



LOUISIANA'S NEXT GENERATION EDUCATORS



Teacher Preparation Policy Forum

March 6, 2015

Agenda

Introduction

Believe and Prepare

Expectations for Teacher Preparation

Welcome and Introductions

Believe and Prepare Panel Participants

Patsy Jenkins | Dean of LSU-A College Of Education

Ben Kleban | CEO of New Orleans College Preparatory Academies

Ken Oertling | Principal of Hahnville High School and 2015 High School Principal of the Year

Morgan Ripski | President of Collegiate Academies

Don Schillinger | Dean of Louisiana Tech University College of Education

Jennifer Cross | Dean of Relay Graduate School of Education, New Orleans

Louisiana Department of Education

John White | State Superintendent of Education

Hannah Dietsch | Assistant Superintendent, Talent

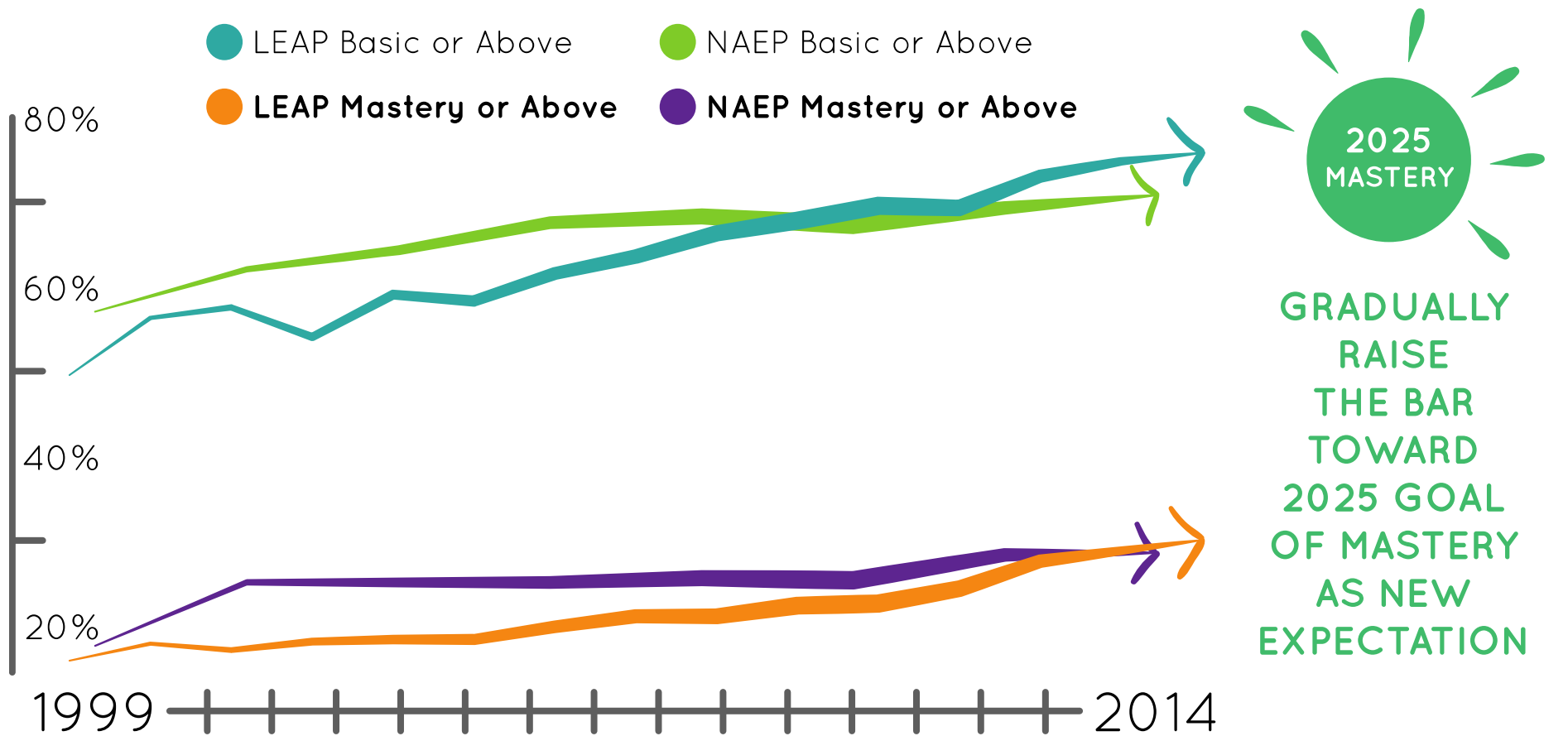
Julie Stephenson | Policy Director, Talent

