

Strong partnerships between school systems and preparation provider partners create a more robust talent pipeline by 1) strategically growing talent to address critical workforce needs, and 2) ensuring new teachers are prepared to be effective in the classroom on day one.

Strong partnerships include:

- **Strategic placement** of teacher residents to address school system's workforce needs
- Collaborative efforts to **grow talent** out of high-need areas
- Provide **aligned, high-quality feedback** and **support** through trained mentor teachers
- **Sharing of data** for mutual, continuous improvement
- Regular, ongoing **communication structures**

Background

EDUCATOR WORKFORCE REPORTS

WHAT ARE EDUCATOR WORKFORCE REPORTS?

The district educator workforce report was developed to inform school system leaders' educator workforce decisions by providing a rich field of data. The report contains data relative to educator recruitment, promotion, compensation, and placement.

The regional educator workforce report aggregates much of the district-level data to inform partnerships between district leaders and preparation providers, who have been able to make informed decisions around preparing, supporting, and retaining strong teachers and leaders.



Since the first release of these reports, school systems, in particular, have used the data to:

- **guide workforce decisions** related to educator compensation, placement, recruiting and hiring practices
- **build partnerships with preparation providers** to address their unique educator workforce needs
- **inform the school system planning process** to address the needs of struggling schools

The background of the slide is a watercolor-style illustration. It features a central white area that tapers to a point at the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it an artistic, hand-painted appearance. The overall composition is symmetrical and clean.

Workforce Talent in Super App

What the Research Says...



Many school systems face the challenge of recruiting, hiring, supporting, and retaining top talent that can meet the needs of students. School systems must implement strategies to identify, recruit, retain, coach, and compensate top talent—especially in high need schools.

Workforce Data

The Learning Policy Institute studied teacher retention and perennial staffing difficulties to identify promising practices to address these educator workforce needs. Their research points to the strategies below as key to building a strong and stable teacher workforce.

- use data to understand current needs and project future needs
- build partnerships with preparation providers to meet short- and long-term workforce needs
- establish career ladders to retain their most effective teachers
- implement support structures, including mentoring, for new teachers and leaders

Workforce Talent in Super App



Create a Plan: Areas of Focus

Teacher Pipeline

Educator Leadership and Advancement

Principal Pipeline

High-Quality Principal Support

Educator Evaluation and Support



Workforce Talent in Super App

Areas of Focus	Indicators
Teacher Pipeline	<p>The LEA has</p> <ul style="list-style-type: none">● identified teacher workforce needs in advance and has an established MOU with a teacher preparation provider that matches this need● an educator compensation plan that is designed to recruit and retain educators in<ul style="list-style-type: none">○ high needs schools and○ high needs content areas

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a speech bubble or a stylized 'V'. This white area is surrounded by various shades of blue, ranging from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic.

Identifying Workforce Needs

Identify Workforce Needs

Step 1: The LEA identifies short- and long-term teacher workforce needs.

