



LOUISIANA'S NEXT GENERATION EDUCATORS



Believe and Prepare Transition Support and  
Regional Workforce Reports

December 2016

# Agenda

**Welcome and Overview**

Transition Guide Overview

Regional Workforce Report Workshop

# Welcome and Background

Educator preparation programs in Louisiana are leading the nation in developing strong, practice-based programs for aspiring teachers.

The preparation providers and school systems involved in Louisiana's teacher preparation pilot program, **Believe and Prepare**, identified promising practices which informed the development of updated teacher preparation and certification requirements.

By July 2018, teacher preparation programs in Louisiana will include a yearlong classroom residency alongside an experienced mentor teacher.

Louisiana educators across the state are celebrating and supporting your commitment to preparing the next generation of educators through yearlong residencies.

- [Baton Rouge Advocate](#)
- [Monroe News-Star](#)
- [Education Week](#)

# What does this mean for districts?

## **Experienced New Teachers**

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

## **Positive Results for Students**

Mentor teachers extend their impact on students by supporting practicing teachers and school leaders. International examples, such as Finland and Singapore, suggest that strong teacher preparation has a positive impact on student learning.

## **Leadership Pipeline**

As a school-level instructional leader, a mentor teacher helps aspiring and practicing teachers with planning, teaching, and assessing all students

## **Advance and Retain Highly Effective Teachers**

The mentor teacher role provides highly effective teachers with a career advancement opportunity and, therefore, increases the likelihood that they will stay in the profession.

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# Teacher Preparation Transition Guide

The **Teacher Preparation Transition 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 updated teacher preparation program requirements.

This resource will be regularly updated as additional information, tools, and resources become available.

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# Overview and Location of Policies (Page 2)

The **Guide** includes an overview of the updated teacher preparation and licensure policies that provide the foundation for the transition support plan and timeline.

**Preparation providers** and **school system leaders** should begin the transition work together by developing a shared understanding of the policy changes:

- ✓ Read the **overview** of the policy updates.
- ✓ Note the **locations** of the policies and **links** to the bulletins.
- ✓ Identify **questions** about the policies and **transition supports** that may be needed.

## Teacher Preparation Competencies

Program Design

Practice

Certification Decisions

Resident Teacher Certificate

# Supports (Page 3)

The **Guide** outlines the transition supports available to **preparation providers** and their **school system partners**. *Participation in these supports is optional.*

There are **three types of support** available:

- Funding
- Direct support from the Department and teacher preparation experts
- Tools and resources

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## **Provider Support Needs Application**

- ✓ Submitted in November 2016
- ✓ Provide feedback and indicate interest in the proposed supports
- ✓ Ensure that the Department has up-to-date information, including points of contact and current programs
- ✓ Request *formula funding allocations* (undergraduate programs)

## **High-Cost Needs Pool Application**

- ✓ Will submit in January 2017
- ✓ Request *supplemental funding* for high-cost needs related to transition of programs (all providers)



# Direct Support (Page 3)

- **Regular convenings** of the governance teams 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

# Support Topics (Page 6)

**Providers** and **school system partners** expressed interest in each of the following topics in the Provider Support Needs Application submitted in November. Working with your partners:

- ✓ Review the descriptions of the proposed supports on page 6 of the guide.
- ✓ Determine the sequence of support that would be most beneficial to your partnership development.

**Competency-Based Instructional Materials and Performance Assessments**

**Residency Models**

**Clinical Practice Design**

**Mentor Teacher Training and Evaluation**

**Department Support Visits**

**Other**

# Tools and Resources (Page 3)

**Partnership Tools** support the development and management of partnership, including:

- A suite of workforce tools that identify workforce trends and needs
- Sample MOUs
- Governance team communication protocols

# Timeline (Page 4)

*This timeline is a summary of key activities that providers complete in **partnership** with their **school system partners**.*

**Winter 2017**      **Providers submit High-Cost Needs Pool Application (January 30)**

Believe and Prepare **community** meeting (February 13)

**Spring 2017**      **Updated Transition Guide and Program Review Materials** released (TBD)

Believe and Prepare community meeting (May 1)

**Summer 2017**      *BESE begins considering alignment approvals*

BESE and Board of Regents receive **Transition Report** (June)

Updated **Transition Guide and 2017-2018 Support Calendar** released (TBD)

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# Regional Educator Workforce Report

The Regional Educator Workforce Report provides teacher preparation programs and district leaders with a field of data **to assess regional workforce needs** and **to inform the development of partnerships** that meet these needs.

