

# Welcome!

## Zoom Directions

Edit your Zoom name to include **your region** (see below) using the location of your district.

**Example: (NE) Bobby Boudin**

*(NE) Northeast, (NW) Northwest, (CT) Central, (SE) Southeast, (SW) Southwest*



LOUISIANA DEPARTMENT OF EDUCATION



---

**Growing Our Own**  
**Louisiana Pre-Educator Pathway**  
**Statewide Check-In**  
**Friday, September 17**

---

# Team Introductions



**Nicole Bono**, [nicole.bono@la.gov](mailto:nicole.bono@la.gov)

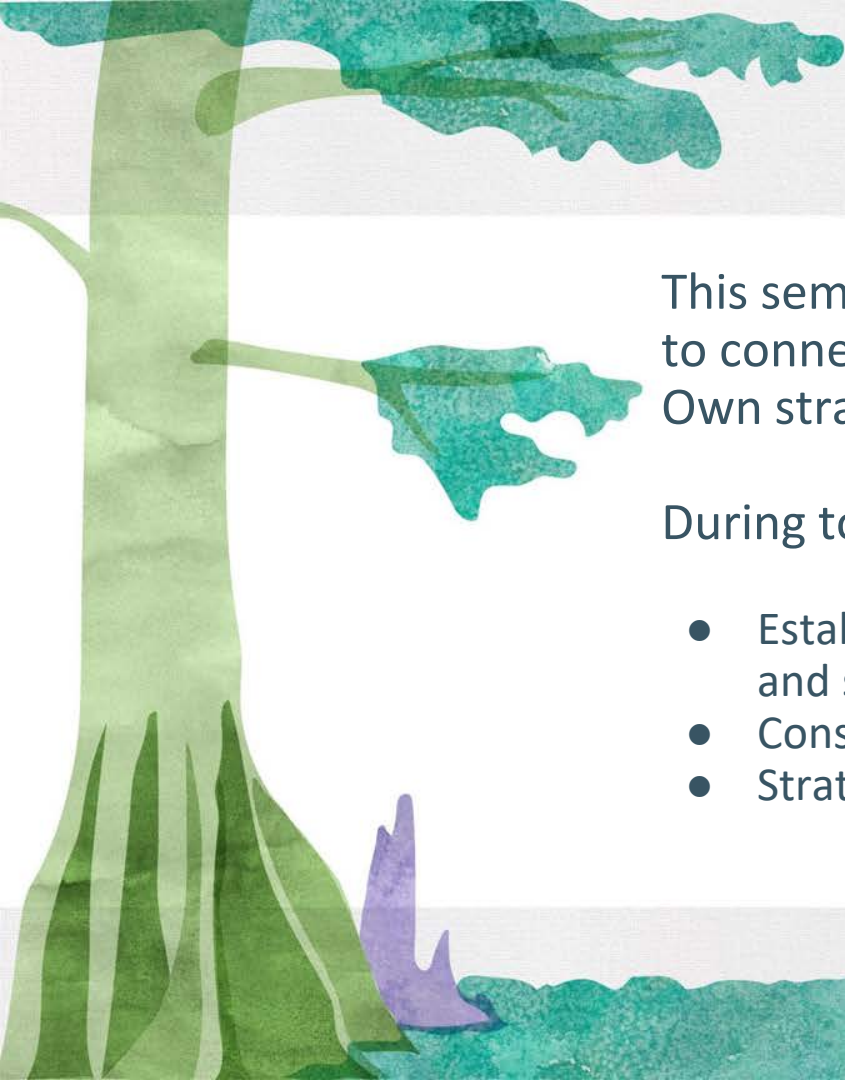
Chief of Staff/Director of Teacher Development

**Torey Hayward**, [toriano.hayward@la.gov](mailto:toriano.hayward@la.gov)

Director of Teacher Leadership

**Jessica Vallelungo**, [jessica.vallelungo@la.gov](mailto:jessica.vallelungo@la.gov)

Office of Career and College Readiness, Director of Quality Diplomas



This semester we will host two webinars for leaders to connect on their district or school's Grow Your Own strategies.

During today's call we will:

- Establish roles of key players at the system, school, and state levels.
- Consider guiding topics/questions for our work.
- Strategize in regional groups.

