



*BLUE RIBBON COMMISSION ON  
TEACHER QUALITY  
RECOMMENDATIONS  
  
YEAR TWO REPORT*

*Submitted to the  
Governor,  
Board of Regents, and  
Board of Elementary & Secondary Education*

*May 24, 2001(revised)*



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# **BLUE RIBBON COMMISSION ON TEACHER QUALITY YEAR TWO REPORT**

## **EXECUTIVE SUMMARY**

The Blue Ribbon Commission on Teacher Quality was charged by the Governor, Board of Elementary and Secondary Education, and Board of Regents to identify strategies to effectively recruit, prepare, retain, and support teachers in Louisiana. The Commission was composed of 31 individuals who represented State leaders, K-12 schools, higher education, and communities. The Commission met from September 1999 to May 2000 and created a document entitled *Blue Ribbon Commission on Teacher Quality Recommendations – Year One Report* that was submitted to the Governor, Board of Regents, and Board of Elementary and Secondary Education on May 25, 2000. The report contained one overall goal of improved PK-12 student achievement as well as four major recommendations and 60 individual actions that focused upon the: (1) creation of coordinated partnerships; (2) recruitments of teacher candidates and certified teachers; (3) preparation of quality teachers; and (4) creation of essential conditions and environments. As a result of \$3.4 million in competitive federal funds being secured through a Title II Teacher Quality Enhancement Grant Program and new policies quickly approved by the Board of Elementary and Secondary Education and Board of Regents, many of the recommended actions are already being implemented in the state.

It was recommended that the Commission meet during 2000-2001 to address additional needs that could not be addressed by the Commission during 1999-2000. These included recruitment, preparation, retention, and support of effective principals; ongoing professional development of educators; and graduate programs for teachers. After meeting from September 2000 to May 2001 and obtaining information from a Professional Development Consortium, Educational Leadership Consortium, national leaders, and state leaders, the Commission developed 40 new actions that focused upon educational leadership and ongoing professional development. In particular, the Commission recommended that the existing certification structure for principals, supervisors, administrators, and superintendents be replaced with a new certification structure for educational leaders. In addition, it was recommended that individuals be provided opportunities to participate in: special academies for aspiring leaders; redesigned graduate programs in educational leadership; and two year mentoring programs once employed as educational leaders. The Commission also recommended that all educators participate in 150 hours of ongoing professional development over a five year time period. Educators who become certified to teach as of July 1, 2002 will be required to complete 150 hours of professional development over a five year time period to receive their Type B teaching certificate and maintain their teaching certificate. It is also recommended that a new Professional Development Center be created by the Louisiana Department of Education to provide information about quality professional development opportunities available for educators.

The *2000-2001 Blue Ribbon Commission on Teacher Quality Recommendations – Year Two Report* containing these and other recommended actions will be submitted to the Governor, Board of Elementary and Secondary Education, and Board of Regents at a joint meeting on May 24, 2001.

## **SECTION 1**

# **BACKGROUND INFORMATION**

**2000-2001**  
**BLUE RIBBON COMMISSION ON TEACHER QUALITY**  
**BACKGROUND INFORMATION**

**CREATION OF THE BLUE RIBBON COMMISSION ON TEACHER QUALITY**

The Blue Ribbon Commission on Teacher Quality was created by the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) during April 1999. It has also been supported by the Governor and is housed within the Governor's Office of Education. The Commission was given a very specific charge to accomplish over a two year time period. It was charged to recommend policies that lead to a cohesive PK-16+ system that holds universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produce higher achieving K-12 students.

The Commission was composed of 31 members who represented each of the following areas.

**Eleven Designated Members**

- Three members of the Board of Regents
- Three members of the Board of Elementary and Secondary Education
- Chairperson of the Senate Education Committee or designee
- Chairperson of the House Education Committee or designee
- Commissioner of Higher Education or designee
- Governor's Designee
- State Superintendent of Education or designee
- Governor's Educational Advisor or designee

**Eight Members Selected by the Board of Regents**

- One University/College President/Chancellor
- Three University Provosts
- One Dean of a College of Education (public institution)
- One Dean of a College of Education (private institution)
- One Dean of College of Arts and Science
- One Faculty Member

**Eight Members Selected by the Board of Elementary and Secondary Education**

- One District Superintendent (Urban)
- One District Superintendent (Rural)
- One District Director of Personnel
- One Elementary/Middle School Principal
- One High School Principal
- One Elementary School Teacher

- One Middle School Teacher
- One High School Teacher

## **CREATION OF THE BLUE RIBBON COMMISSION ON TEACHER QUALITY (CONT'D)**

### **Three Members Jointly Selected by the Board of Regents and Board of Elementary and Secondary Education:**

- Two Community Representatives
- One Pre-service Teacher

See Appendix A for a listing of the names of 2000-2001 Blue Ribbon Commission members.

### **BLUE RIBBON COMMISSION - YEAR ONE (1999-2000)**

The 1999-2000 Blue Ribbon Commission on Teacher Quality met on a monthly basis from September 1999 to May 2000 and addressed the recruitment, preparation, retention, and support of teachers. The Chairperson of the Commission was a member of the Board of Regents, and the Vice-chair was a member of the Board of Elementary and Secondary Education.

