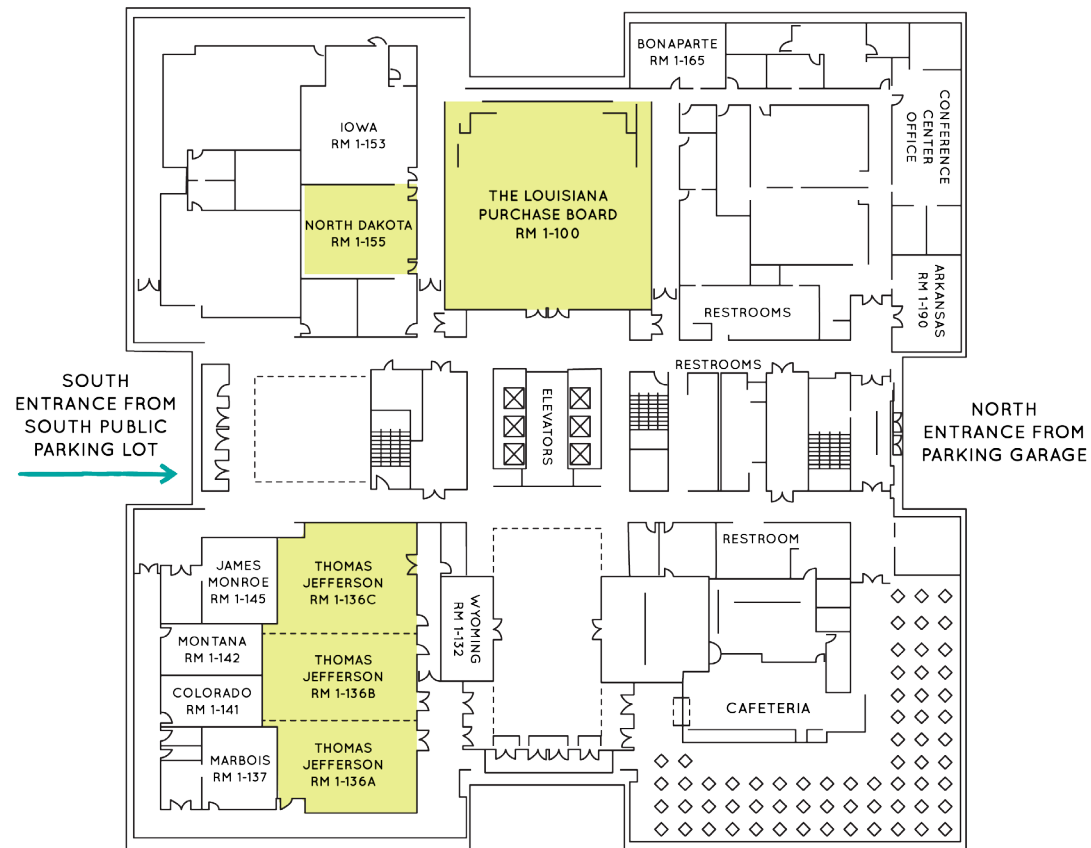
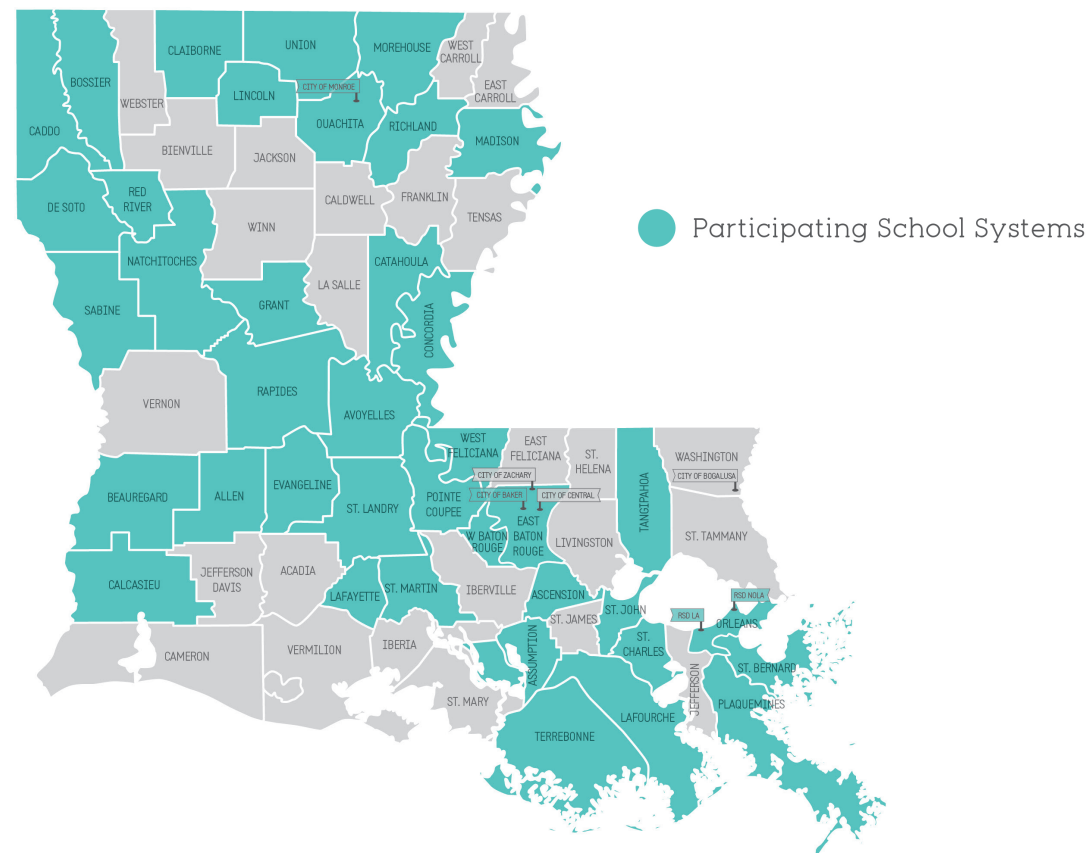