# Agenda

- Welcome
- Introductions
- Statewide Vision
- Pre-Educator Pathway Overview
- Areas of Focus & Best Practices
- Regional Connections
- Updates and Reminders
- Closing





**A Statewide Vision for  
Developing the Next Generation of  
Louisiana's Teachers**

# Louisiana's Goals and Priorities

## SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

## EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

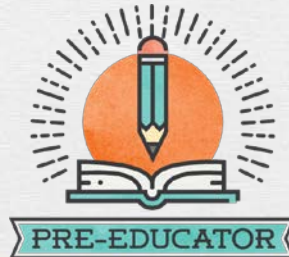
Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

# Growing Our Next Generation of Teacher Leaders

Louisiana seeks to provide a clear pathway in every school district for people who want **to serve their communities as highly-skilled educators.**

As we intentionally **recruit and cultivate a diverse and learner-ready** pipeline of aspiring educators who are passionate about serving our communities through education, Louisiana seeks to ensure all students have access to a highly-trained, highly-skilled educator.





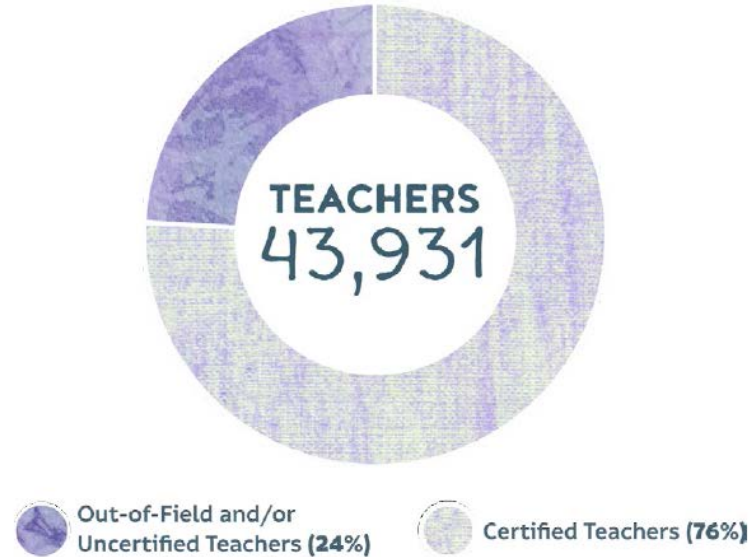
# Key Players

It is critical that key players at all levels work in unison to ensure the pipeline from **aspiring educator to certified educator** includes the necessary experiences that **prepares the next generation of teacher leaders** *while also alleviating potential barriers to the teaching profession.*

- **Aspiring Educators-** educators enrolled in teacher preparation programs
- **Teacher Leaders-** educators leading teacher preparation experience and courses with Middle and High School students
- **School System-**School/District Leaders, Counselors, CTE Coordinators, HR Directors/Coordinators
- **Teacher Preparation Programs-** Departments of Education, Admissions
- **LDOE-** Office of Teaching & Learning, Office of Career & College Readiness