After meeting with national and state experts, reviewing current data, and undergoing extensive discussions, the Blue Ribbon Commission identified four major recommendations and sixty actions that the State needed to address to better recruit, prepare, support, and retain teachers. The Commission determined that improved PK-12 student achievement should be a united goal for PK-12 schools and higher education with “teacher quality” being a critical factor in achieving the goal. The Commission determined that the four areas that the State needed to address were: Creation of Coordinated Partnerships; Recruitment of Teacher Candidates and Certified Teachers; Preparation of Quality Teachers; and Creation of Essential Conditions and Environments. The Commission indicated that each of the areas impacted other areas and success would not be achieved unless the State addressed all four areas simultaneously. The specific recommendations and actions identified for year one can be found in the document entitled: *Blue Ribbon Commission on Teacher Quality Recommendations – Year One Report*.

It was also recommended that the Commission further develop the recommendation pertaining to the Creation of Essential Conditions and Environments during 2000-2001 and identify additional actions pertaining to: (1) recruitment, preparation, retention, and support of principals; (2) ongoing professional development of educators; and (3) graduate programs for teachers.

Recommendations of the 1999-2000 Blue Ribbon Commission on Teacher Quality were presented to the Governor, Board of Regents, and Board of Elementary and Secondary Education at a joint meeting on May 25, 2000. The joint boards approved the acceptance of the report and directed staff to present a plan to develop policies, procedures, and activities to the individual boards during September 2000. The staff developed a grant proposal to implement twenty of the most important actions and was awarded \$3.4 million through the Title II Teacher Quality Enhancement Grant Program to support the implementation of the actions over a three-year time period. As a result of new State policies being quickly approved by the Board of Regents and Board of Elementary and Secondary Education, many of the actions in the 1999-2000 Blue Ribbon Commission report are now being implemented.





## **BLUE RIBBON COMMISSION - YEAR TWO (2000-2001)**

The 2000-2001 Blue Ribbon Commission on Teacher Quality met on a monthly basis from September 2000 to May 2001 and addressed the areas of educational leadership and professional development. The Chairperson of the Commission was a member of the Board of Elementary and Secondary Education, and the Vice-chair was a member of the Board of Regents.

A Professional Development Consortium composed of 29 award winning teachers as well as principals, university representatives, and parents met on 5 occasions from October 2000 to January 2001 to identify the best practices for the professional development of educators. After meeting with national/state experts and reviewing current information, the Consortium developed a set of recommendations that were presented to the Blue Ribbon Commission during January 2001.

An Educational Leadership Consortium composed of 50 principals of the year and university faculty responsible for teaching educational leadership courses also met from October 2000 to January 2001 to identify strategies to effectively recruit, prepare, retain, and support quality principals. After working with a national expert (Dr. Joseph Murphy) as a facilitator, reviewing current research, and interacting with other national experts, the Consortium developed a set of recommendations that were presented to the Blue Ribbon Commission during January 2001.

Blue Ribbon Commission members met with national experts from North Carolina, Southern Regional Education Board, and Dr. Michael Fullan (Ontario Institute for Studies in Education), interacted with members of the Professional Development Consortium and Educational Leadership Consortium, reviewed data presented by state experts, and read current materials pertaining to effective practices in the areas of professional development of educators and preparation of educational leaders. After reviewing the information, a decision was made to add action statements to the following two original recommendations that were identified in the *Blue Ribbon Commission on Teacher Quality Recommendations – Year One Report*.

### **1. Creation of Coordinated Partnerships**

One additional action was recommended.

- ***Blue Ribbon Commission for Educational Excellence.*** Since the Blue Ribbon Commission on Teacher Quality has met its original charge, it is recommended that a Blue Ribbon Commission for Educational Excellence be formed to monitor the implementation of existing actions and recommend new actions that will directly impact the improvement of PK-16+ education in Louisiana. It is recommended that Commission members serve for two-year terms with half of the Commission members being rotated every year. To maintain continuity, existing Commission members have been asked to volunteer to serve for one additional year. Half of the new Commission will be selected from the volunteers. Information about the new Commission can be found in Appendix B.

## BLUE RIBBON COMMISSION - YEAR TWO (CONT'D)

### 2. Creation of Essential Conditions and Environments

Forty additional actions were recommended.

- ***Educational Leadership.*** A new certification structure is being recommended for the area of educational leadership. In place of separate areas of certification for principals, supervisors, and superintendents, one overall educational leadership certification area will exist. Once the new structure is approved by the Board of Elementary and Secondary Education, universities will need to redesign existing programs to address the new certification structure. Educational leaders will progress through several stages during the certification process. Teachers interested in educational leadership will be provided an option to enter into Aspiring Leaders Academies. Individuals interested in becoming educational leaders will complete a graduate program in educational leadership which involve one year internships in school-based settings. Once hired as educational leaders, individuals will participate in two years of mentoring while holding a Provisional Educational Leadership Certificate. After providing evidence of mastery, educational leaders will be provided a Professional Educational Leadership Certificate which they will maintain over a five year time period while undergoing a predetermined amount of ongoing professional development. Other types of support have also been recommended to retain educational leaders once they accept leadership positions.
- ***Professional Development.*** A new Professional Development System is being recommended for all educators. It is recommended that all educators in the state be required to develop Professional Growth Plans and create electronic portfolios that document mastery in addressing individual Professional Growth Plans. It is recommended that all educators who are certified after a predetermined date be required to complete 150 hours of professional development in order for teaching and educational leadership certificates to be renewed for another five year time period. The Louisiana Department of Education will create a system that will provide the public with a list of “quality” professional development opportunities available to educators. Educators will be required to select a predetermined percentage of professional development from the selections listed and may participate in other forms of professional development developed by their schools and districts. All educators will be expected to identify the impact of their professional development upon improved student learning. It is also recommended that all graduate programs for teachers be redesigned to address components identified by the Commission. A Professional Development Advisory Committee will begin meeting during Summer 2001 to align all of the professional development activities and projected costs to implement the activities.

