

Louisiana Believes

Educator Preparation: Mentoring in Post-Baccalaureate Preparation

January/February 2019

Agenda

- Session objectives (3 minutes)
- Background on post-baccalaureate preparation (5 minutes)
- Innovative approaches to post-baccalaureate preparation (7 minutes)
- Discussion (25 minutes)
- Close and next steps (10 minutes)

Objectives

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- Learn about efforts in rural communities to pilot innovative, cost-neutral models of post-baccalaureate or “alternate” certification preparation
- Identify strategies for providing significantly more time to practice with an expert mentor to strengthen post-baccalaureate candidates’ preparation

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



As a result of this vision, Louisiana has a relentless focus on these five areas:



**Unified Early
Childhood Systems**



Academic Alignment



**Teacher and
Leader Preparation**



**Pathways to
College or a Career**

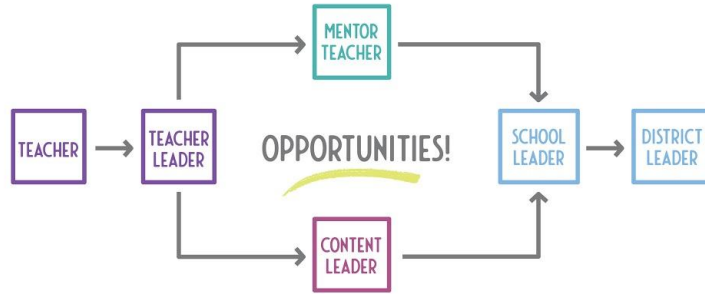


Struggling Schools

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 • 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	1,991	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.

The background features a watercolor-style wash of light blue and white. The blue washes are irregular and layered, creating a soft, textured effect. The white areas are interspersed, giving the overall appearance of a light, airy, and artistic background.

Background

The Need for Mentoring in Post-Baccalaureate Preparation Programs

Roughly half of all teachers in Louisiana are prepared through post-baccalaureate or “alternate” certification training programs that require fewer pre-service practice experiences as compared to undergraduate residents.

Research shows that structured support from and practice with a strong mentor teacher has a significant impact on teacher success and student growth.¹ Therefore, **the LDE has supported a pilot community of rural school systems that are implementing innovative, cost-neutral approaches to alternate preparation**, which include:

- mentoring by expert teachers at each school site
- increased time for practice throughout the school year

These pilots offer insight into how Louisiana can strengthen alternate certification candidates’ preparation through dedicated time to practice with an expert mentor teacher throughout the school year.

¹Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. Review of Educational Research, 81(2), 201–233. Retrieved from https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs

Improving Preparation for Post-Baccalaureate Candidates

In Louisiana, there are [two pathways to teaching](#), undergraduate and post-baccalaureate.

Undergraduate teacher preparation providers have made significant progress in shifting to yearlong residencies with ample time for practice with a mentor teacher.

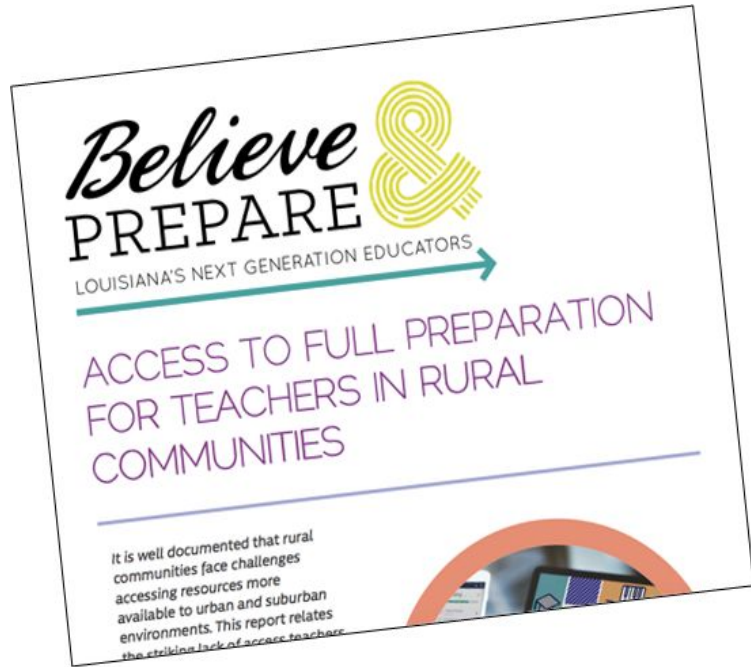
For the **post-baccalaureate or “alternate” certification route**, current policy requires these candidates to have a school-based mentor; however, **mentoring practices for alternate certification teachers vary statewide**.¹ In many cases, candidates do not have dedicated time to practice with their mentors. This results in first-year teachers who have had minimal practice and are, therefore, more likely to struggle in their first year. This is detrimental to student learning and teacher retention.

