

Louisiana Teacher Recruitment, Recovery, and Retention Task Force

Wednesday, October 25, 2023
1:00 p.m.-3:00 p.m.

Iowa Room, 1st Floor of the Claiborne Building
1201 N. 3rd Street
Baton Rouge, LA 70802

CALL TO ORDER

Dr. Susannah Craig called the meeting of the Teacher Recruitment, Recovery, and Retention Task Force to order at 1:01 p.m.

ROLL CALL AND INTRODUCTIONS

Ms. Cara Landry called the roll, and a quorum was established.

Members Present	Affiliation
Ms. Em LeBlanc-Cooper	LDOE
Dr. Susannah Craig	Commissioner of Higher Education
Ms. Robin Cosenza	LA School Boards Association
Mr. Mike Faulk	LA Assoc. of School Superintendents
Mr. Bruce Chaffin	LA State Assoc. of School Personnel Administrators
Dr. Paula Calderon	LA Assoc. of Colleges for Teacher Education
Ms. Cynthia Posey	LA Federation of Teachers
Mr. Barry Erwin	Council for a Better Louisiana
Mr. Alex Jerrell	LA Assoc. of Public Charter Schools
Sen. J. Rodgers Pope	LA Senate
Rep. Buddy Mincey	LA House of Representatives

Members Absent	Affiliation
Rep. Mark Wright	House Committee on Education
Dr. Esrom Pitre	Senate Committee on Education
Dr. Karen Peace	LA Association of School Executives
Ms. Sandy Holloway	BESE
Ms. Gladys Mouton	LA Association of Educators

APPROVAL OF SEPTEMBER 6, 2023, MINUTES

Mr. Erwin asked for a motion to approve the minutes of the September 6, 2023, meeting. On motion of Mr. Faulk, seconded by Senator Pope, the Task Force approved the minutes.

THE BOARD OF REGENTS MASTER PLAN

Mr. Erwin announced that Dr. Susannah Craig would be discussing the Board of Regents Master Plan and how Regents' work over the past several years aligns with the mission of this Task Force. Dr. Craig discussed the Board of Regents Pathway to 2030 attainment goal of 60% of working adults holding a postsecondary credential by 2030. She noted that the goal brings real benefits to citizens, who can use credentials to build new opportunities and improve social mobility. Dr. Craig then discussed the Meauxmentum initiative. She said that last February every postsecondary institution in the state and the four systems met to discuss the statewide adoption of the Meauxmentum Framework and develop plans for each institution.

Dr. Craig discussed changes to include Dual Enrollment in the admission policies, informing the Task Force that Louisiana is the only state in the country to have done this. She stated that early college opportunities count towards admissions requirements. She said that a wide range of new opportunities are opening to students and together, Regents and LDOE have created a comprehensive approach to increase student success. She noted that this year's attainment rate of 49.5% is the highest Louisiana has ever seen. Dr. Craig then discussed the progress toward the goal presented in a chart. She noted a shared goal of strengthening the education-to-employment pipeline. She discussed the many initiatives launched to help accomplish this, such as the M.J. Foster Promise Adult Financial Aid Program, the Geaux Teach Scholarship Program, expansion of cyber education programs throughout the state, creation of regional healthcare innovation partnerships, and implementation of a new academic planning process.

Dr. Craig then discussed the threefold approach to achieving this goal: 1) increasing college going, 2) improving college success, and 3) recognizing all credentials of value. She discussed the plans to increase

college going by the launch of the high school dual enrollment teacher credential program and implementation of the National Guard Patriot Scholar program. Related to improving college success, Dr. Craig said Regents is helping to support campuses' implementation of the Meauxmentum plans and co-requisite math and English, as well as expanding work-based learning opportunities. To recognize all credentials of value, Dr. Craig said that Regents is supporting the award of reverse transfer degrees, linking strategic academic planning to the needs of each region, creating a statewide portfolio of industry-based certifications, and developing a return-on-investment report. She noted that over the first four years of the Master Plan implementation, Regents has expanded in more ways than ever before, including by increasing the ways in which students can enter dual enrollment.

