

What is the New Teacher Experience?

The New Teacher Experience is a comprehensive induction program that will offer multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The New Teacher Experience will provide both direct supports to teachers and system supports to improve student achievement by improving beginning teacher effectiveness and teacher retention.

What are the goals of the New Teacher Experience Pilot?

The Louisiana Department of Education (LDOE) will support school systems in establishing a comprehensive teacher induction program that can serve as a pathway for novice teachers to experience teacher socialization and collaboration with affinity groups, work with a trained, carefully selected Mentor throughout the year, study pedagogical skills and content knowledge, and build confidence in their abilities to instruct students and manage classrooms. This guidance will assist school systems to either develop a new teacher induction program or strengthen an existing induction program.

What is the duration of the pilot?

The New Teacher Experience pilot will run for the duration of the 2022-2023 school year. School systems will be selected in July, 2022 and final feedback and reporting will conclude in June, 2023.

What is meant by the “primary lead” at the system level? What are the responsibilities of the primary lead?

Each system will identify one person who will be the primary contact for the work of the pilot. The primary lead will be responsible for coordinating the efforts at the system level such as planning, reporting, and attending monthly virtual meetings.

How is “new teacher” defined?

Systems may determine who they consider a new teacher. LDOE recommends including teachers with 0-3 years of experience.

What are the Professional Development Modules?

The Department will work with a professional learning partner to develop content modules on topics that are critical for new teacher success. These modules will include online, asynchronous content that new teachers will be able to complete independently and opportunities to practice and apply these concepts during in-person, follow-up sessions.

There will be five modules. Each module will begin with the online component in month one and followed by in-person professional development on that same module the following month.

What are the Affinity Groups?

The Department will create collaboration opportunities for new teachers by establishing affinity groups that new teachers will join monthly through virtual sessions, after working hours. These affinity groups will be led by outstanding educators across the state.

The Department will also work with a professional learning partner to structure and plan materials for Affinity Group work. The goals of these groups include:

- linking new teachers by a common purpose or interest (teachers of students with significant cognitive disabilities, second grade teachers, etc.).
- ensuring an inclusive environment where new teachers are valued, included and empowered to succeed.
- improving their craft through discussion, collaboration, and purposeful materials and leadership in each group.

Can we use non credentialed Mentors in the pilot?

It is recommended that new teachers work with credentialed Mentors. For new teachers who are not on a first year practitioner’s license, the Mentor assigned to support them does not need to be credentialed. However, they should have the skills needed to effectively support a beginning teacher.

As part of the pilot, do all schools in the system have to be a part of the work?

Systems will work with the LDOE staff to determine the scale of the pilot based on the needs and priorities of that school system. It is encouraged to implement the supports across all schools within a system, but it is not required. Systems can determine who qualifies as a new teacher based on the needs of the school and the teacher.

Where will the in-person Professional Development sessions be held?

The in-person Professional Development sessions will be held regionally to accommodate participants statewide.

What is required by new teachers in systems participating in the pilot?

Pilot participants must commit to their new teachers participating fully in at least two support initiatives (Mentoring, Affinity Groups, Professional Development Modules).

Will ALL new teachers be required to have a Mentor?

All new teachers will be required to have a Mentor if the school system chooses this as one of their two support initiatives.

Do all new teachers need to participate in ALL of the Professional Development modules?

All new teachers would be required to complete the five online asynchronous modules and participate in the five subsequent in person professional development sessions if the school system chooses this as one of their two support initiatives..

Do all new teachers need to participate in ALL of the Affinity Group meetings?

All new teachers would be required to participate in all virtual Affinity Group meetings if the school system chooses this as one of their two support initiatives.

What ways can we use the funding from the pilot?

Funding can be used to support the initiatives outlined in the pilot. These may include:

- Stipends for Mentors (suggested amount \$1,000 per Mentor)
- Completion stipends for new teachers completing outlined supports (suggested amount \$1,000 per new teacher)
- Travel costs associated with in-person Professional Development
- Travel costs associated with the New Teacher Experience: Summer Kick Off in 2023
- Costs associated with completing Mentor training (can cover training costs, assessment costs, or completion stipends for Mentors)

How is the pilot funding allocated/disbursed?

Funding allocations will be sent to BESE for approval in August 2022, and will appear in your Achieve! Application in the electronic grants management system (eGMS). Funding will be available beginning in early September 2022 and must be spent by June 30, 2023.

How do we use the Guidance Document?

The [New Teacher Experience Guidance](#) document will serve as a resource in creating a plan to implement a strong new teacher induction program. This document outlines best practices for various stakeholders involved in the support of new teachers such as Mentors, school leaders, and system leaders.

Additional Questions?

Please contact believeandprepare@la.gov