



Preparation Provider Monthly Webinar

March 30, 2022

Agenda

LDOE Updates/Opportunities

Mentor Teachers

Certification Updates

Mentor/Content Leader Training Providers

Resources

LDOE Updates/Opportunities



Recruitment, Recovery, and Retention Task Force

The legislature created a Teacher Recruitment, Retention, and Recovery Task Force. The purpose of the task force is to recommend strategies to increase recruitment and retention of Louisiana's education workforce.

In November, the task force released a report on the state's educator workforce and best practices and effective strategies used across the country related to recruiting and retaining educators. The task force also approved 28 recommendations for LDOE and the Board of Regents.

Recruitment, Recovery, and Retention Task Force

Recruitment Recommendations

- Evaluate current data collection practices to create a plan for more robust data collection
- Expand the pre-educator pathway strategy in high schools
- Implement a strategy to recruit diversity in the educator workforce
- Study the impact of Praxis Core and content exams on educator preparation program enrollment
- Expand the Human Resources Fellowship
- Study and invest in the para-to-teacher model
- Develop a strategy to attract mid-career professionals into the teaching profession
- Create a campaign to elevate the teaching profession
- Study and develop statewide plan for incentive and compensation models
- Develop and implement statewide career ladder for teachers
- Study effectiveness of current teacher residency model to include mentor teachers and identify areas of improvement

Recruitment, Recovery, and Retention Task Force Recovery Recommendations

- Research the reciprocity agreements for certification in other states.
- Study the mentor teacher and residency program and reinstate the statewide work group related to teacher residency.
- Provide research and guidance for teacher well-being support and reducing teacher burnout.
- Re institute and implement a statewide new teacher induction program and system support.
- Complete a compensation study including return to work guidance for school districts.
- Study the current educator evaluation system and create a plan to improve the system.

Recruitment, Recovery, and Retention Task Force Retention Recommendations

- Build strong support strategies for experienced teachers.
- Expand the teacher pipeline supports for aspiring and current principals.
- Review school culture and strategies to improve working conditions.

Recruitment, Recovery, and Retention Task Force Updates Related to Preparation Providers

- Studying the impact of Praxis Core on education preparation program enrollment
 - There is legislation to remove entrance requirements to EPP and as certification requirement.
- Expansion of pre-educator pathways
 - LDOE allocated \$1,204,000 to school systems for the 2022-2023 school year.
 - Conducted meetings for various stakeholders.
 - Projected expansion for next year is from about 20 systems to over 50 school systems.
- Study Teacher Residency Model
 - The Department is currently partnering with Regional Education Laboratory to conduct a study on the implementation and outcomes of the Believe and Prepare program. The study is anticipated to conclude by December 2022.

Recruitment, Recovery, and Retention Task Force Updates Related to Preparation Providers

- New Teacher Support
 - The Department has created a comprehensive New Teacher Experience program that will offer multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. There will be direct supports that include online asynchronous training modules and implementation follow up, affinity groups, and mentoring. There will also be system supports that will include guidance for inducting new teachers. LDOE also launched the New Teacher of the Year program. School systems are supporting the development of this work that will launch this summer.

Resulting Competency Shifts and Additions Passed March BESE

General notes for the competency revisions approved at March BESE include:

- Assessment for mastery of the competencies;
- Systematically addressing and teaching phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Differentiating instruction for teaching students with advanced literacy skills and students with significant literacy deficiencies, including dyslexia;
- How to implement effective literacy instruction using high-quality instructional materials and administer literacy assessments to students and use the resulting data to improve literacy instruction for students;
- Systematically and explicitly address behavior management, trauma-informed principles and practices for the classroom, and other developmentally-appropriate supports to ensure that students can effectively access literacy instruction.

Shift to a Four-Year Accountability Cycle

To ensure programs have adequate time to implement recommendations and feedback from the on-site review process, programs will shift to a four-year accountability cycle. The biennial BESE renewal cycle will remain the same. Programs with a biennial quality rating below a level three during the biennial renewal period may undergo progress monitoring. During the progress monitoring period, programs will develop improvement plans in partnership with the LDOE and engage in one or more interventions, including

- engaging in more frequent onsite reviews for one or more pathways
- receiving low performing or at-risk labels
- enacting improvement recommendations
- limiting enrollment for certain pathways or programs
- discontinuing the provider's ability to recommend candidates for certification

Teacher Quality Domain Recommendations to BESE

BESE approved the workgroup recommendations for the Teacher Quality domain to be included in the performance profile calculations so long as at least two years of value-added data is available. When two years of data isn't available, value-add data from the most recent performance profile will be used to calculate the Teacher Quality domain.

