

Louisiana Believes

Louisiana Teacher Preparation Provider Onsite Review Exemplar Guidance

The Louisiana Teacher Preparation Providers Onsite Review Exemplar Guidance is designed to support teacher preparation providers with the Preparation Program Experience onsite review process. This guidance includes exemplar tools and resources that align with a level 3 or higher rating on the [Louisiana Teacher Preparation Provider Onsite Review Framework](#), as well as additional resources, including research, best practices, and sample tools. The exemplars are resources only. They are not exhaustive and are in no way meant to be construed as the only way to achieve a Level 3 or higher rating during the onsite review.

This is a living document, and we welcome your feedback. We will update this guide with new exemplars and resources throughout the year. Please send feedback to believerandprepare@la.gov so that we may use your input when updating this guide.



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Quality of Recruitment and Selection

The purpose of the Quality of Recruitment and Selection domain is to address the teacher preparation provider’s responsibility to recruit and select candidates who show potential for the teaching profession and the current regional education context

Exemplar Resources Aligned with the Onsite Review Framework

Indicator	Level 3 – Good	Exemplar Resources and Descriptions
<p>1.1 To what extent do the selection and recruitment criteria and practices result in candidates who show potential for success in the teaching profession?</p> <p>Criteria a. Selection process includes multiple measures b. Consistency and rigor in candidate selection</p>	<p>The provider’s selection criteria include multiple measures with clear descriptions of how each measure is used to determine final selection.</p> <p>The provider’s selection criteria are rigorous, well documented, and consistently applied across all programs.</p> <p>The provider is able to demonstrate that at least 90 percent of candidates across all programs meet the agreed upon selection criteria.</p>	<p><i>Resources Coming Soon</i></p>
<p>1.2 To what extent is there convincing evidence that recruitment and selection processes result in candidate cohorts that represent the students of the region?</p> <p>Criteria a. Diversity planning b. Impact of diversity plans</p>	<p>The provider has created specific and measurable diversity goals that will result in program completers who are more representative of the K-12 student body they will serve.</p> <p>The provider has developed a concrete plan for meetings those goals.</p> <p>The provider has some evidence of how its work over a three year period is resulting in a demographic profile of program completers that is more representative of the student population of the schools or the school systems served by the program.</p>	<p>US Prep Teacher Candidate Recruitment - A Guide for Teacher Preparation Programs and their Partners is a comprehensive recruitment guide with teacher candidate recruitment and selection strategies and templates.</p>

Additional Resources

- [US Prep - Renewing Educator Preparation](#) includes a resource toolkit to support teacher preparation providers. The toolkit has resources to build teacher candidate competencies, data templates to support program improvement efforts, tools to build relationships with school systems, and curriculum resources to prepare novice teachers to enter the teaching profession.
- [Insights on Diversifying the Educator Workforce](#) is a guide book published by American Institutes for Research to help districts and state conceptualize the diversity gaps in the career continuums of educators.

Quality of Content Knowledge and Teaching Methods

The purpose of the Quality of Content Knowledge and Teaching Methods domain is to determine how effectively programs ensure teacher candidates acquire content knowledge and the teaching methods and skills needed to grow students by one academic year or meet IEP goals.