- Nearly 20 percent of teachers prepared through alternate certification routes leave the profession after only two years, compared to 12 percent of teachers prepared through undergraduate routes.²

¹Louisiana Bulletin 996 - [Louisiana Standards for State Certification of School Personnel](#)

²As reported by school systems in EOY Profile for Educational Personnel (PEP) data in December 2017, 2016, and 2015

Believe and Prepare: Focusing on Rural Communities



In September 2017, the Department studied and reported on the issue of post-baccalaureate or “alternate” certification preparation in [Access to Full Preparation in Rural Communities](#), a report highlighting these unique challenges of preparing teachers to teach in rural communities.

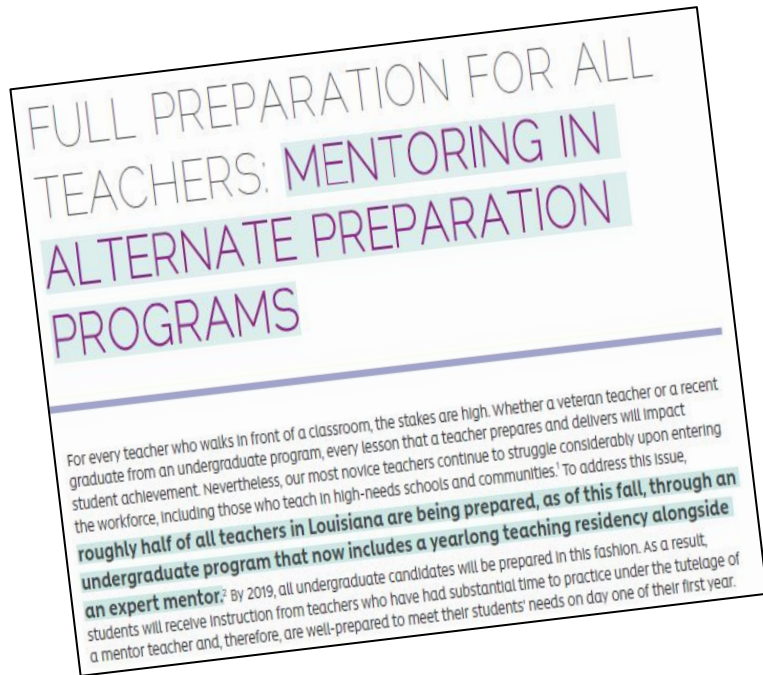
Additional time for mentoring was one area of further exploration noted in the report.

In response to this report, the Department released a [request for applications](#) in October 2017, seeking school systems committed to piloting innovative approaches to post-baccalaureate preparation. The Department received 24 applications for this grant opportunity.



Innovative Approaches to Post-Baccalaureate Preparation

Innovative Approaches to Improving the Alternate Model



Research shows that **structured support from and practice with a strong mentor teacher has a significant impact on teacher success and student growth.** Given that most alternate candidates enter their first year in the classroom with minimal practice, mentoring is essential.

In order to meet this need, **eight rural school systems are partnering with teacher preparation programs to implement innovative approaches to post-baccalaureate preparation** which include significantly more time to practice with a mentor teacher.

In December 2018, the Department released [Full Preparation for All Teachers: Mentoring in Alternate Preparation Programs](#), a report highlighting important lessons learned from these pilots thus far that offer insight into how Louisiana can strengthen alternate certification candidates' experiences.

Innovative Approaches to Improving the Alternate Model

Current preparation provider partners helping to inform the implementation phase of these pilots include the University of Louisiana at Monroe (ULM), TNTP, Louisiana State University (LSU) Cain Center, and Northwestern State University (NSU).

On average, the pilots offer candidates **structured practice and mentoring for one period per day, every day, during the entire school year** and provide time for co-teaching, collaborative planning, and observation and feedback sessions.

The pilots increase the amount of mentoring that these teachers typically receive by 350 percent, making the preparation experience substantially more supportive than what current policy requires.

