

Louisiana Believes

Workforce Talent in Super App: Building Your Teacher Pipeline

November 2018

Agenda

- Session objectives (5 minutes)
- Background on educator workforce reporting (5 minutes)
- Answering Workforce Talent questions in Super App (40 minutes)
- Close and next steps (5 minutes)

Objectives

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- Identify workforce data (in secure portal and other sources) needed to answer **Domain 3: Workforce Talent** questions in Super App
- Identify strategies to address the **Teacher Pipeline** area of focus in Super App
- Begin to draft a plan for completing the **Teacher Pipeline** area of focus in Super App





Background on Educator Workforce Reporting

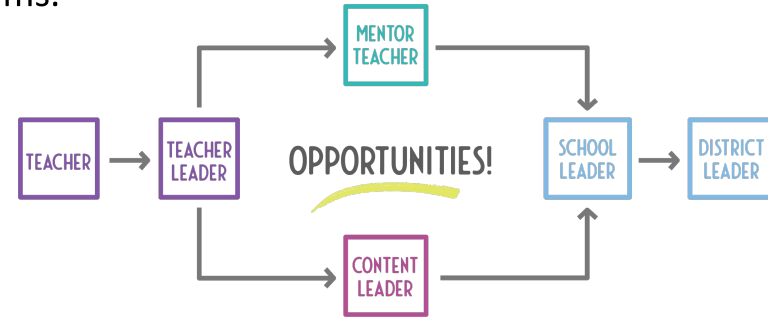
Louisiana's Commitment to Building a Strong Educator Workforce



Preparation

Full Preparation for Louisiana's Teachers: Prepare Louisiana's teachers for their first years in the classroom through competency-based preparation programs with yearlong residencies, as piloted through [Believe and Prepare](#). Facilitate strong partnerships between educator preparation providers and school systems.

Continuum of Leadership Roles: Establish [content-specific roles](#) and [training](#) for expert teachers who are equipped to support and prepare new teachers, and provide curriculum-specific professional learning.



Educator Workforce

Informed Workforce Decisions: Publish [educator workforce data](#) that informs decisions related to educator compensation, placement, recruiting and hiring practices, as well as supports for struggling schools to ensure that all students have access to excellent educators.

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

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



Workforce Talent in Super App: Teacher Pipeline

School Improvement Planning Process



CREATE A PLAN

Districts review data in the secure site, determine areas of need, and identify priorities for the coming year.

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DEVELOP AN ALIGNED BUDGET

Districts determine competitive funding requests based on identified priorities and enter them in the Super App.

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IMPLEMENT WITH SUPPORT

Districts implement approved improvement plans with support from network teams and vendor partners.

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"><li data-bbox="579 445 1690 620">● identified teacher workforce needs in advance and has an established MOU with a teacher preparation provider that matches this need<li data-bbox="579 647 1671 882">● an educator compensation plan that is designed to recruit and retain educators in<ul style="list-style-type: none"><li data-bbox="676 778 1207 822">○ high needs schools and<li data-bbox="676 838 1246 882">○ high needs content areas

Teacher Pipeline Questions in Super App

Identify Workforce Needs

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

- List the top three most significant educator workforce needs at CIR and UIR schools 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?

Placement of Residents and Mentors

Step 2: Identify placement of teacher residents and mentor teachers.

- Teacher residents (undergraduate and post-baccalaureate) are placed in schools with openings or anticipated openings.
- The LEA identifies and trains mentors to host and support residents.

Drafting your plan

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?

Establishing an MOU

Step 3: Establish a formal teacher preparation partnerships to meet the workforce needs.

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

Drafting your plan

1. What are our most critical short-term workforce needs?
2. What are our most critical long-term workforce needs?
3. Do we have a formal partnership with a teacher preparation provider?
 - a. Does our current MOU strategically address our current workforce needs?
 - b. Does our current MOU include address identification of mentors?

[Sample MOU](#)

Building a Strong Partnership

Strong partnerships between school systems and preparation provider partners ensure that new teachers are prepared to be effective in the classroom on day one.

Strong partnerships include:

- **Strategic placements** to address school system's workforce needs
- Collaborative efforts to provide **aligned, high-quality feedback**
- **Sharing of data** for mutual, continuous improvement
- Regular, ongoing **communication structures**

Compensation Questions in Super App

Educator Compensation Plan

Step 1: Educator compensation plan is designed to recruit and retain educators in high needs schools and high needs content areas.

- Will the school system offer additional compensation for teaching in high-need subject areas?
- Will the school system offer additional compensation for teaching in schools with staffing needs?

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

1. How do my incentives to attract and retain high-performing teachers compare?
2. How do my incentives to attract and retain teachers in high-demand positions compare?

Next Steps

Questions



Please contact Danielle.Mitchell@la.gov,
Jennifer.Tuttleton@la.gov, and Ariel.Murphy@la.gov
for questions.

Thank you for your time.