	BESE Review Timeline	2016-2017 VAM	2017-2018 VAM	2018-2019 VAM	2019-2020 VAM	2020-2021 VAM	2021-2022 VAM	2022-2023 VAM	2023-2024 VAM	2024-2025 VAM
2017-2018 Baseline Performance Profile		X	X							
2018-2019 Informational Performance Profile		X	X	X						
2019-2020 Informational Performance Profile	Winter 2021		X	X	Not Available					
2020-2021 Performance Profile			X	X	Not Available	Not Available				
2021-2022 Performance Profile	Postponed till Winter 2025			X	Not Available	Not Available	X			
2022-2023 Performance Profile						Not Available	X	X		
2023-2024 Performance Profile	Winter 2025						X	X	X	
2024-2025 Performance Profile								X	X	X

Teacher Quality Domain and Performance Profile Passed March BESE

Performance Profile Public Release Waiver for the 2020-2021 Calculations

Given that the calculations for the 2020-2021 performance profiles will not include value-added data from the 2019-2020 or 2020-2021 renewal cycle, BESE approved a [waiver for public release](#). The Department will calculate the simulated performance profiles and meet with each provider to discuss their results in the spring.

Performance Profile Calculations for 2021-2022

In lieu of public release, providers will receive updated performance profiles privately, and the data on the website will remain static until the release of the 2021-2022 performance profiles.

Renewal Decision Policy Update

Renewal decisions are delayed until winter 2025.

Meeting Educator Workforce Needs High-Need Schools List

The Department has updated the high-need school list this year as outlined in Bulletin 996; the updated list is in the [Believe & Prepare Preparation library](#). This list will be used for “Meeting Educator Workforce Domain” Quality Rating System calculations for 2022-2023, 2023-2024, 2024-2025, and 2025-2026 school years. High-Need Schools meet at least one of the following criteria:

- Schools previously identified as a high-need school
- Schools with 75 percent or greater economically disadvantaged student population and/or minority student population.
- Schools that are geographically remote (greater than 75 miles)
- Schools in school systems with 75 percent or greater geographically remote schools
- Schools with 25 percent or more of uncertified teachers
- Comprehensive Intervention Required schools

Teacher Leader Summit

The 2022 Teacher Leader Summit will be held **Tuesday, May 31 - Thursday, June 2** at the New Orleans Ernest N. Morial Convention Center. The Department is celebrating both “Making a Comeback” and the 10th year for this event.

The [Summit Overview document](#) and [registration portal](#) can be found on the [Teacher Leader Summit webpage](#). Registration will close on **April 15** or at sellout.

Ticket	Price	Quantity
Early Bird Classroom Teachers	\$100.00 + \$2.00 fee	0
Early Bird Non-classroom Educator	\$100.00 + \$2.00 fee	0
VIP	\$150.00 + \$2.00 fee	0
Future Educator	\$100.00 + \$2.00 fee	0

Order Summary
No tickets selected

Subtotal	\$ 0.00
Fees	\$ 0.00
Total Registration Cost	\$ 0.00

Contact LDOEvents@la.gov with any questions.

Literacy Training

All seats for Literacy Foundation Training have been filled.

Each participant should have now received an email with next steps from their approved vendor. The approved vendors are:

- AIM Institute for Learning and Research
- Associated Professional Educators of Louisiana (A+PEL)
- Keys to Literacy
- Voyager Sopris Learning® (LETRS)

Please contact LouisianaLiteracy@la.gov with any questions.