Exemplar Resources Aligned with the Onsite Review Framework

Indicator	Level 3 – Good	Exemplar Resources and Descriptions
<p>2.1 To what extent does the provider prepare candidates to teach students to write and to read utilizing the five essential components of reading instruction?</p> <p>Criteria</p> <p>a. Coverage of writing and of the five essential components of reading instruction*, as applicable to the certification grade band (e.g., early childhood, elementary, secondary)</p> <p>b. Modeling of effective literacy teaching strategies</p> <p>c. Responsiveness of courses to candidates’ needs</p> <p>d. Candidates’ abilities to teach students literacy skills</p>	<p>Literacy courses and training provide comprehensive coverage of writing and of the five essential components of reading instruction.</p> <p>Course instructors model effective literacy teaching strategies, most of the time.</p> <p>Course instructors adjust course content or training to address gaps in candidates’ ability to teach students how to read, most of the time.</p> <p>Candidates effectively teach students literacy skills, most of the time, as observed in field observations.</p>	<p><i>Resources Coming Soon - Exemplar Tools and Resources including sample syllabi and assessments developed by Louisiana Teacher Preparation Providers through the Math collaborative</i></p> <p>The Teaching Works Curriculum resources include a learning cycle with four distinct steps – introduce, prepare, enact, and analyze. The learning cycle is designed to support novice teachers in developing teaching practices, pedagogies, and content knowledge. The activities include models of how to effectively introduce teaching strategies, support resources designed to help candidates understand how to master content knowledge and teaching practices, and exemplar videos of high-quality teaching resources implemented effectively.</p>
<p>2.2 To what extent does the provider ensure that all candidates master the content knowledge and content pedagogy needed to effectively grow students by one academic year or meet IEP goals?</p> <p>Criteria</p> <p>a. Course instructors’ knowledge of current PK- 12 student standards and the content knowledge and content pedagogy needed to teach the standards</p> <p>b. Course instructors’ teaching of how to use PK-12 student standards</p> <p>c. Candidates’ mastery of content knowledge and content pedagogy</p>	<p>Course instructors consistently demonstrate full knowledge of current PK-12 student standards and the content knowledge and content pedagogy needed to teach the standards.</p> <p>Faculty consistently model effective practices for utilizing PK-12 student standards to facilitate student learning, most of the time.</p> <p>Candidates utilize content knowledge and content pedagogy effectively, most of the time, as observed in field placements.</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> • Leading a Discussion, Activities 1 – 7 • Implementing Norms and Routine for Discourse, Activities 1 - 7 <p>Mathematics:</p>

<p>2.3 To what extent does the provider ensure teacher candidates practice and implement effective planning for instruction utilizing high-quality curricular materials and practice and implement effective teaching skills* needed to grow students by one academic year or meet IEP goals?</p> <p>Criteria</p> <p>a. Course instructors’ use of high- quality curricular materials</p> <p>b. Course instructors’ modeling of effective teaching skills*</p> <p>c. Candidates’ mastery of effective teaching skills*</p>	<p>Course instructors consistently ground their teaching of planning for instruction in the use of high- quality curricular materials.</p> <p>Course instructors consistently and effectively model all of the teaching skills outlined below.</p> <p>Candidates implement most teaching skills outlined below, most of the time, as observed in field placements.</p>	<ul style="list-style-type: none"> • Leading a Discussion, Activities 1 - 6 <p>General Curriculum Resources:</p> <ul style="list-style-type: none"> • Setting Up and Managing Small Group Work • Planning for Small Group Work • Giving Directions for Small Group Work
<p><i>*Diversity includes gender, race, and ethnicity, social & economic status.</i></p> <p><i>*Teaching skills include effectively building classroom culture, assessing student learning, differentiation (including for English language learners and special education students), academic feedback and questioning, and content-specific teaching strategies</i></p>		

Additional Resources

- [Deans for Impact - Practice with Purpose - The Emerging Science of Teacher Expertise](#) summarizes the principles of deliberate practice and their implications on teacher development and preparation.
- [Deans for Impact – The Science of Learning](#) summarizes cognitive science research of how students learn and offers practical suggestions on embedding cognitive science in classrooms.
- [Uncommon Schools: Six Steps to Effective Feedback](#) is an observation and feedback tool used to coach and develop teachers.
- [Danielson Group: Framework for Teaching](#) is a research-based framework that outlines what novice and experienced teachers should know and be able to do during teaching and learning. The Framework consists of 22 components and four levels of performance for each element.

Quality of Feedback and Candidate Performance

The purpose of the Quality of Feedback and Candidate Performance domain is to determine how effective programs provide feedback to candidates within their residency placements and assess how well the programs’ supervisors use observation and feedback data to inform goal tracking and interventions of candidates.