CLAIBORNE CONFERENCE CENTER MAP



BELIEVE & PREPARE MAP



Believe PREPARE

LOUISIANA'S NEXT GENERATION EDUCATORS

BELIEVE & PREPARE COMMUNITY MEETING

OCTOBER 31, 2016

Claiborne Building, Baton Rouge
9:00AM–3:00PM



AGENDA

GENERAL SESSIONS

BELIEVE AND PREPARE K-12

Examine the teacher preparation transition support plan, timeline, and funding opportunities. Explore supporting data tools and resources, including the regional workforce report.

(Room: Thomas Jefferson)

9:00–11:00

BELIEVE AND PREPARE EARLY CHILDHOOD

Programs will work with their early childhood community network partners to develop strategies for integrating Practice Performance Profile data into program design. Additionally, *Believe and Prepare: Early Childhood Cohort 1 and Cohort 2* programs will collaborate on the design of applied practice experiences within the child care setting.

(Room: North Dakota)

WORKSHOPS

11:00–12:30 **MORNING WORKSHOP** (1 OR 2)

12:30–1:30 **LUNCH ON YOUR OWN**

1:30–3:00 **AFTERNOON WORKSHOP** (1 OR 2)

WORKSHOP FACILITATORS



SARAH BEAL is the Co-Director of the Teacher Preparation National Center (U.S. PREP). U.S. PREP takes a comprehensive approach to providing on-the-ground technical assistance to six university providers in order to create classroom-ready teachers and advance learning and innovation in teacher preparation. Each U.S. PREP provider is committed to developing strong partnerships with school districts, implementing rigorous performance assessments to build students' instructional competencies, using data to inform programmatic improvement, and ensuring that their teacher educators are effective.



