



Preparation Provider Monthly Webinar

May 24, 2023

Agenda

All Things Educators Do

LDOE Updates/Opportunities

Educator Accountability Updates

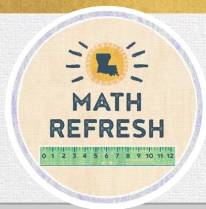
Certification Reminders

Mentor/Content Leader Training Providers

Resources

All Things Educators Do





Math

Start	Stop	Continue
<p><u>Louisiana's Math Refresh</u> will support in two key areas:</p> <ul style="list-style-type: none"> • funding to support a refresh of math materials to ensure resources used during any instructional time are of the same high level of quality as core instruction • explicit guidance, resources, and professional learning to support a refresh of existing instructional practices to align with evidence-based approaches for maximum impact in accelerating students' math progress 	<ul style="list-style-type: none"> • influencing systems to use LEAP or LEAP 360 or similar large scale assessment data to create stagnant groups, data walls, and designations for "bubble students" • any communication or agency practice that leads to remediating skills in isolation from grade level content • any communication that supports using disconnected or not high quality assessment or remediation programs or materials 	<ul style="list-style-type: none"> • communication and professional learning on accelerating learning to connect prerequisite skills to current content • incentivizing providing extra time for learning to all students, not just some • utilizing HQIM resources for core instruction and all other instruction time

Social Studies

Start	Stop	Continue
<ul style="list-style-type: none"> Utilize the new Course Frameworks to plan aligned lessons Bayou Bridges: an open-source K-8 social studies curriculum in grades 4 and 5 Professional learning opportunities for implementation of Bayou Bridges K-8 curriculum 	<ul style="list-style-type: none"> Using resources and materials aligned to 2011 standards (scope and sequence documents, distance learning packets, etc) 	<ul style="list-style-type: none"> Using an instructional process in which <ul style="list-style-type: none"> teachers set the context, students explore real and engaging primary sources, students develop and argue claims, and students ultimately express those claims in writing.

Science

Start	Stop	Continue
Participation in a national effort to develop openly available high quality science materials for kindergarten through grade 5.	Any communication or practice that leads to instructional approaches not aligned with LSSS, such as <ul style="list-style-type: none"> • pre-planned or “cookbook” hands-on investigations and labs in which the outcome is known • teachers providing information to the whole class or posing questions with only one “right answer” • oversimplification of activities for students perceived as less able to do science and engineering 	<ul style="list-style-type: none"> • building teacher and leader capacity in engaging ALL learners in investigating, evaluating, and reasoning scientifically • supporting systems in making the key shifts of the standards through high-quality pilots, curriculum implementation support, and high-quality PL • innovating science assessment design and practices to better serve students



ELA

Start	Stop	Continue
<ul style="list-style-type: none"> Including more foundational skills activities in ELA Guidebooks to support students' reading development Making explicit connections between instructional content and the ACT to position students to be more successful on the assessment 	<ul style="list-style-type: none"> Engaging in and supporting instructional conversations around superficial assessment formats such as part A part B items 	<ul style="list-style-type: none"> Building an explicit writing sequence into ELA Guidebooks Shifting assessments to focus on the cycle of monitor, diagnose, and evaluate Addressing unfinished learning through the acceleration of instruction for students Collaborating on the ELA Innovative Assessment

LDOE Updates/Opportunities



Teacher Leader Summit

We can't wait to see you at Summit next week. Connect to the event app and plan your schedule.

Download the app from the App Store (Apple) or Google Play. Sessions will fill up quickly so don't wait too long before you finalize your plans.

Step 1: Download the Cvent app.

- Cvent App – [App Store](#) (Apple)
- Cvent App – [Google Play](#) (Android)

Step 2: Schedule your sessions.

Please contact events@emergentmethod.com with questions.



NTE Summer Kick Off: Save the Date

The Louisiana Department of Education will host a Summer Kick-off for the New Teacher Experience on July 26 from 8:30 a.m. - 4 p.m. in Baton Rouge, LA for 500 first-year teachers. The goals of the event are to

- Welcome new teachers to the profession.
- Understand the components of Louisiana's New Teacher Experience.
- Engage in professional learning around topics relevant to new teachers.
- Provide statewide networking opportunities for new teachers.

Registration details will be provided in the coming months. If your spring graduates would like to receive information directly about this event please ask them to complete this [contact survey](#) by **May 26**.

Please contact laurie.carlton@la.gov with questions.