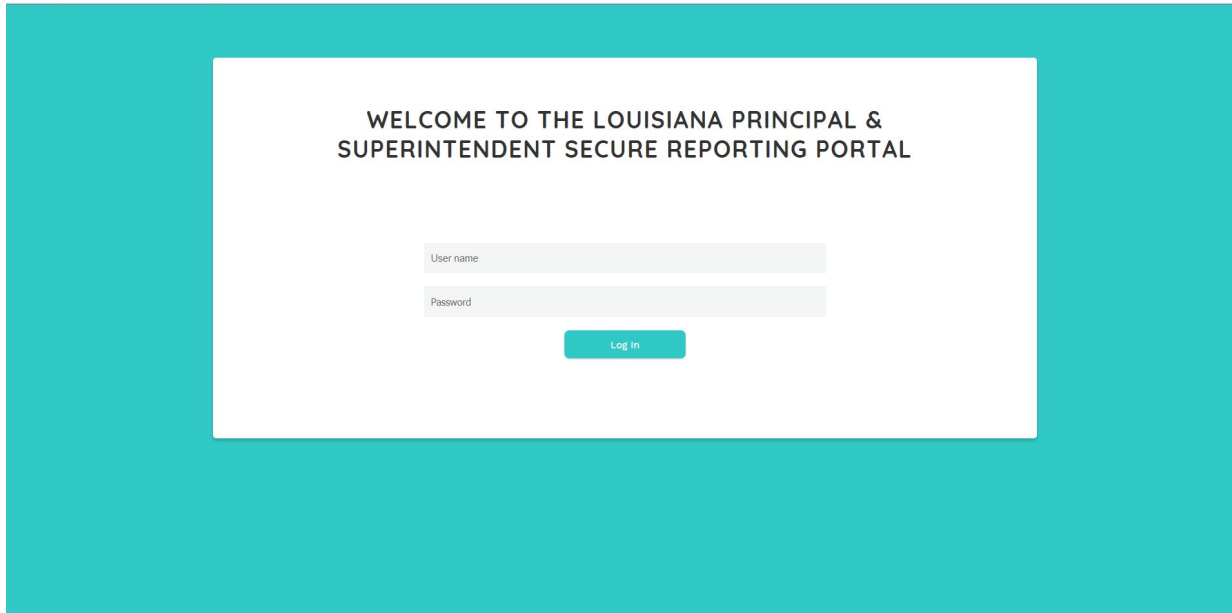
- List the top three most significant educator workforce needs in the school system.

Drafting your plan (Questions from [secure portal](#))

1. What are my greatest workforce needs?
 - a. In which schools do I have the greatest need for appropriately certified teachers?
 - b. In which subject areas do I have the greatest need for appropriately certified teachers?
 - c. Do my incoming teachers work in my schools with the greatest needs?
 - d. Are we hiring recent program completers with high-need certification areas?

Accessing Data in the Secure Portal

Each school system can access their workforce data via the secure portal.



The image shows a login page for the Louisiana Principal & Superintendent Secure Reporting Portal. The page has a teal background with a white central box containing the following text and form elements:

**WELCOME TO THE LOUISIANA PRINCIPAL &
SUPERINTENDENT SECURE REPORTING PORTAL**

User name

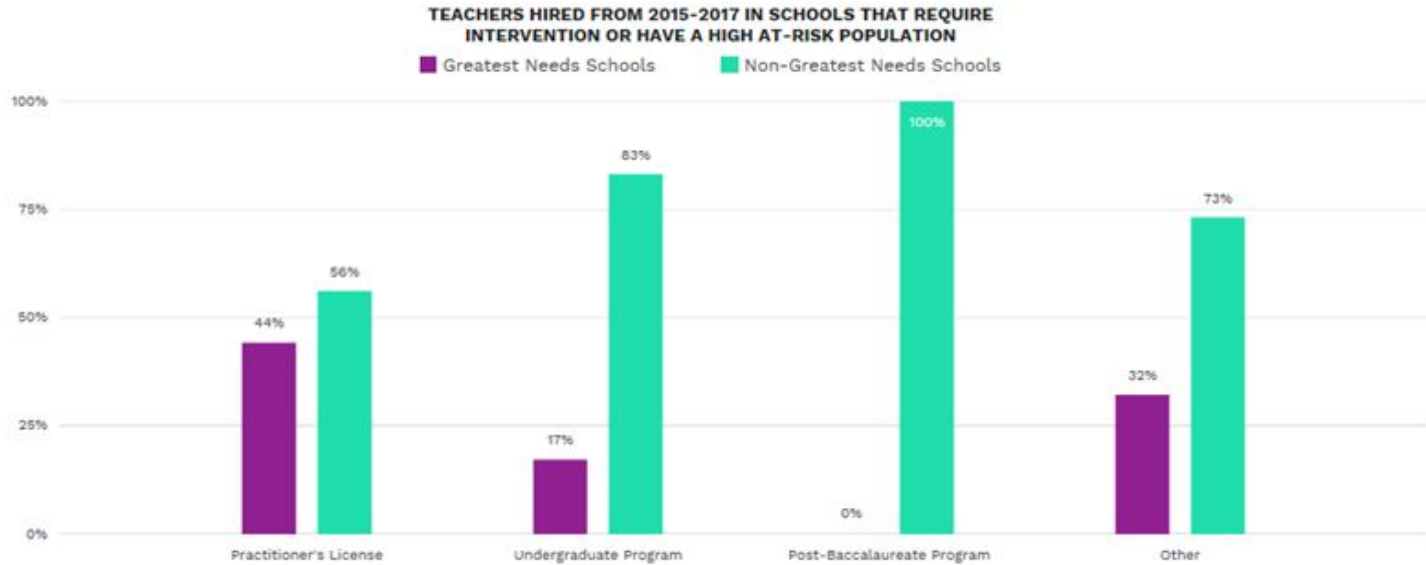
Password

[Log In](#)

Sample Workforce Data in the Secure Portal

www.LouisianaSchools.info

Most of the recent program completers hired are not working in my schools with the greatest needs.



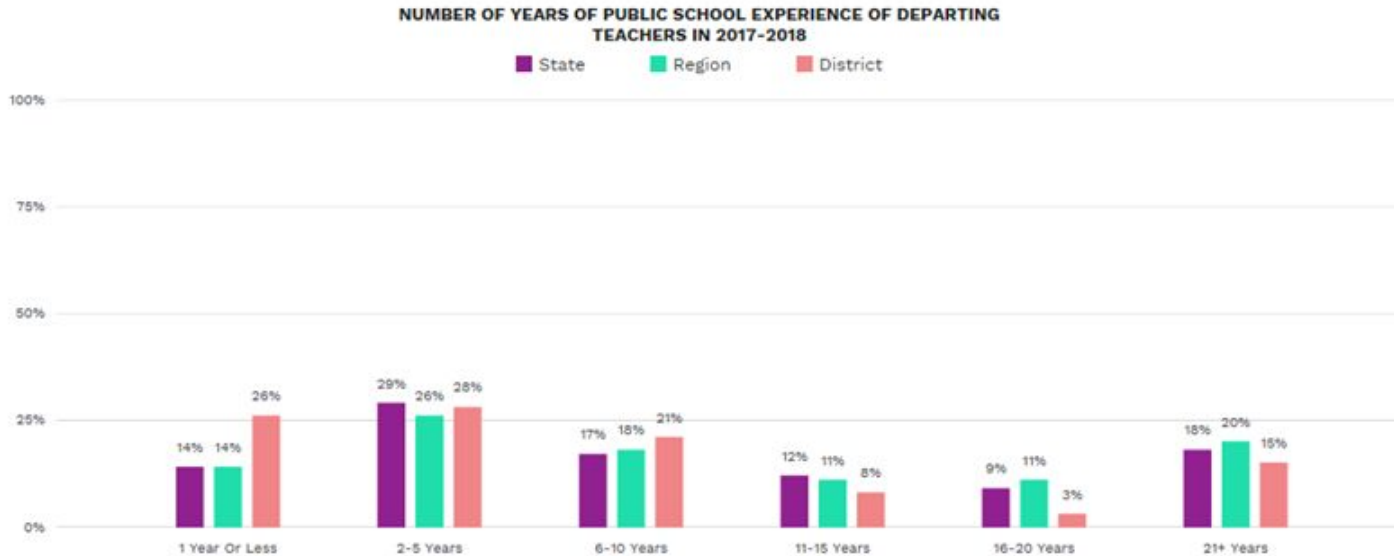
Show Details

Sample Workforce Data in the Secure Portal

www.LouisianaSchools.info

How experienced are my departing teachers?

