

Louisiana Believes

Webinar: Application Support for Believe and Prepare Grants

The presentation will begin shortly. In order to reduce background noise, please mute yourself by pressing *6 or the mute button on your phone.

Objectives of Webinar

- Understand the purpose of the Believe and Prepare grants
- Review the application and evaluation criteria listed in the RFA
- Ask questions in order to submit a competitive application

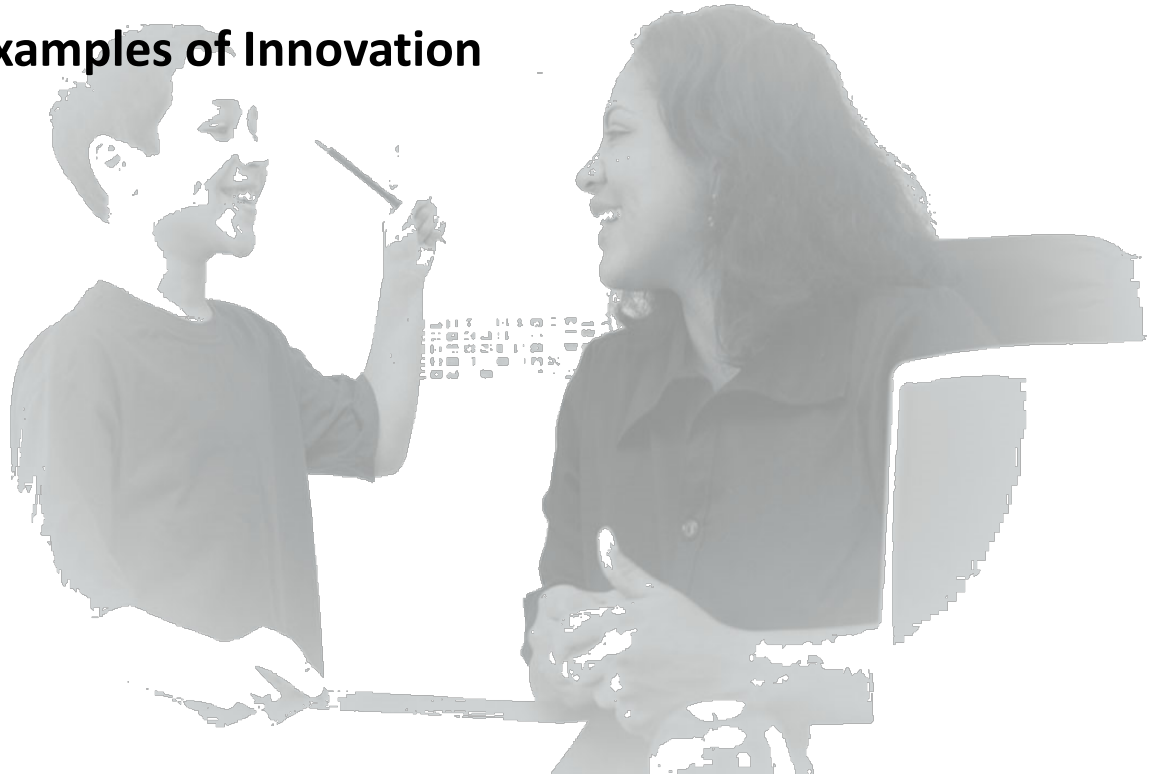
Agenda

Purpose of Believe and Prepare Grants

Application Criteria and Examples of Innovation

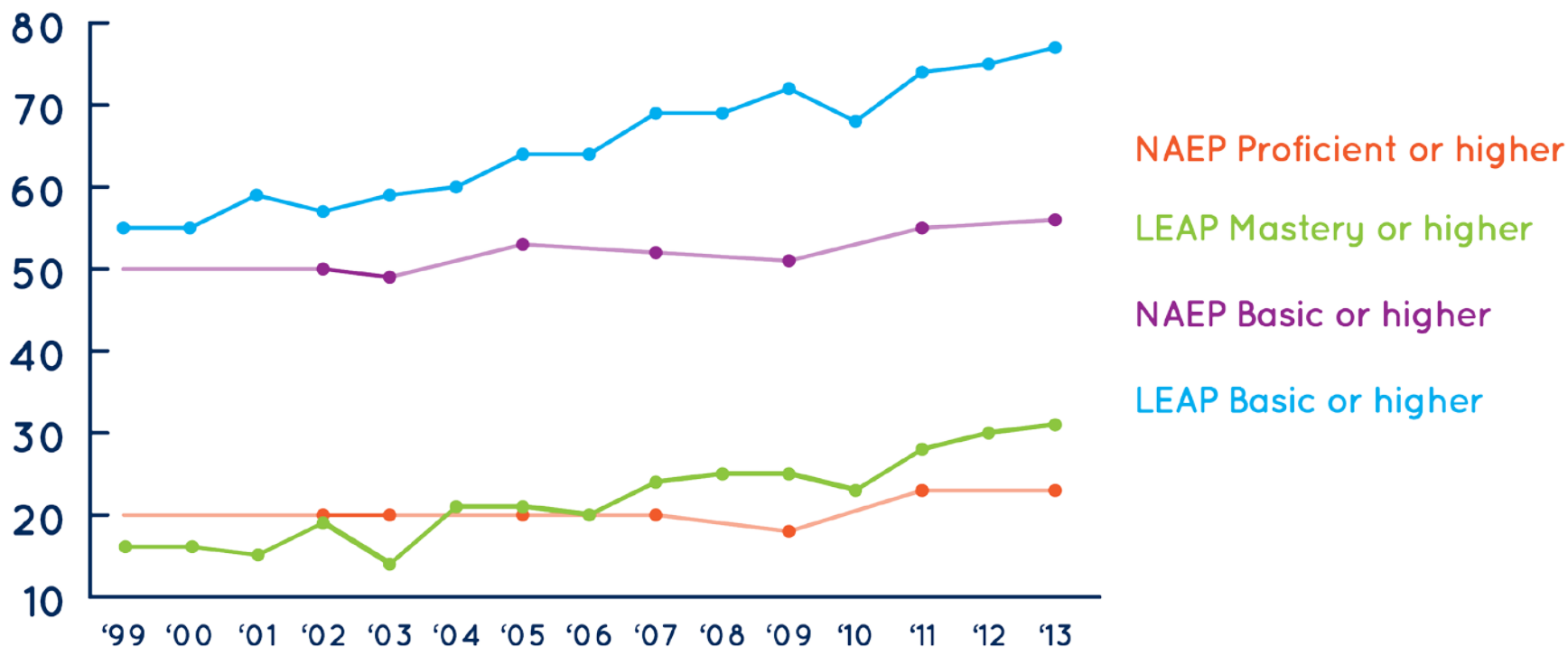
Evaluation Criteria

Timeline and Next Steps



Remarkable Progress, Renewed Focus

Louisiana's students have improved steadily on the LEAP, proving that students will meet raised expectations. At the same time, performance on national assessments shows that it is time to raise expectations again so that Louisiana's students can compete nationally with their peers.



How will Louisiana prepare educators for today's classrooms and schools?

As in other complex and high-stakes professions, like medicine and architecture, teaching and leading require knowledge and skills that are best learned through **mentoring and practice**.

Believe and Prepare is intended to support programs that:

- Take place **in classrooms and schools**.
- Transfer the knowledge and skills current educators **learn on the job** to new educators who are preparing to teach and lead.
- **Draw on Louisiana's top educators** who play a substantial role in preparing aspiring teachers and leaders for classrooms and schools.

To accomplish this, recipients will receive up to \$150,000 and the chance to participate in a Guiding Coalition that will inform shifts in educator policies.

Innovation in Educator Preparation Programs

[A Revolution Begins in Teacher Prep](#) (Stanford Review, Winter 2013)

- “The solution...is not incremental improvement. The new version springs...from strong K-12 classrooms. In its clinical focus, it looks more like med school than ed school.”
- “For a new teacher, daily life can be a matter of countless routines and complex interactions—and mastering those realities can spell the difference between a year of productive learning and one of grinding chaos.”

[There's a Cheaper, More Effective Way to Train Teachers](#) (Atlantic Monthly, January 2014)

- “Teacher apprenticeship can take many different forms, but at its core it means pairing a beginner teacher with an experienced ‘master teacher’ who can both demonstrate effective teaching techniques and then help the beginner adopt these techniques, reflect on them, and eventually forge his or her own unique style.”
- “Virtually all beginner teachers...agree that what they need...are tangible techniques and granular-level coaching.”

Working together to decide what is most important for future educators.

