

Louisiana Believes

Building Louisiana's Mentor Cadre

February 2020

Objectives

- Participants will understand the vision for and purpose of the Mentor initiative
- Participants will understand the policy changes for Mentors that will go into effect September 1, 2020
- Participants will understand the support available from the LDOE to meet the demand for Mentors in their district
- Participants will explore effective strategies employed across the state to support Mentors in earning certification

Agenda

- I. Vision and Background
- II. Policy
- III. Mentor Certification
- IV. Assessment Support Initiatives
- V. Lessons From Across
- VI. Q&A
- VII. Next Steps

Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



+



+



+



build knowledge
of the world,

read
meaningful texts,

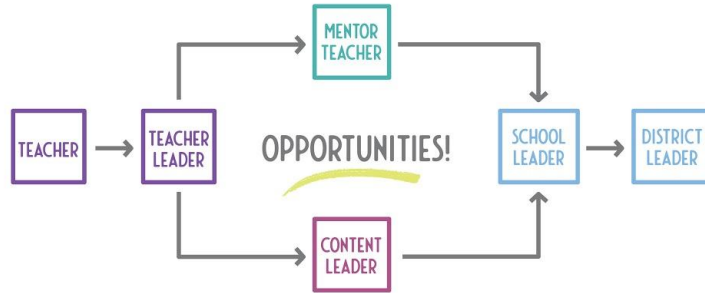
express ideas through
writing and speaking, and

solve
complex problems.

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 • 722,666 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	TEACHER CERTIFICATION BY SCHOOL LETTER GRADE			
	Teacher Certification Status		Uncertified	
	Out-of-field*			
All Schools	6,297	14%	2,029	6%
A	1,575	15%	411	4%
B	1,931	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.

Academic Focus

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

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 in delivering high-quality lessons.
3. **School systems** support principals and school teams as they provide support to teachers.
4. The **Department** supports school systems as they execute their improvement plans.

What the Research Says...



Teacher Leadership in the U.S.

A [survey of U.S. teachers](#) this year found that **93 percent wish there were more opportunities to further their careers** and professional skills while staying in the classroom.

Dan Goldhaber's report from the [Center for Education, Data & Research](#) finds "evidence of a **strong and positive relationship between value-added measures of mentor effectiveness and mentees' value-added effectiveness in math.**"

A recent [report](#) from the New Teacher Center shows that teacher **retention improved by 11 percentage points** and students showed **five additional months of learning in ELA and math** when teachers received mentoring.

In Louisiana...

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

Louisiana adopted **new expectations for teachers** and **strengthened teacher preparation** through the [Believe and Prepare](#) program. All teacher preparation programs in Louisiana now 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.*

→ *Mentors must be expert on Louisiana standards and curriculum in order to prepare teachers for the classroom.*

Beginning in 2019-2020, a certified, school-based Mentor is required for any candidate completing an undergraduate or post-baccalaureate teacher preparation program.

*Post-baccalaureate or “alternate” program candidates often complete their residency as the teacher of record.

Policy Timeline

Summer 2019

- **Department begins to issue Content Leader and Mentor Teacher ancillary certificates** to individuals who have successfully completed a state-approved Content Leader or Mentor Teacher training program, including state-led training, and have a passing score on the Louisiana Content Leader or Mentor Teacher Assessment Series

September 1, 2020

- **Mentor Teacher ancillary certificate required** for individuals who serve as a mentor of undergraduate or post-baccalaureate teacher residents
- A one year **provisional certificate** may be issued to any individual who has completed training or is currently enrolled in Mentor training. The provisional certificate is non-renewable.

Mentor Policy

BESE approved regulatory shifts in October 2018 that require employing school systems of alternate certification candidates to submit an assurance 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.

These new mentoring requirements will go into effect beginning in the 2020-2021 academic year.

Mentor Training

The LDOE has trained over **1,700** teachers to become Mentors of undergraduate residents or alternate certification candidates.

Based on current data projections, close to **1,300** certified Mentors are needed to meet the need of residents and alternate certification candidates in LEAs around the state.

The LDOE has developed two strategies to support Mentor certification.