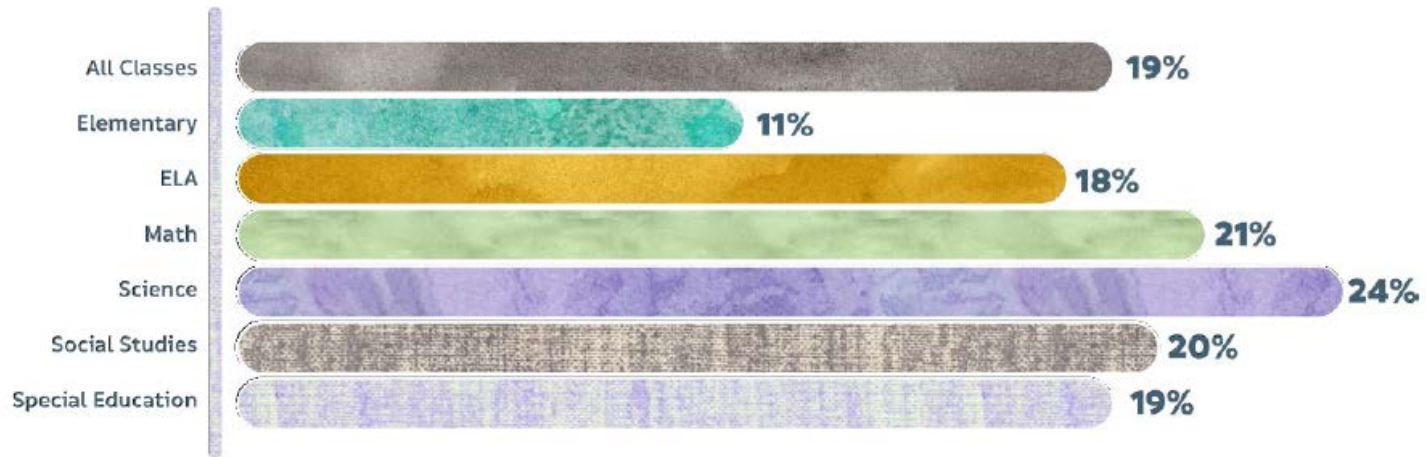
# Louisiana Workforce Data

**TEACHERS BY CERTIFICATION STATUS  
(2019-2020)**



# Louisiana Workforce Data

## PERCENTAGE OF CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS



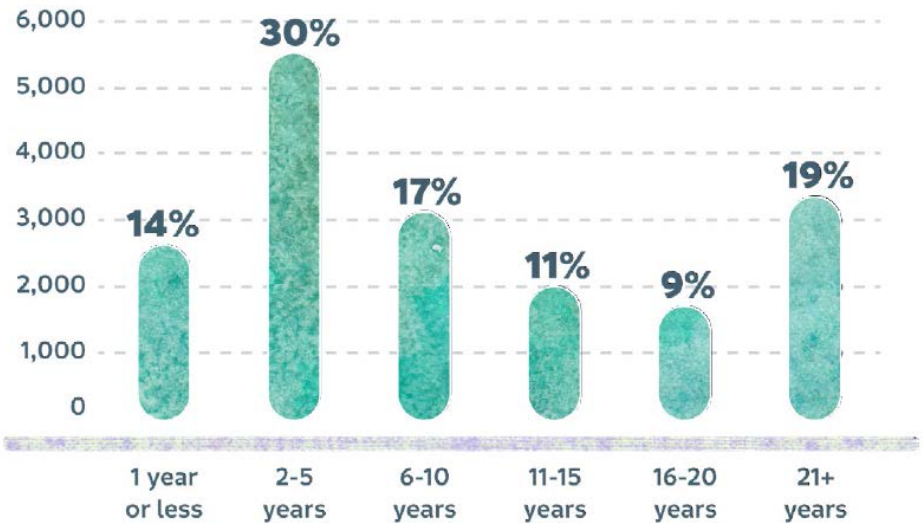
In 2019-2020, 24 percent of classes in Louisiana public schools were taught by out-of-field or uncertified teachers. Middle and Secondary Science, Math, Social Studies, and Special Education are areas of highest need for certified teachers.