Pilot

- LDOE funds and supports the design and implementation of up to five educator preparation programs **based in schools and classrooms.**



Learn

- Learn from Believe & Prepare pilot participants about **successful educator preparation approaches and practices.**



Apply

- LDOE and BOR use Believe & Prepare practices to inform **policy changes.**
- Districts, schools, and preparation programs use pilot practices to inform **program design.**

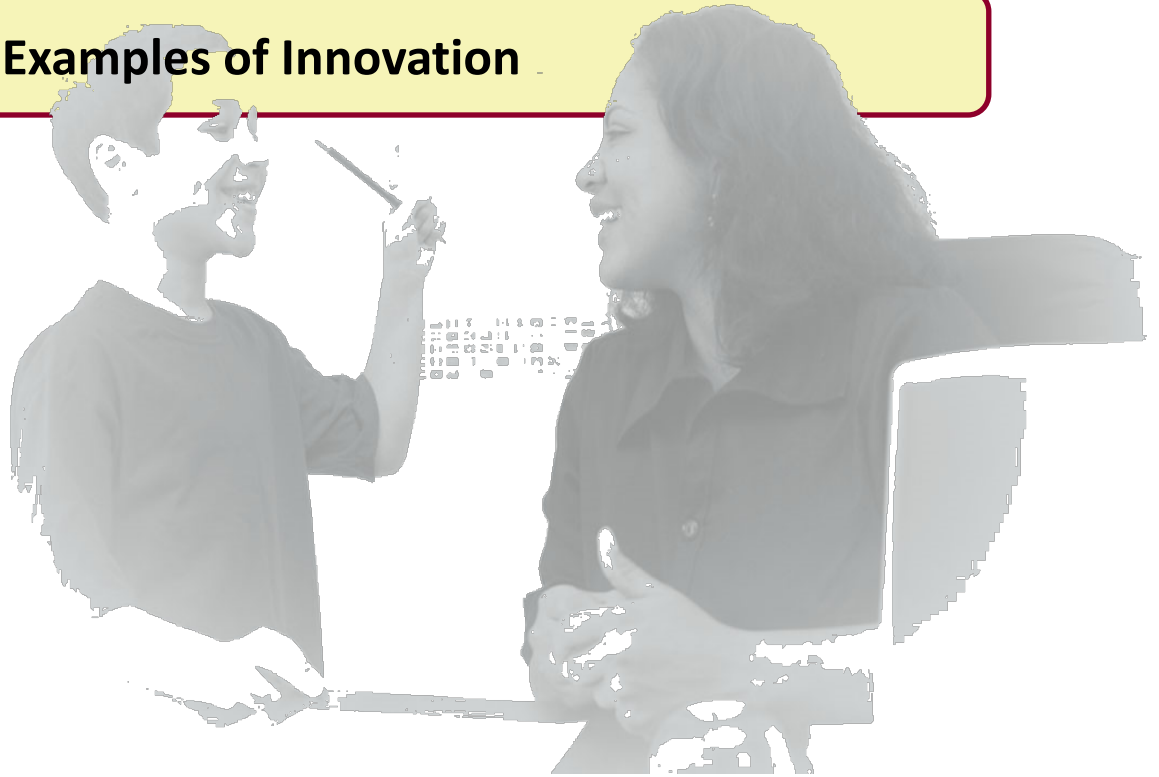
AGENDA

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Application Criteria

- primarily use school and classroom-based clinical experiences to build the knowledge and skills that educators need to be successful as teachers or leaders;
- use high-quality, rigorous tools for feedback and development in the program;
- prepare new teachers/leaders to successfully address college and career ready standards; and
- have a feasible plan to sustain the program after pilot funding ends.

Possible Program Approaches

Innovative design

Applicants design their own teacher or leader preparation program, starting with identifying a set of specific skills that a teacher or leader needs to be effective. Applicants may consider a residency, practitioner teacher program, or other model where educators spend the vast majority of their time in schools and classrooms practicing these skills.

Convert theory coursework into practice-based coursework

Schools and existing preparation programs collaborate to redesign existing coursework so that the majority of instruction occurs in schools and classrooms. Course hours may be spent observing master teachers and reflecting on the observations with their instructors, but the majority of hours should be spent practicing related techniques in a co-teaching setting. Teachers or leaders serve as the instructors and are trained on how to develop and evaluate novice candidates.

A year-long apprenticeship

Schools and preparation programs collaborate to combine existing coursework and student teaching into year-long, credit-bearing apprenticeships. Apprenticeships include any appropriate combination of co-teaching, co-leading, and independent teaching/leading while integrating required coursework into the apprenticeship experience. Teachers or leaders serving as the instructors are trained on how to develop and evaluate novice candidates.

SLU/ St. Charles Partnership

- St. Charles Parish Schools and Southeastern Louisiana University collaboratively developed a two-semester, senior-level teaching experience for teacher candidates.
- Candidates are assigned to a school with a teacher mentor, aligned with their areas of certification.
- In addition, teacher candidates have the support of university faculty.
- Currently, teacher candidates apply for a scholarship to be considered for the professional learning opportunity.