Teacher Leader Lagniappe

LDOE's podcast, [Teacher Leader Lagniappe](#) provides *a little something extra* for educators to stay inspired, motivated, and connected in the work with students.

Check out the latest episode. **Season 2, Episode 13: Creating a Culture of Success: Insights from Lafayette's Comeback School Principals**

Please contact em.cooper@la.gov with questions.



Louisiana Pre K-12 Education Improves Five Places in U.S. News & World Report Rankings

Louisiana schools showed marked improvement on the latest state rankings released by *U.S. News & World Report*. This widely-referenced report captured education as a component of its 2023 Best States rankings, which evaluates all 50 states. Louisiana moved up five places for Pre-K-12 education, improving to 41st in 2023.

“These positive gains reflect the unwavering commitment educators and policy makers have to improving the quality of education in Louisiana,” said State Superintendent of Education Dr. Cade Brumley. “In a state long-challenged with educational outcomes, this movement is welcome news; however, we have a long way to go and must keep pushing forward.”

For more information read the full [press release](#).

Educator Accountability Updates



Teacher Prep Updated Assurances

- Providers will receive an assurances document to review and sign this June
 - This will cover the policy updates in [Act 108](#) and [Act 244](#).
- These assurances will go to August BESE.

Please contact believeandprepare@la.gov with questions.

TPQRS Updates

- [Data verification](#) window on MMCS dashboard closes June 2.
- Profiles will be released in August on louisianteacherprep.com.
- Debrief meeting invitations will be sent out in July.
- Debrief meetings will be held in August and September.

Please contact believeandprepare@la.gov with questions.

Teacher Prep Onsite Review

The onsite review RFP process is closing this month, and the vendor award will be issued by June.

- There will be no onsite reviews this fall.
- Providers will receive updated onsite review windows this summer.
 - Onsite reviews will be 4 years from the last review.

Please contact believeandprepare@la.gov with questions.

Program Approval Updates

- [Application portal](#) is now open for Teacher Prep, Mentor Teacher, Content Leader, Ed. Leader, and Early Childhood Ancillary Certificate (ECAC).
- Providers seeking approval must first submit a [Notice of Intent](#) (NOIs).
- See [Preparation Library](#) for approval resources, NOIs, and rubrics.

Application Portal Opens By	Notice of Intent Submitted By	Application Submission Deadline	Evaluation Period	Notification of Evaluation Results	BESE Considers (if recommended for approval)
09/01/2022	10/01/2022	12/09/2022	12/19/2022 – 02/17/2023	03/09/2023	04/19/2023
05/01/2023	06/01/2023	07/10/2023	07/17/2023 – 08/01/2023	9/12/2023	10/11/2023

If you have any questions, please contact believeandprepare@la.gov.

Louisiana Educator Survey

The Department, in conjunction with the Region 14 Comprehensive Center, administered a statewide online survey for teachers and leaders. The survey was completed by 5,684 educators, representing over 11% of teachers in Louisiana.

The results of the survey are intended to provide information for the redesign of Louisiana's current educator evaluation system. Questions covered feelings toward the current system, including what components are valuable to professional growth and what components might need refinement. Open-response questions were also provided to allow for submission of additional ideas for improvement.

Key Findings

In general, teachers and school leaders differed in their perceptions of the existing evaluation system.

Teachers	Leaders
<ul style="list-style-type: none">● 47.3% believed the evaluation system enhances the quality of instruction.● 36.5% believed it provides a process to retain effective teachers.● 40.9% believed evaluation contributes to student achievement.● 54% agreed that the evaluation system fosters continuous improvement.	<ul style="list-style-type: none">● 71.3% believe evaluation enhances the quality of instructional leadership.● 45.6% believed it provides a process to retain effective school leaders.● 72.6% believed evaluation contributes to student achievement.● 66.7% reported receiving feedback that was specific and actionable.

Key Findings

Teachers with more years of experience found the evaluation system to be less helpful in their growth than novice teachers.

- 68% of teachers with less than one year experience indicated their evaluation rating helped them select professional development and learning, compared to just 28.2% of teachers with more than 16 years of experience.
- General satisfaction about the evaluation implementation and belief that the feedback received is specific and actionable also declined as years of service increased.

Key Findings

Teachers and school leaders want an improved evaluation system that is focused on professional growth and includes more professional learning and observation cycles with specific feedback.