Change Question



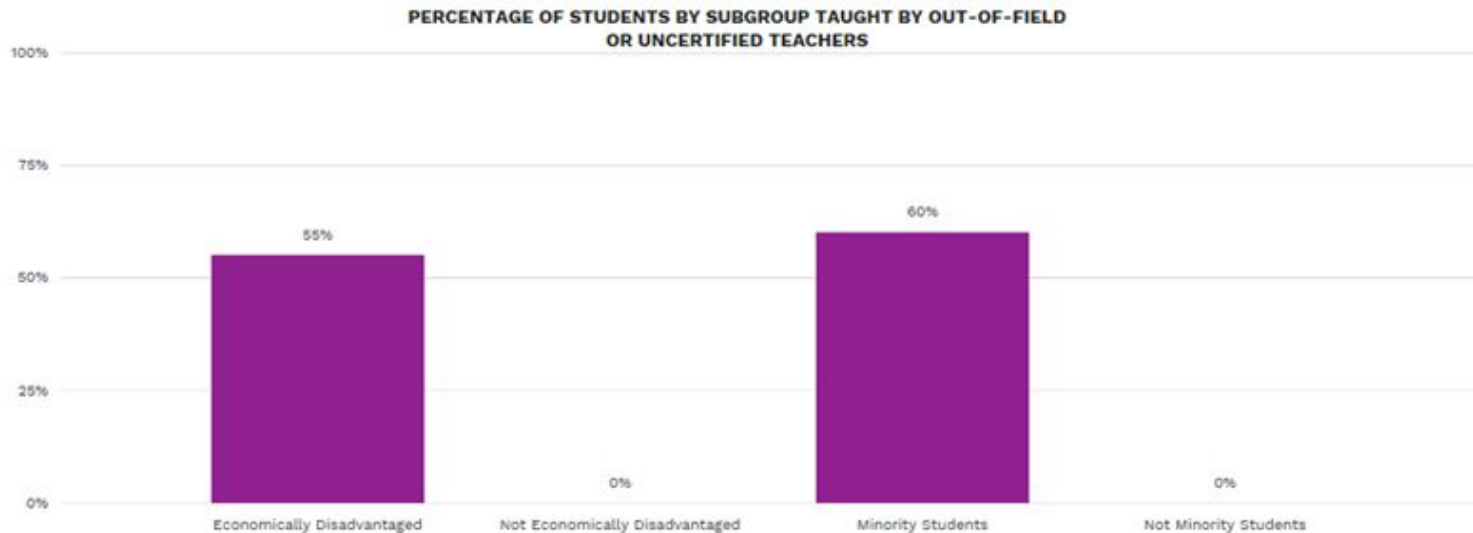
Show Details

Sample Workforce Data in the Secure Portal

www.LouisianaSchools.info

Are my minority and/or economically disadvantaged students taught at a higher rate by out-of-field/uncertified teachers?

Change Question



Show Details



Collaboratively Identify Strategies

Building a Strong Partnership

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Strong partnerships include:

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Strategy: Placement of Residents and Mentors

Step 2: Determine placement of teacher residents (undergraduate and post-baccalaureate) and mentor teachers.

- Teacher residents are placed in schools with openings or anticipated openings.
- The school system identifies and trains mentors to host and support residents.

Drafting your plan collaboratively with preparation partner:

1. Are we placing residents with mentors where they are likely to be hired?
 - a. In which schools do we have trained mentors to support residents?
 - i. CIR and UIR schools?
 - b. Are we strategically placing residents in schools to develop a teacher pipeline?

Additional Strategies to Support Workforce Needs

What other strategies can be utilized to address your critical workforce needs aside from the placement of residents?



Preparation



Educator
Workforce

Do you know 60 percent of teachers work just 20 miles from where they grew up?

- Grow talent out of high-need areas through an alternative certification program
- Create a co-teaching, post-baccalaureate program in areas of high-need
- Personalize recruitment opportunities through preparation provider
- Early recruitment programs during high school, i.e., educator club or course offerings

Source: [Stanford Report](#)

Collaboratively Establishing an MOU

Step 3: Establish a formal partnership between the school system and teacher preparation partner to outline the strategies for meeting workforce needs.

- A partnership is established to specifically address workforce needs in our CIR and UIR Academic schools.

Drafting the MOU: [Sample MOU](#)

- Strategic placement of teacher residents to address school system's workforce needs
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Next Steps

Questions



**Educator
Workforce**

Please contact Nicole.Bono@la.gov, or
Jennifer.Tuttleton@la.gov for questions.

Thank you for your time.