

# Louisiana Believes

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## Developing Structured Plans to Mentor Alternate Certification Candidates

February 2020

# Objectives

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- Learn about mentoring requirements for alternate certification candidates that will go into effect beginning in the 2020-2021 academic year
- Learn the key components that need to be in place to develop a strong plan for mentoring alternate certification candidates

# Agenda

- Mentoring for alternate certification candidates: background and policy shifts (10 min.)
- Case study: how to develop a strong plan to mentor alternate certification candidates (45 min.)
- Questions and next steps (10 min.)

*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**

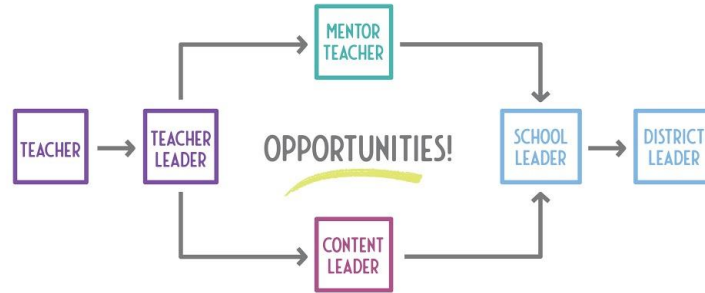


**Struggling Schools**

# 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	Out-of-field*	Teacher Certification Status			
		Out-of-field*	Certified	Uncertified	%
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.

The background is a watercolor-style wash of light blue and white. The colors are blended together, creating a soft, ethereal effect. The white areas are more prominent in the center, while the blue washes are more concentrated towards the edges and corners. The overall texture is soft and painterly.

Background

# Policy Shift: Mentoring Requirements for Post-baccalaureate Candidates

Roughly half of all teachers in Louisiana are prepared through post-baccalaureate or “alternate” certification training programs that require significantly less mentoring as compared to undergraduate programs.

In many cases, candidates do not have dedicated time to practice with their mentors. 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.<sup>1</sup>

Research shows that structured support from and practice with a strong mentor teacher has a significant impact on teacher success and can reduce or eliminate the “first-year teacher effect”.<sup>2</sup>

In the 2018-2019 academic year, the LDE supported a pilot community of rural school systems that implemented innovative, cost-neutral approaches to supporting alternate certification candidates. **These pilots included structured practice and mentoring for one period per day, every day, during the entire school year.**

<sup>1</sup>INSERT GOLDHABER CITE

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

# Policy Shift: Mentoring Requirements for Alternate Certification Candidates

Based on this research and on the mentoring pilot programs, BESE approved regulatory shifts in October to strengthen mentoring during the alternate candidate's residency year.

- **Remove** 80-hour pre-residency practice requirement
- **Replace** the pre-residency practice requirement with an assurance from the employing school systems 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.

This change removes outdated requirements, follows researched best practices, and allows school systems flexibility.

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



# Policy Shift: Mentoring Requirements for Alternate Certification Candidates

Initial results from the pilots showed that mentoring greatly impacted the success of new teachers as well as teacher retention, thus mitigating teacher shortages.

**“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

**“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

# Mentoring for Alternate Certification Candidates: Key Questions

## **Which alternate certification candidates must be mentored?**

- Alternate certification candidates acting as a teacher of record must be mentored during their first year of teaching (residency year).

## **Who can mentor alternate certification candidates?**

- Each candidate must be mentored by a school-based mentor teacher who holds either the *Mentor Teacher Ancillary Certificate* or the *Provisional Mentor Teacher Ancillary Certificate*
  - Teachers who hold the *Supervisor of Student Teaching Certificate* may mentor post-baccalaureate candidates until August 31, 2023
- The school-based mentor teacher may collaborate with other personnel to provide mentoring support

# Mentoring for Alternate Certification Candidates: Policy Excerpt

## **What mentoring activities must alternate certification candidates receive?**

- The mentoring must include intensive, individual supports, including:
  - co-teaching;
  - collaborative planning; and observation and feedback sessions

## **Can district- or school-based professional development activities that are already in place count towards the mentoring hours?**

- No. The mentoring must take the form of individualized supports that are tailored for each alternate certification candidate.

# Mentoring for Alternate Certification Candidates: Policy Excerpt

## **Bulletin 741 - Louisiana Handbook for School Administrators**

### §507. Mentoring Requirements for Teacher Candidates Enrolled in Alternate Teacher Preparation Programs

A. Beginning with the 2020-2021 academic year, an alternate teacher preparation program candidate participating in a residency as a teacher of record must receive mentorship from a school-based mentor teacher who may collaborate with other personnel providing mentoring support.