DR. KATHRYN (KATIE) BUTTON is the Co-Director of the Teacher Preparation National Center (U.S. PREP). Working with six universities and their partner school districts in the southern United States, U.S. PREP supports the transformation of their teacher preparation programs. She is an Associate Professor in Literacy at Texas Tech University where she recently served as the Professional Development Facilitator for Tech's 2+1 distance program in undergraduate teacher education in Dallas, Fort Worth and San Antonio.



DR. EDWARD CROWE is founding partner and CEO of Teacher Prep Inspection-US (TPI-US), and manages development and implementation of a new teacher preparation program inspection process in the United States, modeled on the British inspection system for schools and teacher prep programs. He also is Senior Adviser for the Teaching Fellows Program at the Woodrow Wilson National Fellowship Foundation and provides other consulting services on teacher quality and program evaluation through The Bench Group LLC and Teacher Preparation Analytics LLC.



As the COO for TPI-US, **KATIE MOYER** manages TPI-US's operations and processes as a 501(c)(3) and creates and manages internal performance management systems. Her depth of experience in education is rooted in her five years of classroom teaching and teacher leadership. She taught fourth and fifth grade English Language Development (ELD) at a Title I school in Glendale, Arizona, was a Mentor Teacher that coached and modeled lessons for fellow teachers, and was also her school's Language Acquisition Mentor. Katie has also previously worked at the National Council on Teacher Quality and Teach For America's summer training Institute first as a Corps Member Advisor, then as a School Director.

BELIEVE AND PREPARE COMMUNITY MEETING

WORKSHOP 1

TOPIC	DESCRIPTION	ROOM
Teacher Preparation-School District Governance Meetings	<p>A well-established teacher preparation program-school system partnership can improve teacher preparation programming while simultaneously improving K-12 education for all students and educators. Governance meetings provide a space for teacher preparation faculty members and district stakeholders to come together as a shared decision-making team. During these partnership meetings, school and teacher preparation leaders discuss data, tackle challenges together, celebrate and learn from their successes, and jointly shape future programming. When the teacher preparation program and K-12 systems are working together, these partnerships become incubators of improvement.</p> <p>Participants in this session will learn about building and developing strong district partnerships through the implementation of governance teams.</p> <p>Specific strategies include:</p> <ul style="list-style-type: none"> Using data (e.g., teacher candidate data, graduate effectiveness data, and district student achievement data) to engage in feedback about program design, implementation, and evaluation of teacher candidates Engaging in joint recruitment efforts (e.g., creating "grow your own" pipelines for high-quality new teachers) Designing measures to survey partner district leaders annually on needs, graduates, and partnership satisfaction 	Thomas Jefferson RM 1-136

FACILITATORS: US PREP National Center (Katie Button and Sarah Beal)

WORKSHOP 2

TOPIC	DESCRIPTION	ROOM
Program Performance Management in Teacher Preparation	<p>Program performance management focuses on how teacher preparation program leadership uses information to monitor and improve program quality. It includes systematic and regular attention to performance and outcomes for individual teacher candidates and for the program as a whole to continuously improve program quality. Effective performance management is based on full engagement of all members of the organization, frequent use of multiple sources of quantitative and qualitative data, assessing the quality program coursework and faculty teaching, and ensuring that all program completers teach well as a result of their training. This approach to continuous improvement is a sustained cycle of monitoring performance, acting on findings, and assessing impact of the improvement steps that result from performance monitoring.</p> <p>Participants in this session will learn strategies to strengthen program management by implementing a research-based continuous improvement cycle.</p> <p>Specific strategies include:</p> <ul style="list-style-type: none"> Establishing systems for monitoring performance Using Data to answer key questions about the program Acting on findings Assessing the impact of program improvements 	Louisiana Purchase RM 1-100

FACILITATORS: Teacher Prep Inspection-US (Ed Crowe and Katie Moyer)

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BELIEVE AND PREPARE COMMUNITY MEETING