New Teacher of the Year Finalists

Category	Name	District
Elementary	Charli Hauk	Avoyelles
Elementary	Ally Coburn	Ouachita
Elementary	Riley Benjamin	West Baton Rouge
Middle	Juliana Habisreitinger	West Feliciana
Middle	Jamie Young	Calcasieu

Category	Name	District
Middle	Annanaquia Smith	Rapides
High	Robert Daly	Collegiate Academy
High	Rachel Ryan	Bossier
High	Jordyn Vicknair	Ascension

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

New Teacher Experience Kick Off

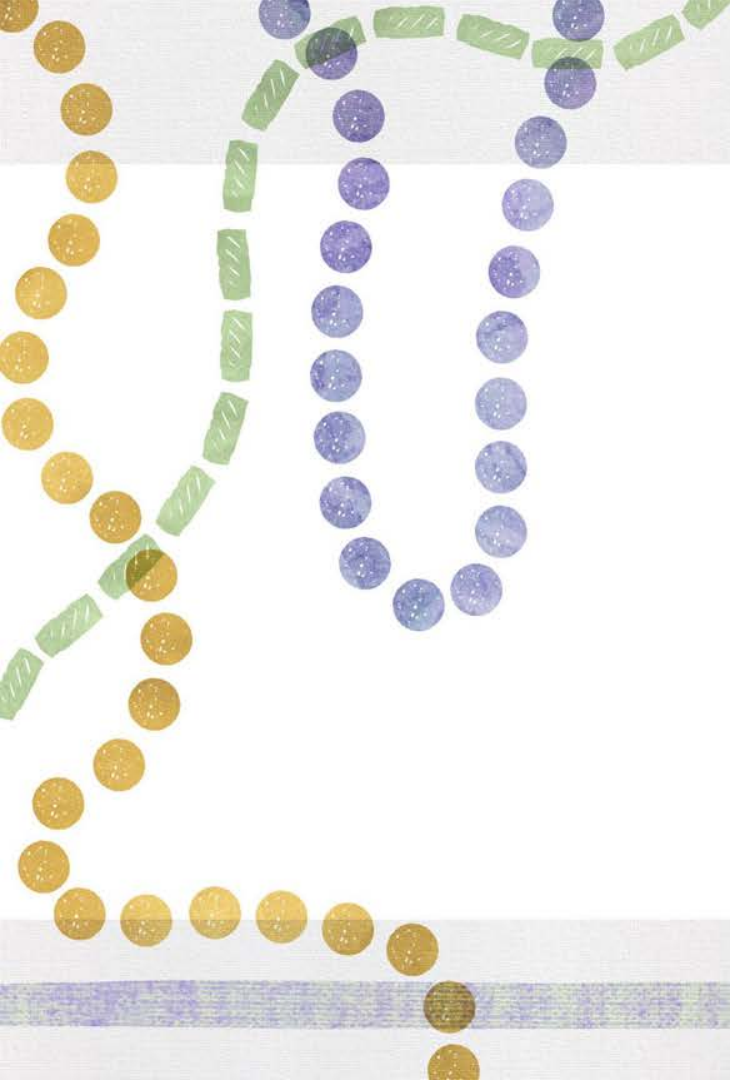
The Department is launching a comprehensive New Teacher Experience program in 2022-2023 to support the recruitment and retention of new teachers across the state. To kick off this program we will be hosting a New Teacher Experience Kick off event on **July 25** in Baton Rouge.

New teachers that attend this day-long event will:

- Attend sessions created specifically for new teachers.
- Hear from the New Teacher of the Year finalists.
- Learn about ongoing support structures available in the 2022-2023 school year.

Further details about how school systems can register new teachers for this event will be provided in the coming months.

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



Mentor Teachers

Mentor Waiver

The Department is asking BESE to waive the Mentor policy for the 2022-2023 school year. This request is identical to what was approved for the 2021-2022 school year. Although there are currently 1,506 credentialed mentors and an additional 1,000 holding the provisional license, there are still gaps in particular subject areas and geographic regions.

Upon approval by BESE, the Department will share application instructions with school systems and preparation providers by early summer. It is anticipated that the application process will be identical to the process used in 2021-2022.

Please contact believeandprepare@la.gov.

Mentor Funding Increase for 2021-2022

The Department has determined that Mentors supporting **year-long undergraduate residents** in the 2021-2022 school year will receive a \$1,800 stipend, instead of the usual \$1,000 stipend. BESE approved this funding in March, these funds have been added to school system allocations in eGMS.

This additional funding is for **one year only**, based on availability of funds.

Resident Funding Increase

The amount of funding school systems will receive for resident teachers is increasing from \$1,000 to **\$1,800**. This will go into effect this school year, 2021-2022.