- When asked what components should be given the most weight in an evaluation system, teachers selected observations. Self assessments, student learning targets (SLTs), and individualized professional learning plans were also ranked high.
- School leaders also selected observation as carrying the most weight, followed by self-assessments and SLTs. However, the school leaders indicated value-added measures should be included as the fourth option.
- Teachers indicated in the open response questions that they want more informal observations and feedback to guide their evaluation progress.
- Teachers want opportunities for professional growth. They listed support from administrators, one-on-one support from instructional coaches, and video libraries as resources necessary to improve from one observation to the next.

Key Findings

Teachers and school leaders want the flexibility to include measures that are relevant to their local context.

- The trends from the open response questions showed requests for measures that may be specific for different districts and schools, avoiding a “one size fits all” approach. Examples included social-emotional learning measures, parent surveys, and student surveys.
- While teachers mentioned this broadly, school leaders were more explicit in specific suggestions, which may reflect a more developed understanding of the existing system.



Certification Updates/Reminders



Literacy Updates

Beginning **January 1, 2024**, per [R.S. 17:7.1](#) (Act 448), any applicant applying for initial certification to teach Kindergarten through Third grade shall pass *a rigorous test of scientifically researched, evidence-based reading instruction and intervention, including data-based decision-making principles related to reading instruction and intervention, as approved by the Department of Education.*

- Current adopted Exam: Teaching of Reading: Elementary (5205), passing score of 159
- ETS Standards Setting Study in June 2023
- Louisiana-specific Elementary Multiple Subjects Exam available Fall 2023
- Stand-alone 5205 exam can be used for any educator who has already passed the Elementary Multiple Subjects exam (5001) and needs Teaching of Reading

Literacy Policy

In alignment with 2021 legislation, last year, literacy policy updates were approved regarding the science of reading competencies. Policy updates include:

- Science of Reading competencies included for all literacy coursework
- Teacher Preparation Programs must align literacy coursework
 - Beginning with the **2024-2025** school year, program completers are required to have the updated literacy foundations/science of reading-aligned coursework
- Policy for literacy add-ons became effective in **January**
 - Mild/Moderate Special Education areas now require **9 semester hours** of literacy coursework
 - Traditionally prepared requires **semester** hours
 - Alternately prepared has alternative methods to meet requirements

Literacy Policy Update

A **proposal** to update literacy policy specifically around Mild/Moderate certification will be brought to **June BESE**.

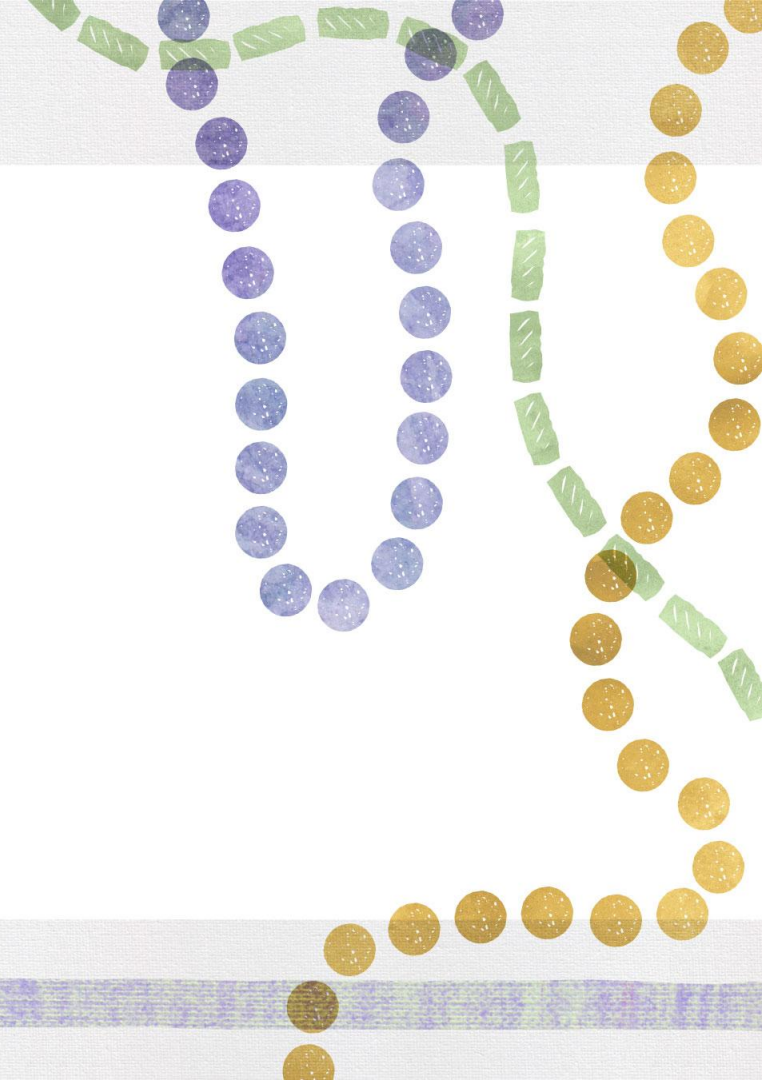
- The proposal will have a **future effective date** for the add-on policy to align with program requirements (2024-2025).
- Any applications **denied** specifically for literacy issues will be **re-reviewed**.
- Any applications currently in queue that would likely result in denials will be **held** until policy is effective.
- Additional policy updates to align with law will be proposed in August.