# Louisiana Workforce Data

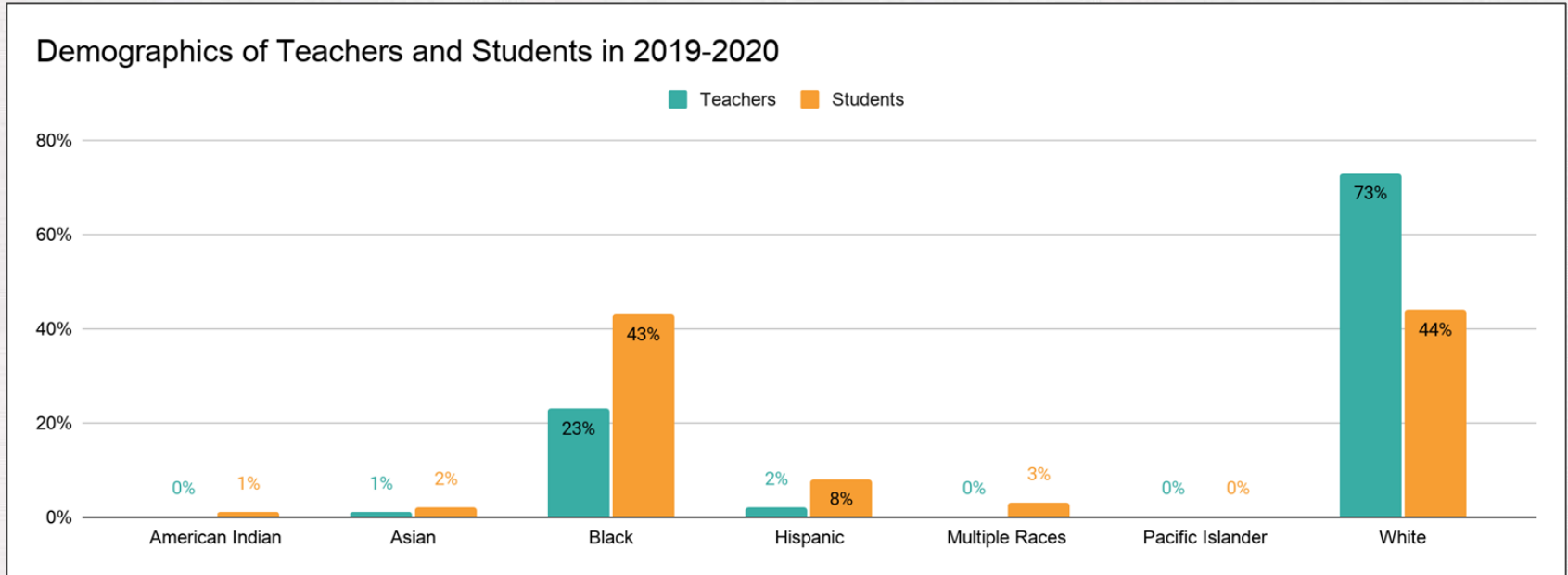
## TEACHER RETENTION

All Exiting Teachers (2018-2019)	5,782	12% of teachers
----------------------------------	-------	-----------------

## YEARS OF PUBLIC SCHOOL EXPERIENCE OF EXITING TEACHERS (2016-2019)



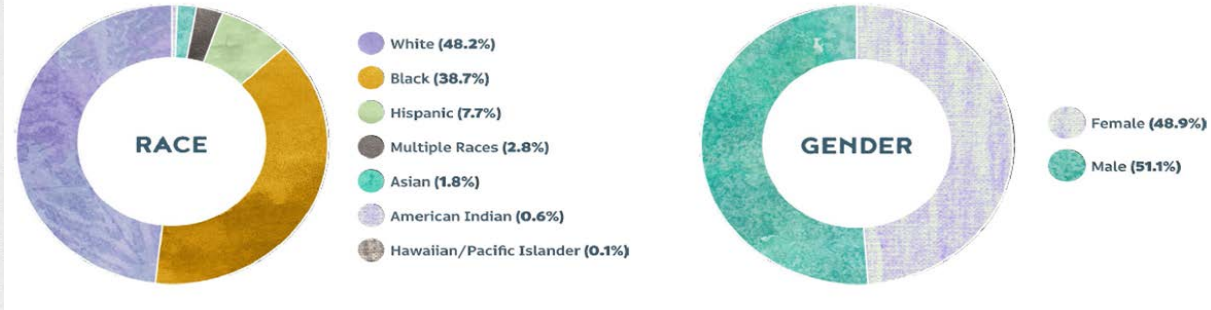
# Louisiana Workforce Data



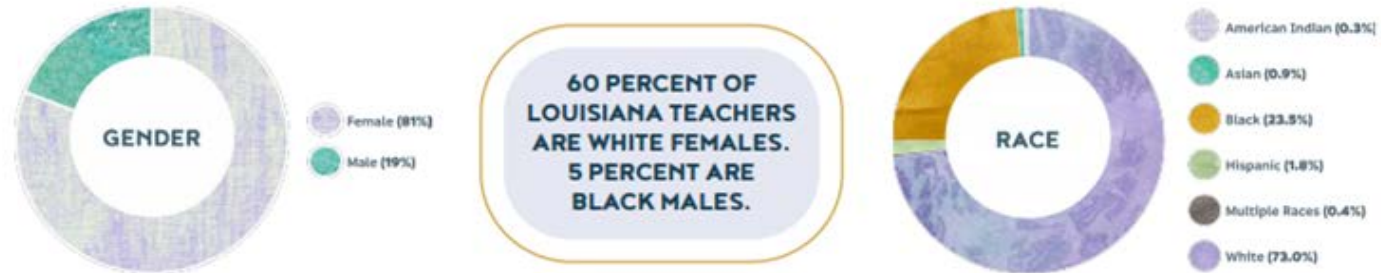
**In 2019-2020, 73 percent of the teacher workforce was predominately white and not representative of the race/ethnicity of the student population they serve.**