Residents eligible for this funding are year-long undergraduate residents who hold a resident certificate by October 1, 2021 and are completing their residency in a public school.

Please contact believeandprepare@la.gov with any questions.

Mentor Teachers

In order to build a robust Mentor pool, school systems should be utilizing all options for Mentor certification. Below are a few suggestions for school systems to increase their Mentor pool.

1. Determine all educators in the system who are trained TAP evaluators.
2. Determine all educators in the system who are trained CLASS evaluators.
3. Determine all educators in the system who hold the EDL, EDL eligibility letter, or older supervisor credentials (elementary principal, etc.).
4. Identify outstanding educators in the system and support their completion of a Mentor training program.

[Apply](#) for the mentor credential for all of the above educators.

Reach out to believeandprepare@la.gov with questions.

Post-Baccalaureate Mentors

Policy requires that alternate certification candidates in their first year on a Practitioner's License (PL) need to be mentored for five hours per week. School systems will verify this mentoring through an attestation form that is part of a candidate's application for a Level 1 certificate or renewal of a Practitioner License. Candidates without the mentoring will be unable to renew the PL or advance to the Level 1 certificate.

A list of [current first year PLs](#) was sent to school systems on **February 17**. Preparation providers may access this [list](#) using the link provided. The Department will send an updated list to school systems monthly.

Please contact believeandprepare@la.gov with any questions.

Certification Updates



Application Updates

Policy and law changes, and processing nuances will require updates to several applications. The applications will be available online by April 1. **The new applications will be required to be used, effective May 1, 2022.**

The applications that will be updated include:

- EV-Evaluation, Add-On, Course Approval, & Name Change Application
- EL-Educational Leader
- AT-Ancillary Teaching
- AS-Ancillary Service
- OS-Out-of-State
- **IN-Initial**

Reading Competencies

Recent legislation and questions surrounding teaching reading competencies have led to a more **broad** interpretation of the law regarding teaching reading. Therefore, when issuing initial certification, our team will be looking for the following:

- Traditional Programs: Semester hours 3, 6 or 9 hours
- Alternate Programs:
 - BESE-adopted Teaching Reading Exam (5206) OR
 - Signed Assurances indicating contact hour equivalent

Literacy updates to certification requirements will be brought to BESE later this year.

With so many new Certification Specialists in training, the Certification office will be reaching out to our Teacher Preparation Program Provider Partners to request updated lists of reading coursework used.

CBC Legislation (HB 156)

Background:

- Current Louisiana law and practice indicates that when a school system requests a criminal history report for employment purposes, a separate copy of the criminal history is sent directly from the Louisiana State Police (LSP) to LDOE
- In March of 2020, as a part of an audit of LSP, the FBI met with LDOE inquiring about our criminal history processes, purposes, uses, etc.
- They were trying to determine if employment and certification were one purpose or two different purposes.
- It was determined that a separate Criminal history request for certification is needed.

CBC Legislation (HB 156)

- Practices in other states were reviewed
 - 37 states require criminal history checks for licensure
- Various options within our state were investigated
 - 5 options were investigated
- Option chosen was to amend R.S. 17:15 and 15:587.1
 - require a criminal history check for certification

Proposed Bill (HB 156)

- Update R.S. 17:15 to:
 - Authorize LDOE and/or BESE to request criminal history reports for certification purposes.
 - Authorize LSP to send the criminal history to LDOE for certification
 - Allows for a future effective date
 - Allows for a transitional period and a deadline for when the criminal history needs to be completed
 - Allows processing fee to be charged
- Update R.S. 15:587.1 to:
 - Remove language in violation of federal regulations
 - Limits rap backs only for provisions of 15:587.1 (C)(2) (*new changes*)

Current Practice vs. Proposed Practice

Currently:

Educator completes teacher preparation program
Is recommended for certification
LDOE issues certification
LEA completes Criminal History check (if they do)
LDOE receives copy of CBC
LDOE reviews & takes action on certificates as necessary
LDOE refers the case to BESE for possible revocation or records review
Action taken on subsequent updates to CBC (rap back)

Proposed:

Educator completes teacher preparation program
Is recommended for certification
LDOE requests & receives CBC from LSP
LDOE reviews & determines certification eligibility
LDOE issues or denies certification; if denied LDOE refers the applicant to BESE for possible records review
After issuance, action only taken on subsequent updates to CBC (rap back)