Initial Certification Requirements

Please ensure all students are following your BESE-approved teacher preparation program. To receive initial certification, program completion requirements should include:

- Year-long residency
- Holding a pre-service certificate
 - Traditional (undergrad) - Resident (R) certificate
 - Alt-Cert (post-baccalaureate)
 - MAT - R or PL
 - Cert-Only - R or PL
 - Practitioner Teacher Program - PL
- Mentoring by a certified mentor teacher
- Literacy hours
- GPA

Mentor/Content Leader



Mentor Waiver

In April 2023 BESE approved a full waiver of the mentor credential for the 2023-2024 school year. Just like previous years the mentor waiver will be granted on a case-by-case basis through the application process established by the LDOE and at no cost to the applicant, school system, or teacher preparation provider.

The 2022-2023 Mentor waiver [application portal](#) will close on **June 9**. Refer to the [Mentor Waiver Application Guide](#) for details on completing this year's application.

The 2023-2024 Mentor waiver application portal will open in early July.

Please contact believeandpepare@la.gov with any questions.

Mentor Waiver

Mentor teacher waivers will be granted on a case-by-case basis through the application process established by the LDE and at no fee to the applicant, school system, or teacher preparation provider. The waiver will be issued by the LDE for educators highly recommended by the mentor's principal and who possess one or more of the following qualifications:

1. Two years of Highly Effective Compass ratings;
2. National Board Certification;
3. Statewide or national distinction for excellence in teaching;
4. Experience as a TAP mentor, master teacher, executive master teacher, or certified TAP evaluator;
5. Content leader experience, as evidenced by participation in Content Leader training or redelivery of professional development; or
6. Master's or doctorate in education and exemplary experience hosting student teachers.

Waiver Application Process

For the 2022-2023 school year, the application process for the Mentor waiver was completed entirely online through SurveyMonkey Apply. School system staff began the process by submitting the Mentor's name and email address and the principal's name and email address. The Mentor and principal were then sent an email notifying them that they needed to complete the application.

The Mentor completed the section of the application that asks for details about their certification and information about their mentee. The principal completed the portion of the application that asks which qualification the Mentor holds that qualifies them to serve in the role. This is a drop down list that contains the requirements listed above for the waiver. Both electronically sign the application.

It is estimated that it should take each person, the Mentor, principal, and school system staff no more than five minutes to complete and submit the waiver application.

Mentor Policy Updates

At the April 2021 BESE meeting the Board approved changes to Bulletin 746 regarding mentor credential requirements. These updates include:

1. Honoring Previous Training and Experience
 - a. EDL or previous administrative certifications
 - b. NIET trained evaluators
 - c. CLASS trained evaluators
 - d. Supervision of Student Teachers
2. Removing the Content- Specific Assessments
3. Creating an Add-On Mentor Endorsement

This policy went into effect **September 20, 2021.**

Mentor and Resident Spring Data Collection

The Department is currently conducting a spring data collection for Mentors and residents who began residency in the spring.

All data should be entered in edlink by **August 1** to give school systems time to verify and check the data in their Mentor dashboard. The snapshot will be taken on **August 11**.

For additional details please attend the Mentor and Resident Data [reporting call](#) that was re-scheduled for May 25 at 2 p.m.

Please contact believeandprepare@la.gov with any questions.

Mentor and Content Leader Training

As a reminder all CIR schools must have a trained Mentor, ELA content leader, and math content leader. School systems recently received notification regarding their Super App funding to support this work.

The [Mentor and Content Leader Training Vendor Guide](#) has been updated for systems to use in selecting an approved training program.