Dr. Craig transitioned to discuss dual enrollment specific to the pre-educator pathway. She noted that one of the major goals is to have students get college experience in the high school setting while they have support from high school teachers and peers, to see that they can be successful in college. She said they have increased the new admissions pathway and increased participation by 15% in the last two years. She observed that 1,800 more African American students took dual enrollment courses in the 2022-2023 school year than in previous years. She discussed the significant growth of the pre-educator pathway, which has seen a 62% increase in enrollment.

THE VISION FOR SUCCESS

Dr. Craig then called upon Ms. Em Leblanc Cooper, LDOE, to discuss the Louisiana Department of Education's Vision for Success and its alignment with this Task Force, State Required Professional Development for Teachers, and Pathways to Certification. Ms. Cooper first discussed how each child's education journey, from birth to graduation, is focused on six critical goals. These goals include: students enter kindergarten ready; students will achieve mastery on third-grade assessments and enter the fourth grade prepared for grade-level content; students will achieve mastery on eight-grade assessments and enter ninth

grade prepared for grade-level content; students will graduate on time; students will graduate with a college and/or career credential; and students will graduate eligible for a TOPS reward. Ms. Cooper then discussed educational priorities, including: ensuring every student is on track to a professional career, college degree, or service; removing barriers and creating equitable, inclusive learning experiences for all children; providing the highest-quality teaching and learning environment; developing and retaining a diverse, highly effective educator workforce; and cultivating high-impact systems, structures, and partnerships. Ms. Cooper continued to discuss the proven strategies that will make it possible for schools to adopt and sustain key shifts to better support Louisiana children. She noted that the support for Louisiana children is only as strong as the opportunities for quality collaboration between stakeholders. Ms. Cooper noted that Louisiana children receive strong support beyond the walls of the learning environment from many stakeholders such as their families, communities, policymakers, and partners.

Ms. Cooper then discussed how each of the workforce priority focus areas aligns with the Task Force.

- Aspiring leader development – Aspiring Principal Fellowship
- Elevate teacher voices – Educator survey and focus groups, LEAN practices, Teach Upbeat
- Improve educator compensation – Compensation Study and Targeted Supports, Differentiated Pay in MFP, and MFP Allocations pay for teacher leaders
- Intentional partnerships with teacher preparation providers – Removal of Praxis Core, Geaux Teach Fund, Registered Apprenticeship, Associate Educator Pathway, and Para-to-teacher Program
- Job-embedded collaboration and professional development – Human Capital Guidance and Professional Learning Recruitment and Retention Fellowship
- New Teacher Induction – New Teacher Experience
- Observation, feedback, and coaching cycles – Educator Evaluation Improvements
- Pre-educator pathways – Guidance and Supports Expansion Allocations
- Teacher leader opportunities – Expansion of Mentor Teaching, Content Leaders, and Developing a Career Ladder for Educators.

Ms. Cooper moved on to discuss the School System Planning Process, observing that each year school systems and lead agencies plan for how to improve student learning over the coming year. She noted that this process is aligned to LDOE’s Vision for Success and involves reviewing student achievement and progress data, establishing priorities, aligning budgets to these priorities, and using all available funding sources. She said that the Super App is the single birth-through-graduation plan that, when approved, gives

each school system access to federal formula and competitive dollars, and fulfills the federal requirement for each school system's ESSA plan.

She noted that this application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR), Urgent Intervention Required - Academics (UIR-A), and Urgent Intervention Required - Discipline (UIR-D) sites. Ms. Cooper then transitioned to discuss the CIR and UIR requirements, noting that CIR and UIR schools are required to have an approved plan and unlock funding. She said that Systems will utilize the Workforce and Vacancy Dashboards to input workforce data for their school system along with selecting at least two strategies to improve recruitment and retention. Systems will receive funding for implementation.

- Strategy 1: Enroll paraprofessionals in the para-to-teacher training program.
- Strategy 2: Enroll new teachers in the New Teacher Experience.
- Strategy 3: Apply for a registered apprenticeship in teaching.
- Strategy 4: Increase compensation for employees.
- Strategy 5: Partner with an educator preparation program to increase certification rates.
- Strategy 6: Implement or expand the pre-educator pathway in high schools.
- Strategy 7: Enroll the Human Capital Leader in the Recruitment and Retention Fellowship.