Fee Structure

- **One-time fee**
- Total cost of a CBC
 - CBC processing fee for LDOE - \$25.00
 - Federal Background Check fee - \$13.25
 - State Background Check fee - \$26.00
 - Vendor Fingerprint Fee - \$9.78
 - Sheriff's Technology Fee - \$5.00
 - **CBC/Fingerprint processing total - approximately \$79.03***

Mentor/Content Leader Training Providers



Training Provider Reminders & Updates

- Share the steps for [Applying for Mentor/Content Leader Certification](#) with your participants.
- Cohort enrollment should be emailed to teacherleadertraining@la.gov and support@bloomboard.com.

Mentor Policy Updates

At the April 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

We encourage all providers to communicate these updates and [steps for applying for certification](#) with enrolled participants. Participants that meet the new policy requirements can complete this [survey](#) to request their Bloomboard completion certificate.

Content Leader Policy Updates

At the August 2021 BESE meeting, the board approved changes to Bulletin 996 regarding content leader assessment series passing score requirements. These updates include:

- Reducing the number of required micro-credentials from 5 to 4.

All participants are required to complete three content-focused micro-credentials and one of the two coaching micro-credentials (Leading Common Planning Time or Facilitating Adult Group Learning).

We encourage all providers to communicate these updates and [steps for applying for certification](#) with enrolled participants. Participants that meet the new policy requirements can complete this [survey](#) to request their Bloomboard completion certificate.

Training Provider Effectiveness Measures Pilot Informational Session

Based on your feedback and our hope to provide BESE with a more comprehensive view of your programs, we are developing tools that would create additional data points to be included in future training provider effectiveness reports. Currently these tools include **a participant survey**, **a district partner experience survey**, and **a training observation rubric**. This Spring, five providers have volunteered to participate in the piloting of these tools.

- A+PEL
- Great Minds
- Northwestern State University
- Southern University
- University of Holy Cross



Resources

Resources Available in the Literacy Library



- Local Literacy Plans
- Screener Results Templates
- Literacy Implementation Guidance
- K-2 Teacher PD Series
- Leader PD Series
- K-2 Writing Series
- Libraries
- Interventions & Extensions
- Sound Wall Template
- Family Literacy Engagement Strategic Plan
- At-Home Activities

Phonological Awareness Activities

The [Literacy Library](#) now has three sets of phonological awareness activity cards in the **Instruction, Intervention, and Extension** section. These activity card sets increase in challenge level and provide a bank of activities that can be done anywhere. They include engaging multi-sensory activities to build phonological awareness skills in students. Sets 1 and 2 includes mostly single syllable words with some blends and vowel teams while Set 3 adds in additional blends and multi-syllable words. These activities are suitable for students at any grade level that may be learning new skills or need additional support.

[Phonological Awareness Activity Card Set 1](#)

[Phonological Awareness Activity Card Set 2](#)

[Phonological Awareness Activity Card Set 3](#)

Contact louisianaliteracy@la.gov with questions.

Resources for Middle and High School

[Middle and High School PD Schedule](#)

Session 1 - An Overview of the Science of Reading:

[Recording](#) and [slide deck](#)

Session 2 - Morphology (Part 1):

[Recording](#) and [slide deck](#)

Contact louisianaliteracy@la.gov with questions.

BESE Approved Alternate EL Connectors

At its January meeting, BESE approved the [Louisiana Alternate Connectors for English Learners](#). The 10 standards should be used in combination with the academic standards and are intended to support EL students as they learn critical English language knowledge and skills and communicative competence needed to access and meaningfully engage in high quality instruction.