Exemplar Resources Aligned with the Onsite Review Framework

Indicator	Level 3 – Good	Exemplar Resources and Descriptions
<p>3.1 To what extent does the program utilize a process for written and oral feedback that is grounded in PK-12 student learning and includes measurable growth goals for candidates?</p> <p>Criteria a. Written and oral feedback grounded in PK-12 student learning b. Growth goals for candidates</p>	<p>The majority of observers consistently provide written and oral feedback that is accurate and has a clear link to evidence of student learning during the observed lesson.</p> <p>Written and oral feedback after each observation builds on previous feedback and identifies key measurable growth goals.</p> <p>Most feedback results in teacher candidates knowing precisely what they must do next to improve their practice and how these improvements will be measured.</p>	<p>The Uncommon Schools Observation and Feedback resources include videos demonstrating how to use the Uncommon Schools: Six Steps to Effective Feedback framework, which is included in the Additional Resources section. In the videos, observers show how to use the Framework and support teachers as they analyze their teaching and learning practices effectively.</p> <p>Uncommon Schools - Observation and Feedback Resources</p> <ul style="list-style-type: none"> • Six Steps to Effective Feedback • Probing to Identify the Problem <p>The Danielson Group video includes a pre and post-conference with a teacher and observer using the Danielson Framework for Teaching, which is linked in the Additional Resources section.</p> <p>Danielson Group - Framework for Teaching Resources</p> <ul style="list-style-type: none"> • Video: Pre and Post Observation Conversation Using the Danielson Framework for Teaching

<p>3.2 To what extent does the observation and feedback process result in improvement in the quality of student learning in the K-12 setting?</p> <p>Criteria</p> <p>a. Effectiveness of supports to meet growth goals</p> <p>b. Counseling out process</p> <p>c. Impact of observation and feedback process</p>	<p>Supervisors provide effective supports to candidates to meet growth goals, most of the time.</p> <p>The program has formal interventions (including a counseling out process) that are grounded in feedback from both program supervisors and mentor teachers for teacher candidates who do not meet program performance standards.</p> <p>Candidates consistently improve their teaching practice. Candidates also advance student learning, most of the time, as observed in field placements.</p>	<p>The Uncommon Schools Analysis and Feedback videos include samples of observers working with teachers to analyze student assessments to improve student learning and teacher growth goals.</p> <p>Uncommon Schools – Analysis and Feedback Videos</p> <ul style="list-style-type: none"> • Analysis of Critical Reading Assessment • Analysis of Early Literacy Assessment • Data-Driven Instruction
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Quality of Continuous Improvement Process

The Quality of Continuous Improvement domain examines how programs collect and utilize data and work with school system partners, to improve the quality of the teacher preparation program continually.

Exemplar Resources Aligned with the Onsite Review Framework

Indicator	Level 3 – Good	Exemplar Resources and Descriptions
<p>4.1 To what extent do program leaders and faculty systematically collect and collate high-quality* data to facilitate continuous program improvement?</p> <p>Criteria</p> <p>a. Alignment of leaders and faculty on use of high-quality data</p> <p>b. Data collection processes</p> <p>c. Data accessibility</p>	<p>Program leaders and faculty can clearly articulate what high-quality* data are in their context. Program leaders have some understanding of how data will be used to inform continuous improvement efforts.</p> <p>Data are regularly collected using standardized practices across most programs.</p> <p>Data are efficiently collated and readily available for most leaders to use.</p>	<p>The US Prep Collaborative Self Study of Data Use Practices in Teacher Education reports are summaries of self-studies of data use practices by teacher preparation providers. The initial reports include program information, summaries of data usage practices, and data improvement action plans.</p> <ul style="list-style-type: none"> • Initial Report Exemplar 1 • Initial Report Exemplar 2
<p>4.2 To what extent do program leadership, faculty, partner district and school leaders, and mentor teachers engage in continuous improvement planning?</p> <p>Criteria</p> <p>a. Use of data</p> <p>b. Impact of continuous improvement planning</p>	<p>Leadership at most levels, including program faculty, partner district and school leaders, and mentor teachers—regularly meets to analyze high-quality data.</p> <p>Based upon these meetings, improvement plans with specific, measurable, and rigorous goals grounded in improving K-12 student learning are developed.</p> <p>Plans are sometimes reviewed and revised.</p> <p>As a result, the provider has some evidence that the program is improving over time.</p>	<p>The follow-up data collection plans include information about how teacher preparation providers use initial program data to develop long term improvement plans. The follow-up reports are samples of how teacher preparation providers’ follow-up with key stakeholders to determine how the program is progressing towards its goals.</p> <ul style="list-style-type: none"> • Data Follow-up Plan 1 • Data Follow up Plan 2 • Follow-up Report 1 • Follow-up Report 2