Application
Criteria
Connection

Capital Teacher Residency

Capital Teacher Residents begin working at DC charter schools on day one

- CTR partners with [KIPP DC](#) or [E.L Haynes](#), two high-performing D.C. public charter schools, to train its residents
- Residents start teaching from day one through a gradual release model, supported by a consistent mentor teacher
- School leaders serve as coaches, conducting formal observations and evaluations of Residents' instruction

Application
Criteria
Connection

Chicago Teacher Residency

Chicago Teacher Residents complete summer courses before working in classrooms 4 days/week

- In the summer before residency, residents complete half of their university courses needed for a certification and Master's degree
- School year residency: each week include 1 day of classes and 4 days teaching alongside a mentor teacher, gradually taking on more responsibility
 - Each mentor teacher coaches 1-2 residents
 - Mentor resident coaches are veteran teachers that mentor 10-20 residents, helping to link university coursework with practice

**Application
Criteria
Connection**

Montclair State University (NJ)

MSU trains K-12 teachers to be its clinical faculty, helping to integrate coursework with the student teaching experience

- Faculty must successfully complete training on critical thinking, coaching, and cultural responsiveness
- Student teachers complete a minimum of two semesters of urban field experience in one school
- To complete the program, student teachers must fulfill a 12-point declaration, showcasing the specific skills of what a teacher should know and do.

**Application
Criteria
Connection**

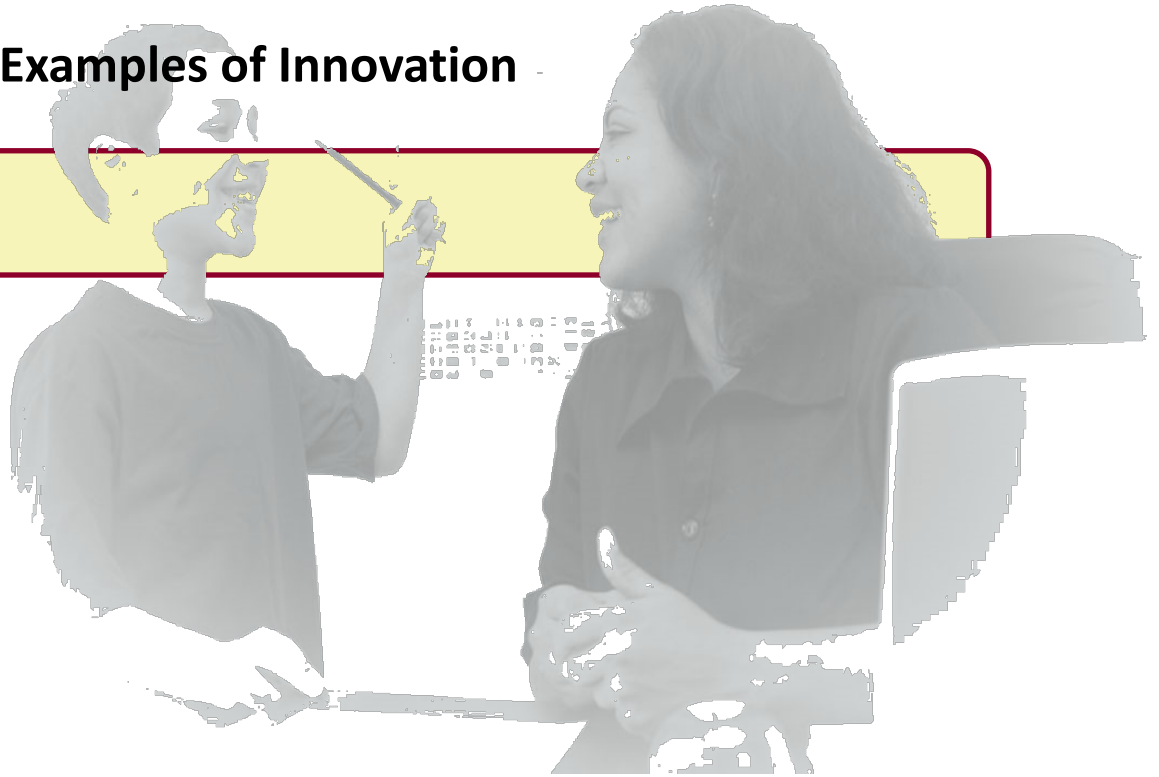
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Evaluation Criteria and Process

1 **Application Screen** (a score of 0-3 is assigned for each of the criteria below)

- Preparation is based in schools and classrooms, includes significant time for practice, and demonstrates innovation that extends beyond current preparation delivery.
- The school/district plays a primary role in preparation, such as serving as program faculty and having a significant voice in evaluating candidates' readiness for certification.
- Goals are measurable and timely and give the program information on its performance.
- Rigorous selection criteria used for participants and staff address how recruitment, selection, or training of participants and staff need to be different to accomplish program goals.
- The budget describes how pilot funds will be used effectively and provides a clear plan to sustain the work once the grant funds have ended.