School Systems: Bogalusa, Cameron, Grant, JS Clark Leadership Academy, Morehouse, Pointe Coupee, Richland, West Carroll

Number of Candidates: 38

Number of Schools: 16

Average Funds Received for Implementation Costs: \$30,000

Pilot Participant Perspectives

“I wish I had the mentoring experiences that my candidates get. I have seen the power of this co-teaching experience. I was not expecting my candidate to do so well so fast, but she has.”

- Mentor, Richland Parish

“I honestly don't think that there is anything more that my school system could do for me. I have an amazing coach that co-teaches with me the last two hours of the day. **Her help has been invaluable.**”

- Candidate, Richland Parish

“It is a big help and relief when my mentor shows up [... I am] glad I have the person I have for this program.”

- Candidate, City of Bogalusa

“During a recent recruitment event, we noticed an **increased level of interest in new teachers** wanting to teach in Bogalusa as a result of strengthening our mentoring program at the pilot school and throughout the school system.”

- School System Leader, City of Bogalusa

In the News

“CAMERON SCHOOL BOARD FINDS SUCCESS WITH PILOT PROGRAM”

https://www.americanpress.com/news/local/cameron-school-board-finds-success-with-pilot-program/article_c285070c-039d-11e9-bc3f-7b915ab12f93.html

Cameron School Board finds success with pilot program

Marlisa Harding Dec 19, 2018



The Cameron Parish School Board was recently featured in a special report by the Louisiana Department of Education regarding the district's participation in a new grant-based initiative to better prepare alternative certification teacher candidates.

America Press (December 19, 2018)

“THIS STATE IS REIMAGINING HOW TO MENTOR TEACHERS IN ALTERNATIVE-CERTIFICATION PROGRAMS”

Education Week's blogs > Teacher Beat

This State Is Reimagining How to Mentor Teachers in Alternative-Certification Programs

By Madeline Will on December 20, 2018 9:55 AM

Share 1



Teachers who enter the profession through alternative-certification programs quit at higher rates, **research has found**—and experts have pointed to these teachers' feelings of preparedness in the first years on the job as a potential factor.

In Louisiana, almost 20 percent of teachers who are prepared through alternative routes leave the profession after just two years, compared to the 12 percent of teachers who go to a traditional college of education. This is especially notable because half of aspiring educators in the Bayou State are prepared through alternative-certification programs. Teachers in these programs hold an undergraduate degree outside the education field and complete their training while serving as a lead teacher.

"Access to high-quality preparation is ultimately an equity issue," said Hannah Dietsch, the department's assistant superintendent for talent. "I

Education Week (December 20, 2018)

Discussion

Panel Discussion

Today's panelists are implementing pilots during the 2018-2019 school year and have participated in the design phase of the grant opportunity in 2017-2018.

Q & A

- 1) What drew you to participate in the grant opportunity? What did you hope to achieve?
- 2) Of the core activities being implemented in your pilots (co-planning, cycles of feedback and observation, and co-teaching), which ones are your schools prioritizing and why? As you think about scaling next year, what will you prioritize?
- 3) What are the most important things that school system and school leaders can do to facilitate changes needed for the model to take root?
- 4) How much practice, and what kinds of practice (e.g., collaborative planning) do you believe candidates should receive at a minimum with their mentors?
- 5) What other practices or opportunities should policy require school systems implementing alternate models to participate in?
- 6) What tools or supports are most important for school systems to have when implementing these alternate models for the first time?

Next Steps

Implications for Post-Baccalaureate Preparation

In January, the Department released a [toolkit](#) describing strategies that school systems have used to provide increased support for alternate certification candidates, including shifts in scheduling and staffing plans.

Take 5 minutes to review the toolkit with a partner and consider the following questions.

- 1) How much practice, and what kinds of practice (e.g., collaborative planning) do you believe candidate should receive at a minimum with their mentors?
- 2) What other practices or opportunities should policy require school systems implementing alternate models to participate in?
- 3) What tools or supports are most important for school systems to have when implementing these alternate models for the first time?

Next Steps

These pilots provide promising models for how school systems can make structural changes to provide significantly more time to practice with an expert mentor to strengthen alternate certification candidates' preparation. ***The Department will continue to examine the impact of each pilot, including the impact of increased mentoring.***

This winter, the Department will develop a draft policy framework aimed at expanding these practices statewide, and will begin a discussion phase. After the discussion phase and if appropriate, the Department will ask BESE to consider updated policies in summer 2019.

Questions

Please contact Ariel.Murphy@la.gov for questions.

Thank you for your time.