# Louisiana Workforce Data

## OUR STUDENTS



## OUR TEACHERS (2019-2020)



# Why a Diverse Teacher Workforce Matters

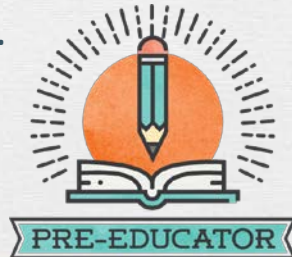
For example, black teachers, **because of their shared lived experiences, are on average uniquely positioned to serve as role models to their Black students** (Goings & Bianco, 2016). This “role-model effect” might also explain why Black students taught by black teachers were **more likely to report a desire to attend college and state that their teachers care for and motivate them** when compared to Black students taught by White teachers (Egalite & Kisida, 2018). Additionally, **Black teachers reported holding higher expectations for their Black students** than their White peers (Gershenson, Holt, & Papageorge, 2016).

Travis J. Bristol , David J. Wallace , Sara Manchanda & Anthony Rodriguez  
(2020): Supporting Black Male Preservice Teachers: Evidence from an Alternative Teacher Certification Program, Peabody Journal of Education

# The Louisiana Pre-educator Pathway

A grow your own initiative grounded in the following beliefs and ideas:

- The next generation of Louisiana's **educational leaders** are **currently** sitting in the desks of our middle and high schools.
- The underrepresentation of **teachers of color** in the Louisiana education workforce can be addressed through high-quality, early career development.
- Strategically expanding access to the teaching profession will benefit **overall teacher retention and quality.**







# The Louisiana Pre-Educator Pathway



In 2019, the [Louisiana Pre-Educator Pathway](#) was approved as a K-16 pathway. State industry based credentials were approved in Fall 2020.

The Educator Pathway provides a K-16/pre-education program for both TOPS University and TOPS Tech diploma –seeking high school students who demonstrate interest in a career in the field of education.

The ultimate mission of this pathway is to cultivate highly-skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. The blended curriculum provides strong foundational academic knowledge and skills and education-focused coursework that build understanding of diverse learners and the learning environment.



## Basic Louisiana Pre-Educator Credential

The Louisiana Pre-Educator Credential was added to the [State Focus](#) list in December. Details regarding the certification can be found on the [fact sheet](#).

### Louisiana Pre-Educator Credential - Basic

1. Complete a full LDOE JumpStart Pre-Educator Pathway **AND**
2. One of the following:
  - a. Earn two dual enrollment credits from the required educator pathway course offerings, **OR**
  - b. Earn two-micro-credentials, **OR**
  - c. Passing score on the PRAXIS I Core exam, **OR** Qualifying ACT/SAT score equivalent (ACT composite score of 22), **OR** SAT combined verbal and math score of 1100 or higher (New SAT).



# Advanced Louisiana Pre-Educator Credential

The Louisiana Pre-Educator Credential was added to the [State Focus](#) list in December. Details regarding the certification can be found on the [fact sheet](#).

## Louisiana Pre-Educator Credential - Advanced

1. Complete a full LDOE JumpStart Pre-Educator Pathway **AND**
2. Earn at least two dual enrollment credits from the required Pre-Educator Pathway course offerings, **AND**
3. One of the following:
  - a. Passing score on the PRAXIS I Core exam, **OR**
  - b. Qualifying ACT/SAT score equivalent (ACT composite score of 22), **OR**
  - c. SAT combined verbal and math score of 1100 or higher (New SAT).



## DUAL ENROLLMENT

**School Requirements:** confirmation of eligibility college by college

**Minimum Teacher Requirements:** SACSCOC credentialing with minimum Master's Degree in an education-related program of study

**Students must be eligible to receive DE credit as determined by the minimum requirements approved by the Board of Regents.**

## Prior Learning Credit

**School Requirements:** decided by each University partner

**Suggested Minimum Teacher Requirements:** minimum Master's Degree in an education-related program of study

### **Potential Student Requirements**

- Application
- Recommendations



## Areas of Focus & Considerations



# Focus Areas

The LDOE has identified four key areas of focus as we continue to expand access to the Pre-Educator Pathway and other Grow Your Own initiatives.

Key Players at each level have responsibilities related to each of these focus areas.