The Challenge:

Prepare Louisiana Students for College and Career

- **Louisiana's jobs market is changing:** Most Louisiana jobs require education after high school (four-year college or at a two-year technical and community college). In 2011, 28 percent of the Louisiana workforce had a two- or four-year degree. To meet Louisiana's future needs, that number must double.
- **Our students are just as capable as their peers around the country:** In part, this gap is because our own academic expectations do not correspond with the job need. While a score of "mastery" denotes readiness to complete at least a year of technical college or university on-time, in our state "basic" has been accepted as a mark of full proficiency.
- **Our students deserve high expectations:** Over the last 10 years we have seen a steady increase in our students' "basic" proficiency (over a 15 point increase). We now must turn our attention to increasing the rates of "mastery" student performance.

The Challenge: Prepare Louisiana Students for College and Career



Why Teacher Preparation? Why Now?

We know that...

- Teacher quality is one of the most important factors affecting student success.
- Teacher preparation experiences have a great impact on teachers' readiness for day one in the classroom.

A recent survey and focus groups with Louisiana's educators found...

- School system leaders report challenges finding enough teachers to meet demand in all subjects and grade levels.
- Preparation program faculty report challenges finding enough classrooms for student teachers.
- New teachers do not consistently feel prepared for the realities of a classroom in their first year of teaching.

Source: *Partners in Preparation*, Louisiana Department of Education September 2014

BESE and BOR have the ability to shift expectations for teacher preparation and licensure.


The Board of Regents (BOR) is responsible for:

- Decisions related to the approval or modification of existing and proposed degree programs and administrative units in Louisiana's public colleges and universities

The Board of Elementary and Secondary Education (BESE) is responsible for:

- Setting **certification requirements** for educators, which preparation programs use to design coursework and other graduation requirements
- When a preparation program leads to a teaching certification,
 - **Approving** university and non-university teacher preparation programs **to operate**
 - **Approving the continued operation** of university and non-university preparation programs

Listening and Learning about Current Teacher Preparation Experiences



Summer 2014: Educator preparation survey of over 6,000 educators; Believe and Prepare Cohort 1 Launch

Fall 2014: *Partners in Preparation* report released; state-wide focus groups with new and experienced teachers, principals, district leaders, and preparation program faculty

December 2014: Policy Forum

March 2015: Policy Forum

Spring 2015: Regional forums with preparation program faculty and school and district leaders; further development of policies for consideration

Summer 2015: Policy Forum

Late Summer or Fall 2015: Propose policy to BESE, if appropriate

Discussing Options

Today, we will...

- Learn more about Believe and Prepare pilot teacher preparation programs and the promising practices these programs are developing.
- Discuss ways to grow Believe and Prepare programs' practices state-wide.
 - *What should qualify a preparation program to train teachers in Louisiana?*
 - *What should programs be expected to teach?*
 - *How much and what type of student teaching should be offered?*
 - *How should partnerships with school systems work?*
 - *What should qualify a preparation program to continue operating?*
 - *How should programs be reviewed in order to continue operating?*

Agenda

Introduction

Believe and Prepare

Expectations for Teacher Preparation

Believe and Prepare: Piloting Innovative Teacher Preparation and Licensure Practices

Believe and Prepare grants support school systems and preparation programs as they partner to:

- **Meet schools' staffing needs** by recruiting and selecting teacher candidates who are likely to succeed in their classrooms.
- **Develop essential skills and knowledge** that educators must have in order to be effective.
- **Provide candidates ample time to practice** in schools alongside highly effective teachers.