The recommendations of the 2000-2001 Blue Ribbon Commission on Teacher Quality will be presented to the Board of Regents and Board of Elementary and Secondary Education at a joint meeting on May 24, 2001.

## **SECTION 2**

# **RECOMMENDATIONS AND ACTIONS**

**RECOMMENDATION #1:  
CREATION OF COORDINATED PARTNERSHIPS**

*To have state agencies, universities, and districts work collaboratively to coordinate existing partnerships and create meaningful new partnerships that result in improved student achievement.*

**Outcome:** By 2004-2005, 100% of the universities, 100% of the professional development schools, and 100% of the partner schools will meet their growth targets for the Teacher Preparation Accountability System and K-12 School Accountability System.

**Measure:** Data collected for the state's Teacher Preparation Accountability System and K-12 School Accountability System.

**ACTIONS:**

**The State should continue to address the original 7 actions of the 1999-2000 Blue Ribbon Commission on Teacher Quality. One additional action is recommended by the 2000-2001 Blue Ribbon Commission.**

**Additional Action:**

**1. Blue Ribbon PK-16+ Commission**

Reconstitute the existing Blue Ribbon Commission on Teacher Quality to form a new Blue Ribbon Commission for Educational Excellence that monitors the implementation of actions recommended by the Commission and identifies new actions for future implementation. (See Appendix B)

***RECOMMENDATION #2:  
RECRUITMENT OF TEACHER CANDIDATES AND  
CERTIFIED TEACHERS***

*To have state agencies, universities, and districts work collaboratively to actively recruit individuals into the teaching profession with a focus upon certification in teacher shortage areas.*

**Outcome:** By 2004-2005, the percentage of certified teachers in the state will increase from 87% to 94%.

**Measure:** Data collected by the Louisiana Department of Education pertaining to certification.

**ACTIONS:**

**The State should continue to address the original 7 actions of the 1999-2000 Blue Ribbon Commission on Teacher Quality. No additional actions are recommended.**

***RECOMMENDATION #3:  
PREPARATION OF QUALITY TEACHERS***

*To have state agencies, universities, and districts work collaboratively to prepare teachers who possess the in-depth core knowledge and teaching skills to effectively educate higher achieving K-12 students.*

**Outcome:** By 2004-2005, 100% of the universities will have a “Quality” status when evaluated by the state Teacher Preparation Accountability System.

**Measure:** Data collected for the state’s Teacher Preparation Accountability System.

**ACTIONS:**

**The State should continue to address the original 7 actions of the 1999-2000 Blue Ribbon Commission on Teacher Quality. No additional actions are recommended.**



**RECOMMENDATION #4**  
**CREATION OF ESSENTIAL CONDITIONS AND ENVIRONMENTS**

*To have state agencies, universities, and districts work collaboratively to create environments and conditions that support and retain highly effective pre-service teachers, new teachers, and experienced teachers.*

**Outcome:** By 2004-2005, the percentage of Louisiana public school teachers who remain within the teaching profession after their first 3 years of teaching will increase from 73% to 85%.

**Measure:** Data collected by the Louisiana Department of Education pertaining to certification.

**ACTIONS:**

**The State should continue to address the original 7 actions of the 1999-2000 Blue Ribbon Commission on Teacher Quality. Forty additional actions are recommended by the 2000-2001 Blue Ribbon Commission.**

**Additional Action:**

**1. Recruitment, Preparation, and Retention of Educational Leaders**

Develop a comprehensive system to recruit, prepare, and retain quality educational leaders.

**1a. Certification.** Redesign and strengthen educational leadership certification in Louisiana.

**1a(1) Consolidation of Certification Areas.** Consolidate the existing five areas of certification for school and district-level administrators (e.g., Elementary School Principal; Secondary School Principal; Parish or City School Supervisor of Instruction; Parish or City School Superintendent; and Supervisor of Child Welfare and Attendance/Visiting Teacher) into one certification area of “Educational Leader”.

**1a(2) New Certification Structure for Educational Leadership.** Require educational leaders to progress through different levels to obtain a professional license as an educational leader. The highest level must be attained to be certified as a superintendent. (See Appendix C)



## **ACTIONS (CONT'D):**

### **1. Recruitment, Preparation, and Retention of Educational Leaders (Cont'd)**

#### **1b. Redesigned University Curriculum for Educational Leadership Programs**

Require universities to redesign the curriculum within educational leadership programs during 2001-2002, obtain university and BoR approval of the programs during 2002-2003, and begin implementing the new programs on July 1, 2003.

**1b(1) Curriculum Standards.** Construct the educational leadership programs on the following standards: (a) Standards for School Principals in Louisiana; (b) Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders; and (c) National Council for the Accreditation of Teacher Education (NCATE) folio guidelines for program review.

**1b(2) Job-Embedded Experiences.** Require new programs to provide their candidates with real-world, job-embedded experiences by integrating field experiences throughout the curriculum, offering practicum experiences throughout the entire program, requiring students to complete projects that are connected to the real world of schools, and requiring students to demonstrate mastery through the successful completion of problem-based work.

**1b(3) Full Time Internship.** Require all students enrolled in educational leadership programs to complete a robust, full-time internship that is at least one academic year (i.e., two regular consecutive semesters or three quarters) as a degree requirement.

1b(3a) Create a subcommittee to work with BESE and the BoR to develop a strategy to fund the cost of the full-time internships to ensure that the internships do not impose a financial burden on the students and serve as a disincentive for individuals to pursue educational leadership certification.

1b(3b) During this time period, require students to not hold full time employment to allow them to serve in a variety of leadership capacities on a full time basis in state-accredited schools.