- Curriculum, Staffing, & Scheduling
- Student Selection Recruitment
- Pipeline Retention
- K-12 partnerships with Teacher Preparation Programs

# Focus Area: Curriculum, Staffing, & Scheduling

## Consider

### Curriculum

- Multicultural Learning Communities: Course Code 1006771/ Foundations of Education: Course Code 1006781
- Allow for robust clinical experiences that explore beyond the realm of traditional programs
- Ensure that quality is present from the start (avoid retrofitting)
- Backwards plan from Microcredentials
- Contact curriculum vendors directly

### Staffing

- Selecting the right teacher is critical (great relationships with students, “ambassador” for the profession, innovative, flexible, professional, open to difficult conversations, etc)
- Be open to non-traditional approaches for staffing (shared schedule, administrators, instructional coaches, etc)



# Focus Area: Curriculum, Staffing, & Scheduling

## Consider

### Scheduling

- Be comfortable offering the course even if only a handful of students are interested in Year One
- If you are offering the course as a Dual Enrollment course, remember that Prior Learning Credit or non-dual enrollment qualifiers can take the course at the same time
- Think about what would grant the most access with the least “harm”

# Focus Area: Curriculum, Staffing, & Scheduling

## Key questions to consider from your role:

- **Curriculum:** What elements are important in a curriculum in order to meet my school/systems Grow Your Own goals? How can we ensure our teacher leaders have the support needed to fully implement a curriculum that will fully prepare our aspiring educators?
- **Staffing:** How are we identifying and supporting teacher leaders? How do we ensure teacher leaders have the support they need in order to play a role in teacher preparation?
- **Scheduling:** How do we ensure that all students with potential or interest in the teaching profession are enrolled in pathway experiences and/or courses? Is this course being offered as dual credit or prior learning credit or both? How are we communicating the opportunities this pathway offers with students and parents?

# Focus Area: Student Recruitment & Selection

## Consider

1. Look to students who have or might express interest in service based professions such as social work, criminal justice, psychology, sociology, counseling, other human services
2. Purposely seek out 1 or 2 students who will serve as great ambassadors for the course, even if they are not likely to become educators.
3. Think outside the box and break the mold of what previous generations may have looked to for teachers. 21st century teachers teaching in 21st century classrooms may not have a 4.0 in AP Lit. But do they have a 4.0 in humanity?
4. Make membership somewhat exclusive, combatting the idea that “anybody can teach”. Plant the seeds EARLY that this is just not true.
5. Consider students who represent the diversity of the school/community/larger society and who would bring rich perspective to classrooms and schools (males, students of color, students spanning a variety of socio-economic levels, represent varied interests, etc.)

# Focus Area: Student Recruitment & Selection

## Key questions to consider from your role:

- What are non-traditional ways for us to engage students that have historically and institutionally been excluded from the teaching profession?
- How will we make involvement feel “exclusive” while not excluding students with genuine interest and talent?
- How can we leverage relationships in order to break myths about the teaching profession?
- How can non-school based leaders shine a light on the pre-educator pathway and contribute to recruitment efforts?
- What recruitment systems and structures will allow us to address the workforce needs in our community?

# Focus Area: Pipeline Retention

## Consider

- Adopt a “whole village” approach to ensuring sustainability: strengthen relationships between school guidance team, course teacher of record, and higher education
- Exposing students to as many unique experiences as possible is critical
- Remember, elevating the teaching profession is just as crucial as recruiting for the course itself
- Consider leveraging universities for signing days when students decide to “sign” to a college or school of Ed
- Consider planning “launch” events that will allow community members to hear from students who are selected
- Contact local newspaper to run a press release about what you’re doing and the students who were selected

# Focus Area: Pipeline Retention

## Pipeline Retention Key Questions To Consider from your role:

- How can we create experiences and opportunities throughout the teacher pipeline to keep students engaged and interested in pursuing the teaching profession?
- How do we ensure unproductive barriers do not prohibit access to the teaching profession?
- What are other strategies, other than the Pre-Educator Pathway, that may increase the quantity and quality of teachers in the teacher pipeline of your school/district?

# Focus Area: K-12 Partnerships with Teacher Preparation Programs

## Considerations for K-12 Leaders

- Help elevate the teaching profession and involvement in the pathway.
- Remember we have an opportunity to recruit and staff MANY education pipelines. Early Childhood Centers, paraeducators, etc. will ALSO be strengthened by access to the pre-educator pathway.
- Ensure that the STRONGEST instructors of record are doing the work and embracing the content.
- Prepare the school, district, and community to celebrate and embrace the pre-educator pathway.
- Encourage all to keep an open mind about recruiting so that you really get the best aspiring educators.
- Where possible, invite university representatives in to co-present material, offer visits, Q and A, etc.
- Keep the connection going! Each year is a different year!