Believe and Prepare: Cohort 1

- Collegiate Academies (RSD-Orleans Parish) in collaboration with TNTP
- Lafourche Parish in collaboration with Nicholls State University
- Lincoln Parish in collaboration with Louisiana Tech University
- New Orleans College Preparatory Academies (RSD-Orleans Parish) in collaboration with Relay Graduate School of Education
- St. Bernard Parish
- St. Charles Parish in collaboration with Southeastern Louisiana University
- West Feliciana Parish in collaboration with Louisiana State University's Cain Center

Believe and Prepare: Cohort 2

Cohort 1

22 applicants

12 school districts

10 charter LEAs

13 preparation programs

Cohort 2

28 applicants

20 school districts

8 charter LEAs

18 preparation programs

Cohort 2 pilots will be announced in early April.

Pilot activities will begin April 2015 and continue through June 2016.

Agenda

Introduction

Believe and Prepare

Expectations for Teacher Preparation

Setting Expectations for Preparation Programs

Approval to Start Certifying

Approval to start certifying teachers is based on how the program's design – coursework and student teaching, most importantly – aligns with BESE requirements.

- Based on written documentation submitted by preparation program

Approval to Continue Certifying

Approval to continue certifying is based on the extent to which the program meets BESE's performance and quality expectations.

- May include graduates' certification results, results with students, principal satisfaction, national accreditation status, and other factors

Expectations for Teacher Preparation: A Starting Point

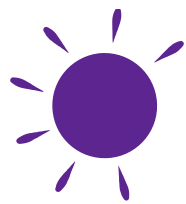
Program Experience

Meeting Schools' Staffing Needs

Growth in Student Learning

Prestige of the Profession

Expectations for Teacher Preparation: A Starting Point



PROGRAM EXPERIENCE

Meeting Schools' Staffing Needs

Growth in Student Learning

Prestige of the Profession

Program Experience: Questions to Explore

The Challenge

There are essential knowledge, skills, and experiences that every new teacher needs in order to be successful, but the state should not limit preparation programs on how to provide these experiences.

- *What should preparation programs be expected to teach?*
- *What should qualify a preparation program to train teachers in Louisiana?*
- *How can the quality of a program's experience – coursework, student teaching, et cetera – be measured?*

Expectations for Teacher Preparation: A Starting Point

Program Experience



MEETING SCHOOLS' STAFFING NEEDS

Growth in Student Learning

Prestige of the Profession

Meeting Schools' Staffing Needs: Questions to Explore

The Challenge

The supply of teachers does not always meet schools' needs. Statewide, there are shortages of teachers certified to teach certain subjects, such as mathematics.

How could the supply of teachers shift to better meet schools' staffing needs?

Should supplying teachers of certain subject areas be incented and/or rewarded?

Expectations for Teacher Preparation: A Starting Point

Program Experience

Meeting Schools' Staffing Needs



GROWTH IN STUDENT LEARNING

Prestige of the Profession

Growth in Student Learning: Questions to Explore

The Challenge

BOR and BESE report annually on preparation program's impact on student learning through value-added results, but these results only include a portion of a preparation program's graduates, and are just one measure.

How should graduates' success with students be determined?

Should there be other measures of a preparation program's impact on student learning?

Expectations for Teacher Preparation: A Starting Point

Program Experience

Meeting Schools' Staffing Needs

Growth in Student Learning



PRESTIGE OF THE PROFESSION


Prestige of the Profession: Questions to Explore

The Challenge

In nations with top-ranking education systems, like Finland and Singapore, teaching is highly prestigious, attracting talented young people into the profession. How can Louisiana raise the prestige of the teaching profession?

How can a preparation program raise the prestige of the teaching profession through recruitment and admissions?

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