#### **1c. Tuition Exemptions and Other Types of Support**

Create tuition exemptions and identify other funding opportunities for talented educators to pursue careers in educational leadership. Provide tuition exemptions and other types of support to individuals who complete Aspiring Leaders Programs and enter into Educational Leadership Programs.

## **ACTIONS (CONT'D):**

### **1. Recruitment, Preparation, and Retention of Educational Leaders (Cont'd)**

#### **1d. District Evaluation of Educational Leaders**

Have the Louisiana Department of Education develop and implement a plan to change existing evaluation processes so that they are consistent with the state's new vision for leader preparation, practices, and professional development.

#### **1e. Educational Leadership Program Accountability**

Add indicators to the existing Teacher Preparation Accountability System that examine the preparation and retention of educational leaders that complete university educational leadership programs.

#### **1f. Recruitment and Retention of Educational Leaders**

Expand salary incentives and administrative support to recruit and retain educational leaders.

**1f(1) Monetary Incentives for Educational Leaders.** Create and support policies/legislation to raise average salaries of educational leaders to the SREB average. Adjust salary schedules to ensure that principals are paid at a higher rate than the most senior teachers.

**1f(2) 12 Month Employment.** Create and support policies/legislation to indicate that school principals *should* be hired for 12-month positions and that salaries be adjusted accordingly. (*Note: Based on the provisions for R.S. 17, it is mandated that principals who work more than 9 months each year receive an additional 1/9<sup>th</sup> of their salary for each additional month worked.*)

**1f(3) Leaders for Hard-to-Fill Positions.** Create and support policies to encourage districts to provide incentives to principals who work within schools that have been classified as academically unacceptable or schools that are undergoing corrective actions due to their limited growth in student achievement.

**1f(4) Relieve Administrative Burden on School Leaders.** Create a subcommittee to recommend to BESE strategies that districts should follow in order to relieve the administrative burden on school leaders, drawing upon findings from the paperwork reduction study mandated by the 2000 Regular Legislative Session.

## **2. Professional Development of Educators**

Develop a comprehensive structure to provide educators with quality professional development to improve student achievement.

**2a. Professional Development Center.** Build upon the existing structure within the Louisiana Department of Education to establish a Professional Development Center for Educators (e.g., teachers, support personnel, principals, administrators, etc.) that oversees the creation, implementation, and assessment of professional development programs and learning activities for PK-12.

**2a(1) Establishment of New Programs.** Have the center create criteria to establish, implement, and evaluate new programs (e.g., Institutes for Aspiring Leaders; Mentoring Programs for New Educational Leaders, etc.).

**2a(2) Professional Development System.** Establish an online professional development system that ensures that educators participate in “quality” professional development. This system should include: On-line System; Professional Growth Plans, Professional Portfolios, and Site-Based Professional Growth Teams, and Evaluation Processes. (See Appendix D)

### **2b. Ongoing Professional Development for All Educators**

Require all educators to participate in a total of 150 hours of professional development over a five year time period. (See Appendix E)

### **2c. Recertification**

In addition to existing certification requirements, require all new teachers who become certified to teach as of July 1, 2002 to be required to complete 150 hours of professional development within a five-year time period in order to receive a Type B teaching certificate. Once these teachers receive a Type B teaching certificate, require them to complete 150 hours of professional development over a five-year time period in order to have their teaching certificates renewed every five years by the Louisiana Department of Education. This recommendation will not impact teachers who were issued Type A, Type B, or Type C teaching certificates prior to July 1, 2002.

### **2d. Graduate Programs for Teachers**

Provide teachers with opportunities to participate in graduate level programs that provide teachers with advanced knowledge and relevant experiences that have a positive impact upon student development and student learning.



## **2. Professional Development of Educators (Cont'd)**

### **2d. Graduate Programs for Teachers (Cont'd)**

**2d(1) Masters Programs for Teachers.** Require universities to redesign the curriculum within masters programs for teachers during 2001-2002, obtain university and BoR approval of the programs during 2002-2003, and begin implementing the new programs on July 1, 2003. (See Appendix F)

**2b(2) New Masters and Doctoral Degrees for Teacher Leaders.** Create graduate degrees at the masters and doctoral levels for educators who wish to assume leadership responsibilities without leaving classroom/school settings.

**2d(3) Non-degree Programs/Institutes.** Create non-credit programs/institutes for teachers that are developed to address local school/district needs and lead toward improved student achievement.

**2d(4) Pay Increases for Graduate Degrees.** Support policies/legislation to provide teachers with annual raises each time graduate degrees are awarded from state approved universities.

### **2e. Bonus Hours for Professional Development**

Develop a process to allow teachers to be given credit for twice as many hours if they can provide documented evidence that their professional development led to changes in teacher practices and three times as many hours if they can document significant improvement in student achievement once new teacher practices were implemented within classrooms.

### **2f. Funding for Professional Development Activities**

Have the legislature establish permanent funding for professional development based on a per student figure with 70% of the funding going to individual schools, 20% of the funding going to the districts, and 10% of the funding going to the state to develop the professional development initiative and to teachers in rural districts to receive scholarships for special types of professional development (e.g., conferences, courses, etc.) not available within rural districts.

### **2g. Teacher Assistance and Assessment Program**

Expand the Teacher Assistance and Assessment program to a two-year program with one year of assistance and one year of assessment.

**2g(1) Portfolio and Formal Observations.** Have new teachers demonstrate proficiency during assessment through a combination of a portfolio assessment and formal observations.