# Focus Area: K-12 Partnerships with Teacher Preparation Programs

## Considerations for Teacher Preparation Programs

- Many schools/teachers are likely not in the habit of intentionally forming relationships with higher ed. Reach out!
- There is a give and take and conversations to make sure that higher ed and schools understand each other and the needs.
- Different students will thrive in different teacher preparation programs. The more partnerships the better.
- Connect with all schools with active programs to offer mentorship and support.
- “Recruit” our students! You are integral in helping elevate the pre-educator pathway.
- Shift the Culture: Currently, college signing days are reserved for athletes.



# Focus Area: K-12 Partnerships with Teacher Preparation Programs

## **(K-12) Key questions to consider from your role:**

- How can you elevate the teaching profession with colleagues, parents, and students in your school/system?
- How can you connect the work students are doing on your campuses with teacher preparation programs.

## **(Teacher Preparation Programs) Key questions to consider from your role:**

- How can you play a role in elevating the teaching profession in the communities where your schools are located?
- How can you provide recognition for both the teacher leaders and aspiring educators in your partner schools?
- What existing experiences/traditions can you extend to aspiring educators in your partner schools?



## Regional Connections



# Regional Connections

You will be put into your regional breakout room that corresponds to the region in your name:

**Northeast, Northwest, Central, Southeast, Southwest**

(NE) Northeast,  
(NW) Northwest,  
(CT) Central,  
(SE) Southeast,  
(SW) Southwest

1. What responsibilities do you own related to the four key areas: Curriculum, Staffing, Scheduling, Student Selection Recruitment, Pipeline Retention, K-12 partnerships with Teacher Preparation Programs
2. How can you work this year, through your role, to expand opportunities for aspiring educators in your school/district? Who do you need to partner with to do this work? What do you need to be successful in this expansion?



# Regional Connections

You will be put into your regional breakout room that corresponds to the region in your name:

**Northeast, Northwest, Central, Southeast, Southwest**

(NE) Northeast,  
(NW) Northwest,  
(CT) Central,  
(SE) Southeast,  
(SW) Southwest

**First, go around and have each member from your region share:**

- your district/school
- your role
- one responsibility you have related to the focus areas

**Secondly, as a group discuss the following questions as they relate to our focus areas:**

1. What is going well with Pre-Educator Pathway implementation in your school/district? What roadblocks or headaches are we experiencing with implementing the Pre-Educator Pathway?
2. What ways can you work together to expand opportunities for aspiring educators in your region this year?





Complete the September  
[Check-In Survey](#)



## Updates and Reminders



# On-going Support

~~Friday, September 17~~  
~~12:00pm-1:00pm~~

Friday, November 19  
12:00pm-1:00pm

## Pre-Educator Pathway Statewide Check-In

- All system leaders, school leaders, CTE coordinators, and college counselors connected to Grow Your Own work are encouraged to attend this check-in as we'll discuss and share updates related to the pathway and continue to highlight best practices for establishing a strong regional Grow Your Own Program.

Zoom Link: <https://ldoe.zoom.us/j/3455048179>

Meeting ID: 345 504 8179

One tap mobile: +14703812552,,3455048179# US

# On-going Support

**Monday, September 27**

**4:00pm-5:00pm**

**Monday, October 25**

**4:00pm-5:00pm**

**Monday, December 6**

**4:00pm-5:00pm**

## Pre-Educator Pathway Teacher Leader Check-In

- All teachers teaching a pre-educator pathway course in the 2021-2022 school year are encouraged to attend to learn and share best practices. We will strategize to ensure students are successful in their first experiences toward becoming a certified Louisiana teacher.

Zoom Link: <https://ldoe.zoom.us/j/3455048179>

Meeting ID: 345 504 8179

One tap mobile: +14703812552,,3455048179# US



# Closing, Questions, Answers

For more information visit our [Pre-Educator Webpage](#)  
or e-mail [believeandprepare@la.gov](mailto:believeandprepare@la.gov).

If you are not currently receiving LDOE Pre-Educator Pathway communications, complete this [survey](#) to be added to our contact list.