1. The school-based mentor teacher must be credentialed in accordance with LAC 28:CXXXI.350 (Bulletin 746).
2. The mentorship must be at least 15 percent, or 5 hours per week, of instructional time of the school.
3. The mentorship must include intensive individual supports, including: a. co-teaching; b. collaborative planning; and c. observation and feedback sessions.

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# Developing an Implementation Plan

# Mentoring for Alternate Certification Candidates: Developing an Implementation Plan

The key steps to developing a plan to mentor alternate certification candidates include:

Step 1: Determine how many alternate certification candidates will need support

Step 2: Pair candidates with mentor teachers

Step 3: Create protected time for mentors to support candidates

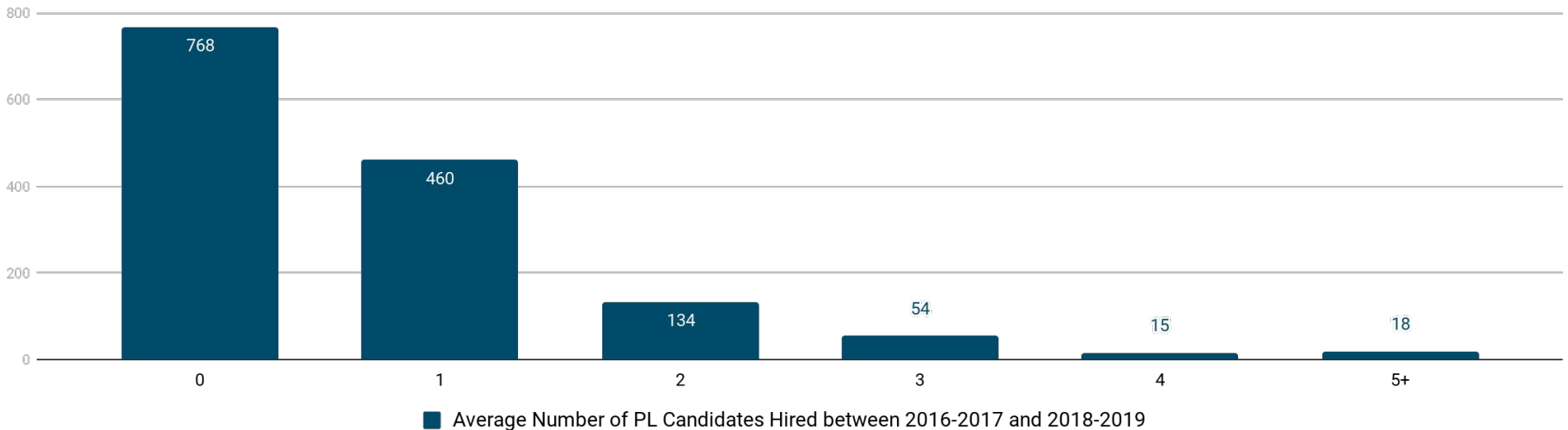
Step 4: Provide yearlong support for candidates and mentors

We will now go through a case study to demonstrate how one school system developed their implementation plan.

# Mentoring for Alternate Certification Candidates: Developing an Implementation Plan

1,228 (85%) public schools in Louisiana hired one or fewer first year practitioner's license candidates, on average, between 2016-2017, 2017-2018, and 2018-2019.

Number of Public Schools in Louisiana Hiring First Year Practitioner's License Candidates



Source: Profile of Educational Personnel (PEP) data cross referenced with teacher certification data.

# Mentoring for Alternate Certification Candidates: Developing an Implementation Plan

## Resources

- *Data package* with:
  - average number of first-year alternate certification candidates hired over the last three years (by school)
  - Please reach out to [erich.schultz@la.gov](mailto:erich.schultz@la.gov) to request this information.
- *Mentoring toolkit* to include:
  - Step-by-step guide to building an implementation plan
  - Case studies that highlight how pilots created time for mentors to mentor candidates
  - Sample role and responsibility matrix for everyone involved in mentoring
  - Sample coaching calendar
  - Sample mentoring tracking document

The mentoring toolkit will be available on LouisianaBelieves.com in February.



# Mentoring for Alternate Certification Candidates: Developing an Implementation Plan

## Individualized supports

The Department will also provide individualized support to school systems with schools that hire more than five post-baccalaureate each year. Please complete this [survey](#) by **February 28** if you would like to learn more about these supports.



## Questions and Next Steps

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## Next steps

- ✓ Request and review the number of candidates hired on a PL for each of your schools over the last three years
- ✓ Complete this [survey](#) by **February 28** if you are interested in learning about individualized supports in developing your plan
- ✓ Use the Mentoring for Post-baccalaureate Candidates toolkit to build out your plan

## Questions

Please contact [Sara.Delano@la.gov](mailto:Sara.Delano@la.gov) for questions.

Thank you for your time.