## **2. Professional Development of Educators (Cont'd)**

### **2g. Teacher Assistance and Assessment Program (Cont'd)**

**2g(2) Assignment of Mentors.** Encourage school districts to have mentors form mentor teams within schools and have each mentor work with 1-2 new teachers.

**2g(3) Full Time Mentoring.** If mentoring full time, have mentors work with a maximum of 10 new teachers.

**2g(4) University Faculty Participation in Assessment and/or Mentor Training.** Have university faculty participate in assessment and/or mentor training program to acquire a better understanding of the assessment and/or mentoring program.

**2g(5) University Faculty as External Assessors.** Have university faculty be trained to serve as external assessors for the State Teacher Assistance and Assessment Program.

**2g(6) Increase Pay for Mentors.** Increase the pay for mentors.

**2g(7) University Credit.** Permit university credit for assessor and mentor training.

### **2h. Recognition of Educational Leaders**

Develop a process to recognize and celebrate state and nationally recognized educators (e.g., State Teacher of the Year (e.g., Elementary, Middle, High School, and Overall), Principal of the Year (e.g., Elementary, Middle, High School, and Overall) Presidential Award for Excellence in Science and Mathematics Teaching, etc. on their certificates and with an annual pay increase for each new honor. Determine the fiscal impact of implementing the process retroactively.

### **2i. Incentives for Educators**

Over the next five years, obtain outside funding to provide incentives for individuals to participate in quality professional development activities. Specific incentives include: release time; university courses offered at school sites; tuition exemption or assistance; scholarship funds; supplies needed to implement new skills or techniques; laptop computers and Internet access for all educators, etc.

## **2. Professional Development of Educators (Cont'd)**

### **2j. Advisory Committee to Align Funding Recommendations**

Use an advisory committee to help align all funding recommendations within the Blue Ribbon Commission on Teacher Quality Year Two Report to create an efficient system that recognizes teachers who effectively use professional development to improve the achievement of students. During the process examine the concept of issuing “Plus Certificates” to recognize educators who complete 100 hours of professional development beyond the 150 base hours within the five-year time frame.

# **SECTION 3**

# **APPENDICES**

## APPENDIX A

### MEMBERS OF THE 2000-2001 BLUE RIBBON COMMISSION ON TEACHER QUALITY

<b>CHAIRPERSONS</b>		
Chairperson, 2000-2001 Vice-Chairperson, 1999-2000 Blue Ribbon Commission	Glenny Lee Buquet Board of Elementary and Secondary Education	1243 Bayou Black Drive; Houma, LA 70360; (TEL) 504-876-5216; (FAX) 504-868-9060 e-mail: <a href="mailto:Glennyb@mobiletel.com">e-mail: Glennyb@mobiletel.com</a>
Vice-Chairperson, 2000-2001 Chairperson 1999-2000 Blue Ribbon Commission	Frances T. Henry Board of Regents	945 East Hart s Mill Lane; Baton Rouge, LA 70808; (TEL) 225-766-2589; (FAX) 225-763-6346; e-mail: <a href="mailto:ftHenry@bellsouth.net">ftHenry@bellsouth.net</a>
<b>DESIGNATED MEMBERS</b>		
Board of Regents	Scott Brame Board of Regents	4602 Wellington Boulevard; Alexandria, LA 71303; (TEL) 318-487-6591; (FAX) 318-487-6591
	Pat A. Strong Board of Regents	519 Adams Street; Franklin, LA 70538; (TEL) 337-923-7215; (FAX) 337-923-6848 e-mail: <a href="mailto:Pat_Strong@hotmail.com">Pat_Strong@hotmail.com</a>
Board of Elementary and Secondary Education	Donna Contois Board of Elementary and Secondary Education	5716 Meadowdale Street, Metairie, LA 70603; (TEL) 504-456-1924; (FAX) 504-456-1943; e-mail: <a href="mailto:onedonna@aol.com">onedonna@aol.com</a>
	Leslie Jacobs Board of Elementary and Secondary Education	P.O. Box 6650; Metairie, LA 70009; (TEL) 504-834-2424; (FAX) 504-834-2995; e-mail: <a href="mailto:leslie.jacobs@rosenthalagency.com">leslie.jacobs@rosenthalagency.com</a>
Governor s Designee	Stephen Perry Chief of Staff	Office of the Governor; P.O. Box 94004; Baton Rouge, LA 70804-9004; (TEL) 225-342-1624; (FAX) 225-342-0002; e-mail: <a href="mailto:crochetd@gov.state.la.us">crochetd@gov.state.la.us</a>
President of the Senate Designee	Senator Gerald Theunissen State Senator	P.O. Box 287; Jennings, LA 70546, LA 70546-0287; (TEL) 337/824-0376; (FAX) 337/824-4780 e-mail: <a href="mailto:theunig@legis.state.la.us">theunig@legis.state.la.us</a>
Chairperson, House Education Committee	Representative Carl Crane State Representative	836 Bancroft Way; Baton Rouge, LA 70808 (TEL) 225/ 765-2428; (TEL @ Capitol) 225/ 342-8336 (FAX) 225/ 765-2388
Speaker of the House Designee	Representative Charles McDonald State Representative	P.O. Box 1495; Bastrop, LA 71221-1495 (TEL) 318-281-8121; (FAX) 318-283-0851 email: <a href="mailto:larep014@legis.state.la.us">larep014@legis.state.la.us</a>
Commissioner of Higher Education or Designee	Dr. E. Joseph Savoie Board of Regents	150 Third Street; Baton Rouge, LA 70801-1389; (TEL) 225-342-4253; (FAX) 225-342-9318; e-mail: <a href="mailto:commish@regents.state.la.us">commish@regents.state.la.us</a>
State Superintendent of Education or Designee	Cecil J. Picard Louisiana Department of Education	P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3607; (FAX) 225-342-7316; e-mail: <a href="mailto:cpicard@mail.doe.state.la.us">cpicard@mail.doe.state.la.us</a>