Report Section	Description
Teacher Workforce	Provides information relative to certification status, years of experience, and departure trends
Recruiting and Hiring	Provides information relative to recruiting and hiring trends within the region
Evaluating Results	Provides the transitional student growth data results of teachers employed in 2015-2016
Compensation	Provides an overview of teacher compensation
Appendix 1	List of preparation programs that send completers to region and to district, with certification area counts

# Teacher Workforce

## REGION NAME 2015-2016 EDUCATOR WORKFORCE REPORT

Region Profile: ### Schools • ##### Teachers • ##### Students (% Special Education • % Economically Disadvantaged)

### TEACHER WORKFORCE

These data provide information relative to teacher certification status, years of public school experience of teachers, and teacher departure trends.

TEACHER CERTIFICATION			TEACHER CERTIFICATION BY SCHOOL DEMOGRAPHICS		
GEOGRAPHIC AREA	CERTIFIED	UNCERTIFIED	SCHOOL DEMOGRAPHICS	TEACHER CERTIFICATION STATUS	
				CERTIFIED	UNCERTIFIED
			Schools with a high % of economically disadvantaged students (EDS)	%	%
			Schools with a low % of EDS	%	%
			Schools with a high % of minority students	%	%
			Schools with a low % of minority students	%	%
State	%	%	Schools with a high % of students with disabilities	%	%
REGION	%	%	Schools with a low % of students with disabilities	%	%

CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS BY SCHOOL DEMOGRAPHICS			CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS, BY SUBJECT			
SCHOOL DEMOGRAPHICS	CLASSES TAUGHT BY OUT-OF-FIELD TEACHERS	CLASSES TAUGHT BY UNCERTIFIED TEACHERS	CLASSES	GEOGRAPHIC AREA	CLASSES TAUGHT BY OUT-OF-FIELD TEACHERS	CLASSES TAUGHT BY UNCERTIFIED TEACHERS
Schools with a high % of EDS	%	%	Elementary	State	%	%
				REGION	%	%
Schools with a low % of EDS	%	%	English	State	%	%
				REGION	%	%
Schools with a high % of minority students	%	%	Math	State	%	%
				REGION	%	%
Schools with a low % of minority students	%	%	Science	State	%	%
				REGION	%	%
Schools with a high % of students with disabilities	%	%	Social Studies	State	%	%
				REGION	%	%
Schools with a low % of students with disabilities	%	%	Special Education	State	%	%
				REGION	%	%

NUMBER OF DEPARTING TEACHERS (2012-2015)						
GEOGRAPHIC AREA	2012-2013		2013-2014		2015-2016	
State	#	%	#	%	#	%
REGION	#	%	#	%	#	%

AVERAGE NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2012-2015)				
YEARS OF EXPERIENCE	STATE		REGION	
1 year or less	#	%	#	%
2-5 years	#	%	#	%
6-10 years	#	%	#	%
11-15 years	#	%	#	%
16-20 years	#	%	#	%
21+ years	#	%	#	%

This section provides an overview of Louisiana's teacher workforce, including certification status, years of experience, and departure trends.

**Tables 3 and 4 (classes taught by out-of-field or uncertified teachers)** provide an overview of regional and state workforce needs by school demographics and by subject.

**Table 5** provides an overview of departure trends and hiring needs.

# Teacher Workforce

- What trends do we see in terms of the classes taught by out-of-field or uncertified teachers by subject? What does this indicate regarding regional workforce needs?
- What trends do we see in terms of equitable access to educators within the region?
- In what ways do our current partnerships contribute to equitable access to educators? What additional information is needed to fully assess this (e.g. number of student teachers placed/hired by school type)?
- What trends do we see in terms of teachers exiting the profession? How might preparation programs and districts work together to address the observed trends?



# Recruiting and Hiring

## NEWLY HIRED TEACHERS FROM TEACHER PREPARATION PROGRAMS\* (STATE)

HIGHEST SENDING PREPARATION PROGRAMS	TEACHERS HIRED 2013-2015		MOST FREQUENT CERTIFICATION AREAS
Louisiana State University (Traditional Program)	#	%	Elementary, Secondary Social Studies
Louisiana Tech University (Traditional Program)	#	%	Elementary, Secondary English
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math

\*Includes teachers who graduated from a teacher preparation program in 2011-2012, 2012-2013, and 2013-2014