2 **Interview**

- Applicants will be notified via email if they qualify for an interview
- Applicants may be asked to incorporate feedback into their design in advance of the interview

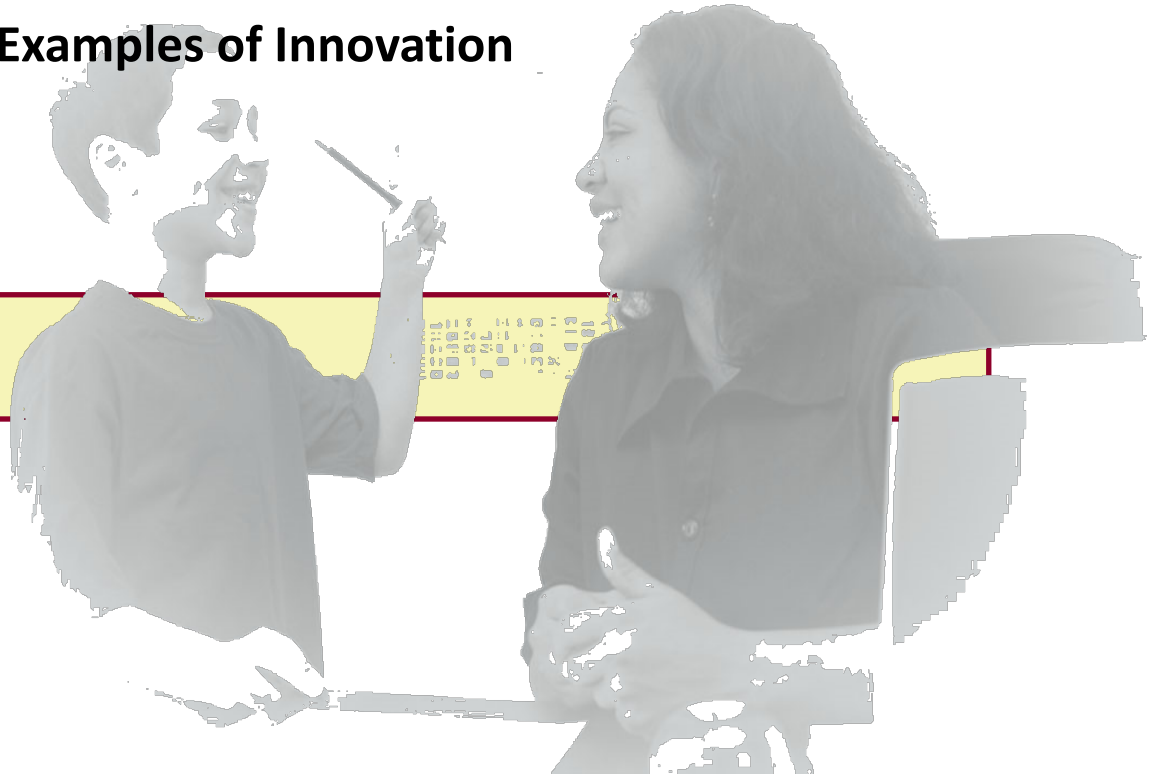
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Believe and Prepare Timeline

Event	Date
Release of Believe and Prepare.....	Tuesday, December 17
Application submission period.....	Wednesday, December 18 – Friday, February 14
Webinar #2.....	Thursday, February 6
Announcement of grant winners.....	Tuesday, March 18
Grant timeline.....	April 1, 2014 – September 30, 2015

Question & Answer

LDOE will address common questions and remaining time will be used for Open Q&A

Remaining questions? Email Julie.Stephenson@LA.gov

Next Steps

- Please take 2 minutes to complete the [webinar survey](#). I will email you the link immediately following the webinar.
- Email Julie.Stephenson@LA.gov if you have any questions or are interested in applying for a Believe and Prepare grant.
- Visit the [Believe and Prepare page](#) on the LDOE website for updates and resources.
- Applications are reviewed on a rolling basis so it is in the best interest to apply early.