**APPENDIX A**

**MEMBERS OF THE 2000-2001  
BLUE RIBBON COMMISSION ON TEACHER QUALITY**

<b>MEMBERS SELECTED BY BOARD OF REGENTS</b>		
University President	Dr. William Jenkins President Louisiana State University System	3810 West Lakeshore Drive; Baton Rouge, LA 70803; (TEL) 225-388-2111; (FAX) 225-388-5524; e-mail: <a href="mailto:wljenk@lsu.edu">wljenk@lsu.edu</a>
University Provost	Dr. Kenneth Rea Vice President for Academic Affairs Louisiana Tech University  Dr. Randy Moffett, Provost and Vice President of Academic Affairs Southeastern Louisiana University  Dr. Lou Paradise, Ex. Vice Chancellor & Provost Office of Academic Affairs University of New Orleans-Lakefront	Wyly Tower, Room 1653; Ruston, LA 71272; (TEL) 318-257-4262; (FAX) 318-257-4153; e-mail: <a href="mailto:rea@latech.edu">rea@latech.edu</a>  SLU 10798; Hammond, LA 70402; (TEL) 504-549-2316; (FAX) 504-549-2304; e-mail: <a href="mailto:rmoffett@selu.edu">rmoffett@selu.edu</a>  2011 Admin. Bldg.; New Orleans, LA 70148; (TEL) 504-280-6723; (FAX) 504-280-6020; e-mail: <a href="mailto:louis.paradise@uno.edu">louis.paradise@uno.edu</a>
University Deans	Dr. Judy Miranti, Dean Division of Humanities and Education Our Lady of Holy Cross College  Dr. Denise Charbonnet College of Education Southern University - New Orleans  Dr. Millard Jones, Dean College of Liberal Arts McNeese State University	4123 Woodland Drive; New Orleans, LA 71131-7399; (TEL) 504-398-2214; (FAX) 504-391-2421; e-mail: <a href="mailto:JGMiranti@aol.com">JGMiranti@aol.com</a>  5400 Press Drive; New Orleans, LA 70126; (TEL) 504-286-5091; (FAX) 286-5387; e-mail: <a href="mailto:dcharbon@suno.edu">dcharbon@suno.edu</a>  Room 115-Kaufman Hall, Ryan Street, Lake Charles, LA 70609; (TEL) 318-475-5192; (FAX) 318-475- 5594; e-mail: <a href="mailto:Mjones@laol.net">Mjones@laol.net</a>
University Faculty Member	Dr. Victor Schneider Department of Mathematics University of Louisiana - Lafayette	303 Corona Dr.; P.O. Box 41010; Lafayette, LA 70503; (TEL) 318-482-5295; (FAX) 318-482-5346; e-mail: <a href="mailto:vps3252@louisiana.edu">vps3252@louisiana.edu</a>
<b>MEMBERS SELECTED BY BOARD OF ELEMENTARY &amp; SECONDARY EDUCATION</b>		
District Superintendent – Urban	Col. Alphonse Davis Orleans Parish School Board	3510 General DeGaulle Dr.; New Orleans, LA 70114; (TEL)504- 365-8730; (FAX) 504- 365-8733; e-mail: <a href="mailto:ollie-tyler@nops.k12.la.us">ollie-tyler@nops.k12.la.us</a>
District Superintendent – Rural	Roland Chevalier St. Martin Parish School Board	P.O. Box 859; St. Martinville, LA 70582; (TEL) 337-394-6261; (FAX) 337-394-6387; e-mail: <a href="mailto:roland_chevalier@smartin.k-12.la.us">roland_chevalier@smartin.k-12.la.us</a>
District Director of Personnel	Pete Jabbia, Supervisor of Personnel 212 W. 17th Avenue, Covington 70433 St. Tammany Parish School Board	P.O. Box 940; Covington, LA 70434-0940; (TEL) 504-892-2276; (FAX) 504-898-3267; e-mail: <a href="mailto:pjj@stpsb.k12.la.us">pjj@stpsb.k12.la.us</a>