## NEWLY HIRED TEACHERS FROM TEACHER PREPARATION PROGRAMS\* (REGION)

HIGHEST SENDING PREPARATION PROGRAMS	TEACHERS HIRED 2013-2015		MOST FREQUENT CERTIFICATION AREAS
Louisiana State University (Traditional Program)	#	%	Elementary, Secondary Social Studies
Louisiana Tech University (Traditional Program)	#	%	Elementary, Secondary English
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math
University of Louisiana at Lafayette (Alternate Program)	#	%	Elementary, Secondary Math

\*Includes teachers who graduated from a teacher preparation program in 2011-2012, 2012-2013, and 2013-2014

## TEACHERS PREPARED THROUGH BELIEVE AND PREPARE (2014-2015)

PREPARATION PROGRAM	TEACHERS PREPARED IN 2014-2015	MOST FREQUENT CERTIFICATION AREAS
University of Louisiana at Monroe	#	Elementary Education, Middle School English
Northwestern State University	#	Secondary Social Studies, Special Education
University of New Orleans	#	Mild Moderate Special Education

This section provides information relative to **recruiting and hiring trends within the region.**

# Recruiting and Hiring

- What trends do we see in terms of the most frequent certification areas of newly hired teachers?
- How does this compare to the regional workforce needs by subject area observed in the previous section?
- What strategies are you using in your district to recruit?

# Evaluating Results

Distribution of value-added model (VAM)/transitional student growth (TSGD) results for 2014-2015 for all teachers:

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
9%	40%	31%	20%

2014-2015 TSGD TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS (REGION)					
CERTIFICATION STATUS, SUBJECT AREA, AND SCHOOL DEMOGRAPHICS	# OF TEACHERS WITH TSGD	2014-2015 TRANSITIONAL STUDENT GROWTH DATA RESULTS (TSGD)			
		INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
<b>CERTIFICATION STATUS</b>					
Certified	<<FF>>	<<FG>>	<<FH>>	<<FI>>	<<FJ>>
Uncertified	<<FK>>	<<FL>>	<<FM>>	<<FN>>	<<FO>>
<b>SUBJECT AREAS</b>					
Algebra	<<FP>>	<<FQ>>	<<FR>>	<<FS>>	<<FT>>
English	<<FU>>	<<FV>>	<<FW>>	<<FX>>	<<FY>>
Geometry	<<FZ>>	<<GA>>	<<GB>>	<<GC>>	<<GD>>
Math	<<GE>>	<<GF>>	<<GG>>	<<GH>>	<<GI>>
Science	<<GJ>>	<<GK>>	<<GL>>	<<GM>>	<<GN>>
Social Studies	<<GO>>	<<GP>>	<<GQ>>	<<GR>>	<<GS>>
<b>SCHOOL DEMOGRAPHICS</b>					
Schools with a high % of EDS	<<GT>>	<<GU>>	<<GV>>	<<GW>>	<<GX>>
Schools with a low % of EDS	<<GY>>	<<GZ>>	<<HA>>	<<HB>>	<<HC>>
Schools with a high % of minority students	<<HD>>	<<HE>>	<<HF>>	<<HG>>	<<HH>>
Schools with a low % of minority students	<<HI>>	<<HJ>>	<<HK>>	<<HL>>	<<HM>>
Schools with a high % of students with disabilities	<<HN>>	<<HO>>	<<HP>>	<<HQ>>	<<HR>>
Schools with a low % of students with disabilities	<<HS>>	<<HT>>	<<HU>>	<<HV>>	<<HW>>

This section provides the transitional student growth data results of teachers employed in 2015-2016 for the state and for the region.

The data in this section can be used to determine teacher results by subject area and by school demographics.

# Evaluating Results

- What trends do we see in terms of the proportion of teachers with effective or highly effective results by subject area? By school demographics?
- How could districts and teacher preparation programs co-design a preparation experience that ensures teachers are ready for the district's instructional expectations?

# Reflection

## Reflection

- What aspects of the Regional Educator Workforce Report were most surprising?
- What regional trends and workforce needs came through most clearly?
- Who could use the data in this report? How?

## Upcoming Releases

- Additional data regarding the instructional results and employment trends of teacher preparation program completers will be available this winter.
- 2016 Regional Reports will be available in late winter 2017.
- Email [BelieveAndPrepare@la.gov](mailto:BelieveAndPrepare@la.gov) with questions or feedback.

# Next Steps

## *After today's meeting*

- ✓ Identify district leaders for governance teams to help design a program to meet your district's workforce needs.
- ✓ Attend "Believe and Prepare: A School Leader's Perspective" this afternoon with your district's school leaders.