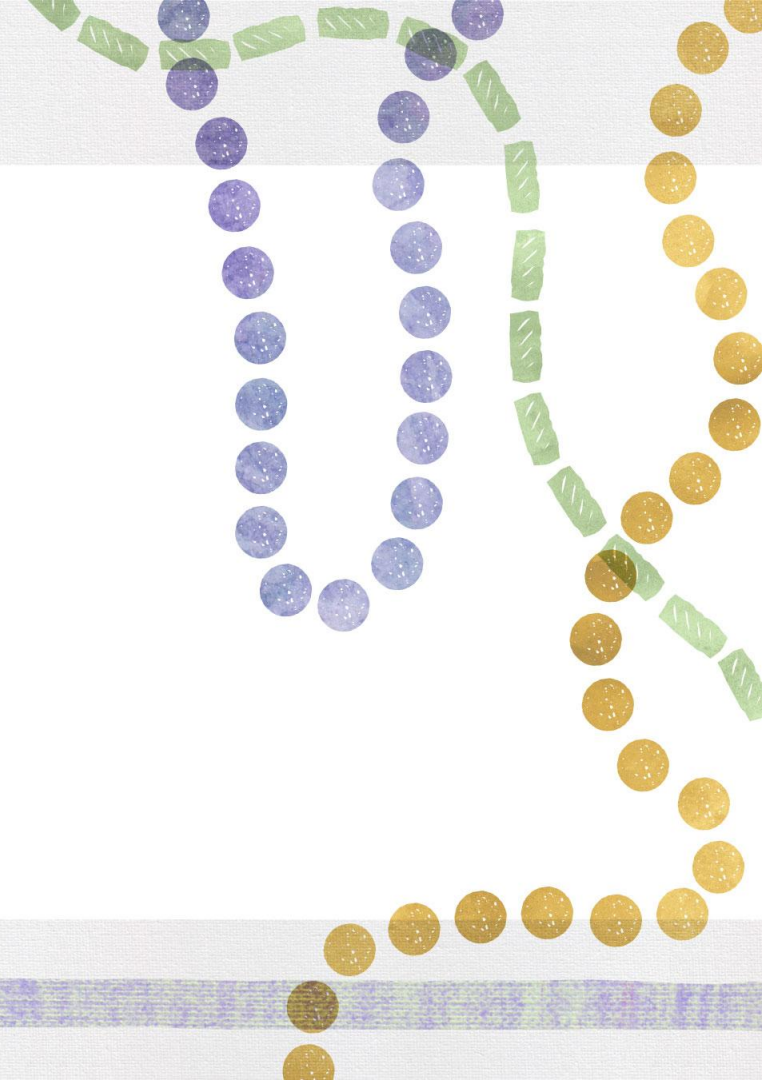
Training providers should communicate training details with school system partners to ensure participants are [registered](#) for training and the assessment series.

Contact believeandpepare@la.gov with any questions.

Enrolling & Certifying Training Participants

- **Enrolling New Participants:** Cohort enrollment should be emailed to teacherleadertraining@la.gov and support@bloomboard.com.
- **Certifying Participants:** Share the steps for [Applying for Mentor/Content Leader Certification](#) with your participants.
- [Training Provider Roles and Responsibilities](#)

Resources



Geaux Teach Scholarship

The Geaux Teach Fund was established in the 2022 Regular Legislative Session with an allocation of \$5M for the purpose of awarding scholarships to students in teacher preparation programs. Students may receive up to \$5,000 annually to cover the cost of tuition fees, textbooks, and instructional materials required for enrollment. School systems are encouraged to share this information with future educators and educators enrolled in alternative certification programs.

Additional information about the Geaux Teach Program, including the [Geaux Teach Application](#) and answers to [Frequently Asked Questions](#), may be accessed on the [LOSFA website](#).

Please contact deborah.paul@la.gov with questions.

Instructional Materials Review Updates

Recently Published Tier I Materials

The Department conducts ongoing reviews of curricular materials to support school systems in adopting curricula in all core subjects. Newly rated Tier 1 curricula is listed below. All reviewed curricula can be found on the [Tiered Reviews](#) webpage.

Publisher	Title and Grade Levels	Core Subject	Tier
Activate Learning	Activate Learning Certified Version OpenSciEd, Grade 6	Science	Tier 1
Tools of the Mind	Tools of the Mind, Pre-K, Ages 3-4	ECE	Tier 1

State Reviews Reports:

- [Weekly Report](#)
- [Comprehensive Tiered Report](#)

IMR: Act 517 Compliance Reviews

The Department is reviewing currently posted Tier 1 and 2 ELA curricula that include foundational skills for [Act 517](#) compliance. Upon completion, a cover page is added to the posted review noting the impact of the review for compliance. The materials listed below have been reviewed for compliance and posted to the [Tiered Reviews](#) webpage.