Lastly, Ms. Cooper presented the timeline with important dates including:

- October 19th – School System Planning Process Begins
- January 26th – Super App Due
- April – School System Plans approved and funded by BESE
- July – Systems Begin to Implement the 2024-2025 School System Plan

TEACHER PATHWAYS TO CERTIFICATION

The New Teacher Experience

Ms. Cooper described the New Teacher Experience, a comprehensive induction program that offers multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The New Teacher Experience provides both direct support to teachers and system support to improve student achievement by improving beginning teacher effectiveness and teacher retention.

Compensation Study

Ms. Cooper informed the Task Force that seven school systems were selected to receive targeted support from SSA Consultants to help improve the compensation and incentives in their local school system aligned to the recommendations from the Compensation Study. This would include structuring future pay raises as percentage raises rather than fixed-dollar raises in order to begin reversing teacher pay scale compressions, systematically offering and promoting differential teacher pay, and implementing innovative teaching model research projects and pilot programs focused on improving teacher recruitment, recovery, and retention. School systems were selected based on the following criteria: did not increase academic performance in 2022-2023; has a starting teacher salary below \$42,000; and has a teacher retention rate below the 2021-2022 statewide average of 86%. She noted that the targeted support provided to the selected school systems will help these school systems identify opportunities to update and change elements of local compensation and incentives to improve teacher recruitment and retention in their local systems and that the selected school systems will receive the following support at no cost:

- Overview/Discovery Session – This session includes a full presentation of the Compensation and Incentives Study along with a question-and-answer session. The session concludes with the school system identifying key issues and compensation priority areas of interest.
- Roundtable Session – This session includes a presentation and discussion of the SSA-developed suggestions/recommendations based on the overview/discovery session. The school system will receive practical, viable ideas to consider related to compensation and incentives.
- Coaching sessions – Eight hours of consulting assistance will include additional research and analysis, problem-solving, coaching, and recommendations development for each local school system.

STATE-REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS

Ms. Cooper then talked about RS 17:420 (B) (Act 338, 2022 RS), which requires that the LDOE produce a report every five years on the professional training required by law for educators. The first report was submitted in January 2023. The next report is due to the Legislature in January 2028.

The report included a chart showing all professional learning requirements mandated by statute, including the title, length, frequency, cost, and when the training is most often completed (during school hours, on teacher’s time, etc.). Act 338 of 2022 also requested that the Department provide a list of specific recommendations for changes to the legal requirements regarding such training. The LDOE included criteria that should be used to shape recommendations for refining requirements or removing them altogether.

Ms. Cooper then shared the timeline:

- September - LDOE requested that LSASPA members complete this survey to provide input on these training requirements during the LSASPA conference on September 27.
- Winter - LDOE is currently conducting a 50-state scan to understand the professional learning requirements of teachers across the country. The Department will also solicit feedback from other groups of stakeholders such as teachers and administrators.

Pathways to Teaching Report

Ms. Cooper noted that House Resolution 190 of the 2023 Regular Legislative Session urged and requested the Louisiana Department of Education (LDOE), in consultation with the State Board of Elementary Education (BESE), to study all pathways for a graduate of a postsecondary education institution to enter into the teaching profession and to make recommendations for removing barriers to certification and promoting consistency in certification and permit requirements.

The resolution further requested the LDOE, in consultation with BESE, to pursue the following:

1. Research on national practices regarding statewide certification policies.
2. A review of each pathway to teacher certification or teacher of record and make recommendations to ensure consistency in statewide certification policies.
3. A review of financial barriers and implications to students in each pathway.
4. Consultation with deans and directors of teacher preparation programs, at both universities and private providers, to determine how candidates are impacted by the certification requirements implemented by LDOE and promulgated by BESE.
5. Presentation of findings to the Teacher Recruitment, Retention, and Recovery Task Force.

The timeline included:

Summer/Fall – Research on national certification practices and review of pathways and financial

barriers.

September – Focus groups with preparation providers.

October – Survey released to preparation providers.

December – Presentation of findings to TRRR.

January – BESE receives report.

PUBLIC COMMENTS

There were no public comments.

ADJOURNMENT

Mr. Erwin announced that the next meeting will be held on December 6, 2023, 1 p.m.- 3 p.m.

There being no further discussion, Dr. Craig asked for a motion to adjourn the meeting. On the motion of Mr. Chaffin, seconded by Mr. Faulk, the meeting was adjourned at 2:48 p.m.

ADDITIONAL ATTENDEES & GUESTS

Patrick Steck, Deans for Impact