For further guidance to support your ELs with disabilities, please refer to these documents from the EL Library:

1. [Identifying and Supporting English Learners with Disabilities Guidance](#)
2. [ELA Guidebooks 2.0: Diverse Learners Guide](#)
3. [ELLs with Special Needs Article](#)

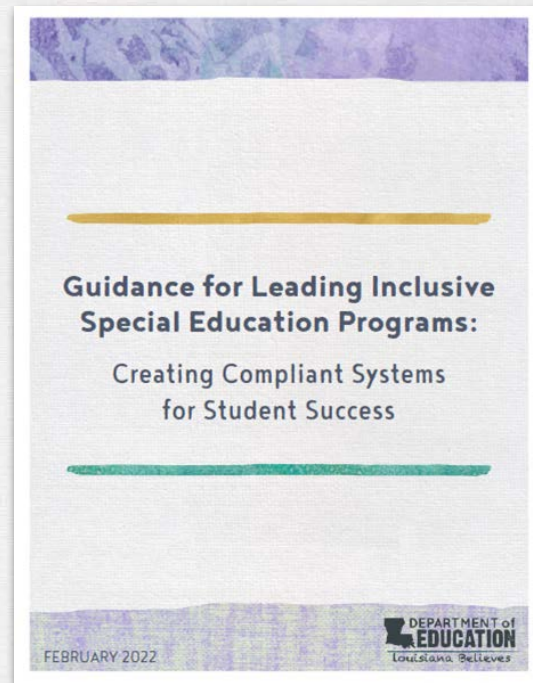
Please contact diverselearnersupports@la.gov with questions.

Guidance for Leading Inclusive Special Education Programs

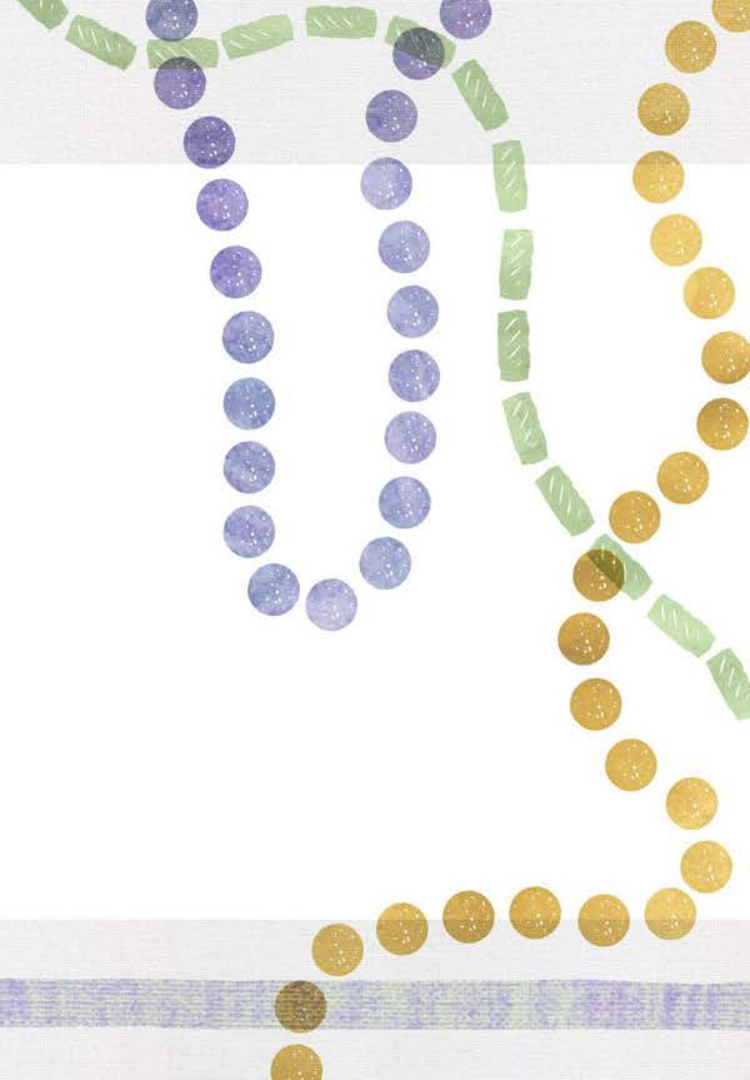
The Department released the second issue of Guidance for Leading Inclusive Special Education Programs: [Creating Compliant Systems for Student Success](#).

In late March 2022, the Department will release a third issue on the topic of meeting the student well-being needs of Students with Disabilities. The webinar will be held in early April.

Please contact diverselearnersupports@la.gov with questions.



Closing



Next Steps

- Register for Teacher Leader Summit!
- Look for the Believe and Prepare email blast on **April 12.**
- Join the next monthly call on **April 29 at 10:00 a.m.** Note this is a Friday not our usual Wednesday date.