**APPENDIX A**

**MEMBERS OF THE 2000-2001  
BLUE RIBBON COMMISSION ON TEACHER QUALITY**

<b>MEMBERS SELECTED BY BOARD OF ELEMENTARY &amp; SECONDARY EDUCATION</b>		
Elementary/Middle Principal of the Year	Donna Baker Caddo Parish School Board	P.O. Box 32000; 1961 Midway Street; Shreveport, LA 71130-2000; (TEL) 318-632-6428; (FAX) 318-631-5241; e-mail: (w) <a href="mailto:dbaker@caddo.k12.la.us">dbaker@caddo.k12.la.us.com</a> (h) <a href="mailto:djb111@aol.com">djb111@aol.com</a> ; cell phone: 318-426-0461
High School Principal of the Year	Mr. Ron Akins, Principal Bolton High School	2101 Vance Avenue; Alexandria, LA 71301; (TEL) 318- 448-3628; (FAX) 318- 448-4329; e-mail: <a href="mailto:akinsr@rapides.k12.la.us">akinsr@rapides.k12.la.us</a>
Elementary School Teacher of the Year & Representative of Louisiana Association of Educators	Kathleen A. Severns Asst. Principal Moss Bluff Middle School	1104 Recreation Blvd.; Lake Charles, LA 70611; (TEL) 337-855-7774; (FAX) 337-855-9949 e-mail: <a href="mailto:cathy.severns@cpsb.org">cathy.severns@cpsb.org</a> 3200 Vincent Road, LC 70605
Middle School Teacher of the Year & Representative of Louisiana Federation of Teachers	Ann Cook Robert E. Lee Junior High School	2711 McClellan Street, Monroe, LA 71201; (TEL) 318-323-1143; (FAX) 318-325-5236; e-mail: <a href="mailto:ann_cook@msn.com">ann_cook@msn.com</a>
High School Teacher of the Year & Representative of Associated Professional Educators of Louisiana	Janet Cundiff Istrouma Senior High School East Baton Rouge Parish School Board	3730 Winbourne Avenue; Baton Rouge, LA 70805; (TEL) 225-355-7701; (FAX) 225-359-9807; e-mail: <a href="mailto:kajns@bellsouth.net">kajns@bellsouth.net</a>
<b>COMMUNITY REPRESENTATIVES SELECTED BY THE BOARD OF REGENTS &amp; BOARD OF ELEMENTARY AND SECONDARY EDUCATION</b>		
Community Representative	Sarah Usdin, Partner The New Teacher Project	2820 Calhoun Street; New Orleans, LA 70118; (TEL) 504-533-7773; (FAX) 504-533-7765; e-mail: <a href="mailto:susdin@TNTP.org">susdin@TNTP.org</a>
Community Representative	Nancy Jo Craig, President & CEO Council for a Better Louisiana	P.O. Box 4308; Baton Rouge, LA 70821-4308; (TEL) 225-344-2225; (FAX) 225-338-9470; e-mail: <a href="mailto:njcabl@aol.com">njcabl@aol.com</a>

## APPENDIX A

### 2000-2001 PLANNING COMMITTEE BLUE RIBBON COMMISSION ON TEACHER QUALITY

<i>AGENCIES</i>	<i>NAMES</i>	<i>ADDRESSES &amp; TELEPHONE NUMBERS</i>
Blue Ribbon Commission on Teacher Quality	Glenny Lee Buquet Chairperson, Blue Ribbon Commission on Teacher Quality	Board of Elementary & Secondary Education; 1243 Bayou Black Dr.; Houma, LA 70360; (TEL) 504-876-5216; (FAX) 504-868-9060; e-mail: <a href="mailto:Glennyb@mobiletel.com">Glennyb@mobiletel.com</a>
	Frances Henry Vice-Chairperson, Blue Ribbon Commission on Teacher Quality	Board of Regents; 945 East Hart s Mill Lane; Baton Rouge, LA 70808; (TEL) 225-766-2589; (FAX) 225-763-6346; e-mail: <a href="mailto:ftHenry@bellsouth.net">ftHenry@bellsouth.net</a>
Governor s Office	Governor s Educational Advisor	TO BE DETERMINED
Board of Regents	<b>Dr. Jeanne M. Burns (Co-Director)</b> Associate Commissioner for Teacher Education Initiatives	Governor s Office of Education; P.O. Box 94004; Baton Rouge, LA 70804; (TEL) 225-342-0162; (FAX) 225-342-5326; e-mail: <a href="mailto:burnsj@gov.state.la.us">burnsj@gov.state.la.us</a>
	Dr. Carolyn Hargrave Commissioner for Academic Affairs	515 Carriage Way; Baton Rouge, LA 70808; (TEL) 225-334-3699; (FAX) 225-578-3709; e-mail: <a href="mailto:charge@lsu.edu">charge@lsu.edu</a>
	Stephanie Williamson, PK-16+ Coordinator	Board of Regents; 150 Third Street; Baton Rouge, LA 70801-1389; (TEL) 225-342-4253; (FAX) 225-342-6926; e-mail: <a href="mailto:killebrew@regents.state.la.us">killebrew@regents.state.la.us</a>
Board of Elementary and Secondary Education	Barbara Freiberg Education Administrator	Board of Elementary and Secondary Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-5849; (FAX) 225-342-5843; e-mail: <a href="mailto:bfreiberg@mail.doe.state.la.us">bfreiberg@mail.doe.state.la.us</a>
Louisiana Department of Education	<b>Dr. Carol Whelan, (Co-Director)</b> Asst. Superintendent, Office of Quality Educators	Louisiana Department of Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3562; (FAX) 225-342-1055 e-mail: <a href="mailto:cwhelan@mail.doe.state.la.us">cwhelan@mail.doe.state.la.us</a>
	Carole Wallin, Deputy Superintendent of Education	Louisiana Department of Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3625; (FAX) 225-342-3432; e-mail: <a href="mailto:cwallin@mail.doe.state.la.us">cwallin@mail.doe.state.la.us</a>
	Dr. Robin Jarvis Office of Quality Educators State Dept. of Education	Louisiana Department of Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3562; (FAX) 225-219-4508; e-mail: <a href="mailto:rjarvis@mail.doe.state.la.us">rjarvis@mail.doe.state.la.us</a>
	Sheila Talamo, Division Director Teachers Standards, Assessment and Certification	Louisiana Department of Education; P.O. Box 94064; Baton Rouge, LA 70804-9064; (TEL) 225-342-3562; (FAX) 225-219-4508; e-mail: <a href="mailto:stalamo@mail.doe.state.la.us">stalamo@mail.doe.state.la.us</a>
La. Association of Business and Industry	Brigitte Nieland, Vice President of Communication and Director of Education	LABI; P.O. Box 4308; Baton Rouge, LA; (TEL) 225-928-5388; (FAX) 225-929-6054; e-mail: <a href="mailto:briggitten@labi.org">briggitten@labi.org</a>