Publisher	Title and Grade Levels	Core Subject	Impact
Amplify	Core Knowledge Language Arts (CKLA) 2nd Edition (©2017)	ELA	Remains Tier 1

Please contact louisianacurriculumreview@la.gov with questions.

New Math Refresh Resources

New resources have been posted to the [Math Refresh Library](#).

- [Accelerating Learning in High School Math](#) points high school teachers to resources available to support addressing unfinished learning with high school students in tutoring or classroom instruction.
- The [Eureka Math Transition FAQ document](#) includes answers to frequently asked questions from teachers and leaders in response to the recently announced archiving of the original Eureka Math (copyright 2013) program's Tier 1 status.

Please contact STEM@la.gov with questions.

New Family Math Engagement Library

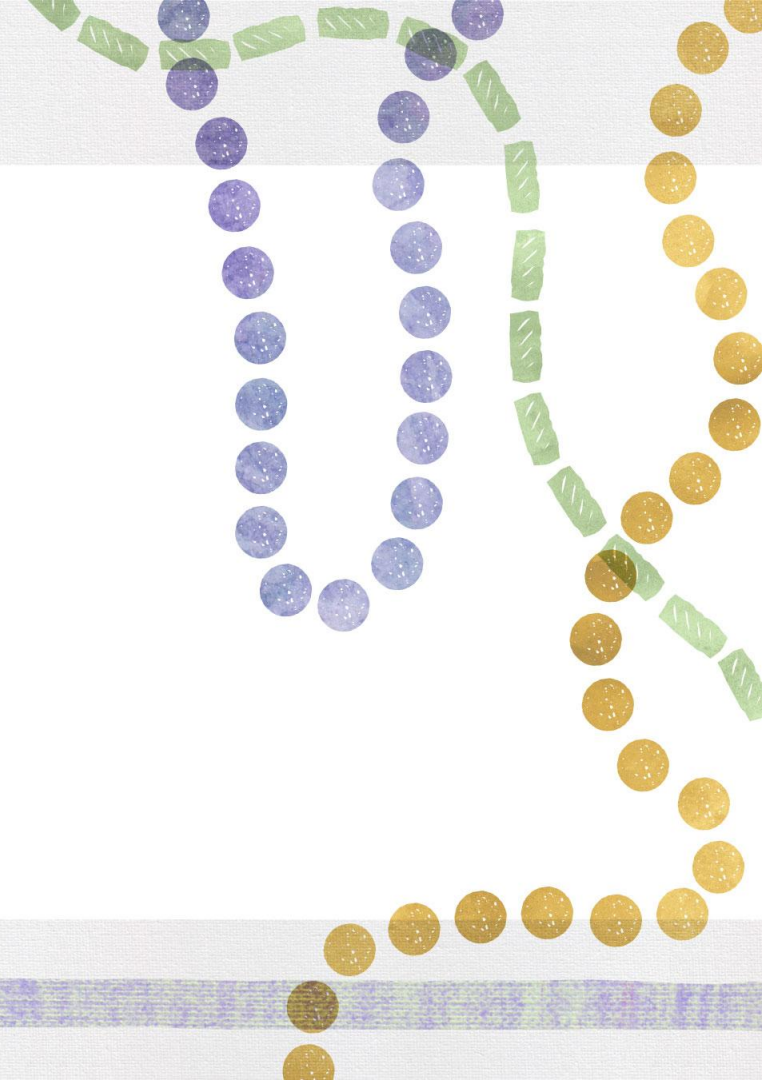
As part of the [Louisiana Math Refresh](#), resources are now available in the [Family Math Engagement Library](#).

Grab and go resources are available to support families and caregivers as they support students' math learning.

Please contact STEM@la.gov with questions.



Closing



Next Steps

- Join the Mentor and resident spring data reporting call on **May 25 at 2 p.m.**
- Have your graduating seniors fill out the [contact survey](#) by **May 26.**
- Have your graduating seniors fill out the [contact survey](#) by **May 26.**
- See you at Summit next week, **May 30- June 1.**
- Submit NOI for program approval by **June 1.**
- Look for the Believe and Prepare email blast on **June 13.**
- There will be no prep provider call in June or July.