LDOE Supports

Information Awareness- Ensure districts have specific data on Mentor assessment completion rates and projected Mentor need for 2020-2021 to guide actions

Direct support to Mentors- Connect Mentor candidates to Regional Talent Coaches (individuals who have successfully earned distinction) to provide support throughout the distinction process

Information Awareness

Data Packages

- The LDOE conducted a thorough data analysis to better understand the needs at the district level with a particular focus on achievement zones and CIR schools
- The LDOE developed data packages for **EVERY** district that provide the following information:
 - Projected number of mentors needed based on three year average of undergrad residents and post-baccalaureate candidates
 - List of trained mentors, including how many assessments are completed and if they are eligible for certification
 - *List of teachers who hold Supervisor of Student Teaching endorsement*

Information Awareness: Data Packages

Training and Certification Needs

Mentor	Current Training and Certification Numbers
Mentor Candidate trained in your district since 2017-2018	25
Mentors needed by September 1, 2020 to meet the need of undergrad residents and post-bacc candidates, we estimate your district needing. <i>*Based upon three-year average number of undergraduate and alternate certification residents placed in your school system during the 2015-2016, 2016-2017, and 2017-2018 academic year. Estimate assumes a 1:1 ratio for undergraduate and 1:3 ratio for post-baccalaureate residents.</i>	20
Certified Mentors as of December 2019	0
Provisionally certified Mentors	0
Allocation for Regional Talent Coach support	10

Information Awareness: Data Packages

Assessment Completion

First Name	Last Name	Program Name	Assessments Earned	Cohort Year	Met Attendance Criteria
Jane	Doe	LDOE Elementary Mentor Teacher Certification	0/6	Year 3	Yes

Information Awareness: Data Packages

Verify teachers who hold the Supervisors of Student Teaching endorsement

- Teachers who hold the **Supervisor of Student Teaching endorsement** on their teaching certificate can provisionally serve in the role of a Mentor until September 1, 2023. Prior to that date, those individuals who wish to continue Mentoring will need to: (1) attend training from an approved Mentor training providers and (2) pass the assessment series.
 - For LDOE School District during the 2017-2018 school year, there were **11** teachers assigned classes who held the Supervisor of Student Teaching endorsement.
 - A full list of those teachers can be found below:

Last Name	First Name	School Site
Doe	Jane	LDOE Elementary

September 1, 2023

Supervisor of Student Teaching certificate replaced by Mentor Teacher ancillary certificate

Direct Support to Mentor Candidates

Regional Talent Coaches

The LDOE is hiring **20** certified Mentors to serve as Regional Talent Coaches.

Regional Talent Coaches will provide direct support and guidance to Mentor candidates completing the certification process, ensuring all candidates successfully complete the assessment series. Talent Coaches will be **part-time** employees of the LDOE and will continue in their current role in their district.

Mentors who have successfully earned the Mentor ancillary certificate are eligible to apply.

Direct Support to Mentor Candidates

What will Regional Talent Coaches do?

- Provide one-on-one feedback and coaching for up to 30 Mentor candidates in their region and/or surrounding area throughout the certification process
- Lead monthly assessment collaborations with a team of Mentor candidates in their region between January and August 2020
- Provide feedback to LDOE and district leads on establishing structures to support Mentors through the distinction process
- Attend monthly meetings with LDOE over the course of the year to share best practices and concerns from the cohort
- Curate and share resources for Mentors in the distinction process
- Submit monthly documentation of meetings agenda and attendance
- Report monthly completion progress to districts and LDOE

Direct Support to Mentor Candidates

Who are the Regional Talent Coaches?

After receiving over 50 applications for the role, the hired coaches represent:

- 16 of 20 are classroom teachers
- 13 of 20 live in South Louisiana
- 7 of 20 live in North Louisiana
- 7 of 20 are Elementary Mentors
- 6 of 20 are Secondary ELA Mentors
- 3 of 20 are Secondary Math Mentors
- 4 of 20 are Secondary Universal Mentors

What support can school systems offer?

Analyze your need

Develop a strategic plan ensuring a sufficient number of certified Mentors are available to meet the need for undergraduate and post-baccalaureate residents.

- Verify that the list of trained Mentors in your district is current
- When necessary, partner with an approved provider of Mentor training to increase the number of candidates eligible for certification.
- Ensure CIR schools have credentialed Mentors.
- Gauge placement needs of residents from university partners

What support can school systems offer?

Support Mentor candidates

Districts seeing the highest levels of certification are meeting with their candidates regularly.

Examples include:

- Monthly meetings, led by certified Mentors and district staff, to review assessment artifacts prior to submission
- Communication with school leaders on candidate progress
- Creating a collaborative community among candidates

What support can school systems offer?

Build talent pipelines

Recruiting talented teachers to become certified Mentors can provide leadership opportunities for teachers who want to stay in the classroom.

Several school systems have integrated Mentor teachers into the instructional leadership of their schools, allowing Mentors to expand leadership skills in a low risk, supportive environment.



Questions?

Next Steps

1. Review data package to analyze projected need
2. Develop a district plan to support Mentor candidates
3. Submit applications for provisional certificates by August 1, 2020

Contact andrew.palermo@la.gov with additional questions.