## APPENDIX B

### STRUCTURE FOR 2001-2002 BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE

ELEMENTS	DESCRIPTIONS
Charge to the Blue Ribbon Commission	To recommend actions that will directly impact the improvement of PK-16+ education in Louisiana.
Responsibilities of the Blue Ribbon Commission	<ul style="list-style-type: none"> <li>• Monitor ongoing implementation of the Blue Ribbon Commission’s recommendations.</li> <li>• Modify existing Blue Ribbon Commission recommendations when warranted.</li> <li>• Recommend new actions to improve PK-16+ education annually at a joint meeting of the Board of Regents and Board of Elementary and Secondary Education.</li> <li>• Monitor the implementation of the Title II Teacher Quality Enhancement Grant and other grants awarded to address the Blue Ribbon Commission’s recommendations.</li> <li>• Identify research related needs and arrange for research-based studies to address the needs.</li> </ul>
Composition of the Blue Ribbon Commission	<p>The 31 members of the Blue Ribbon Commission will be jointly selected by the Chairperson and Vice-Chair of the Blue Ribbon Commission. The Blue Ribbon Commission will be composed of:</p> <p>State Leaders:                    Governor or his designee  Chair – House Education Committee  Chair – Senate Education Committee  BoR Chairperson or designee (Chair/Vice-Blue Ribbon Commission)  BESE President or designee (Chair/Vice-Blue Ribbon Commission)  BESE Member  BoR Member  State Superintendent  State Commissioner of Higher Education</p> <p>University Leaders:            Public University/System President  Public University Chief Academic Officer  Public University College of Education Dean  Private University College of Education Dean  Public University College of Arts/Science Dean  College of Education Faculty Member  College of Arts/Science Faculty Member  PK-16+ Coordinator  Preservice Teacher</p> <p>District Leaders:                School Board Member  Rural Superintendent  Urban Superintendent  State/Nationally Recognized High School Principal  State/Nationally Recognized Middle School Principal  State/Nationally Recognized Elementary Principal  State/Nationally Recognized High School Teacher  State/Nationally Recognized Middle School Teacher  State/Nationally Recognized Elementary Teacher  Personnel Director</p> <p>Community Leaders:            President of the State PTA  Community Leaders (2 individuals)</p>

## APPENDIX B

### STRUCTURE FOR 2001-2002 BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE (CONT'D)

ELEMENTS	DESCRIPTIONS
Chairperson of the Blue Ribbon Commission	The Blue Ribbon Commission will be chaired by the Board of Regents's representative from July 1, 2001 to June 30, 2002, and it will be chaired by the Board of Elementary and Secondary Education's representative from July 1, 2002 to June 30, 2003.
Frequency of Meetings	The Blue Ribbon Commission will meet 3-4 times a year. All members MUST commit to attend all meetings.
Authority of PK-16+ State Council	The Blue Ribbon Commission will serve in an advisory role and recommend new actions at a joint meeting of the Board of Regents and Board of Elementary and Secondary Education during May of each year.
Blue Ribbon Commission Advisory Committee	A Blue Ribbon Commission Advisory Committee composed of the following individuals will meet once a month for one and one-half hours to oversee the coordination of new policies and the collaborative use of state, federal, and private funds that support the implementation of the Blue Ribbon Commission's recommendations to improve PK-16+ education. The Advisory Committee will also oversee the planning for future Commission meetings. Advisory Committee members will include: Chairperson of Commission; Vice-Chair of the Commission; Governor's Representative; Commissioner of Higher Education; State Superintendent of Schools; and two business partners from the Commission. Staff members who will work with the Advisory Committee will include: BESE Executive Director; SDE Assistant Superintendent – Office of Quality Educators; and BoR Associate Commissioner for Teacher Education Initiatives.

## APPENDIX C

### NEW CERTIFICATION STRUCTURE FOR EDUCATIONAL LEADERSHIP

#### CERTIFICATION LEVELS

Require all educational leaders to progress through three-levels to obtain a professional license. A fourth level must be attained to be certified as a superintendent. The levels should include:

LEVEL 1: Institute for Aspiring Leaders (Optional)

LEVEL 2: Educational Leadership Certificate - Provisional

LEVEL 3: Educational Leadership Certificate – Professional

LEVEL 4: Educational Leadership Certificate – Superintendent

<p><b>LEVEL 1</b></p> <p><i>(This level is optional. It is recommended that individuals who complete this level be provided tuition exemptions if they progress to Level 2.)</i></p>	<p><b>INSTITUTE FOR ASPIRING LEADERS (OPTIONAL)</b></p> <p>Have the Professional Development Center for Educational Leaders create a plan during 2001-2002 for a statewide Institute for Aspiring School Leaders that will become operational by fall of 2002-2003. As a minimum, the Institute should:</p> <ol style="list-style-type: none"> <li>a. Be a collaborative endeavor among schools, districts, universities, regional service providers, and others.</li> <li>b. Provide educators with opportunities to develop new leadership skills or enhance existing leadership skills and identify ways in which those skills can best be used within school or district settings.</li> <li>c. Expose aspiring leaders to a school-based curriculum that examines best practices and is consistent with the Standards for School Principals in Louisiana and the Interstate School Leaders Licensure Consortium’s (ISLLC) Standards for School Leaders.</li> <li>d. Require aspiring leaders to start developing an online professional portfolio documenting initial development of leadership skills pertaining to the above standards.</li> <li>e. Team aspiring leaders with veteran school principals trained in coaching/mentoring and provide opportunities for aspiring leaders to shadow principals and participate in other hands-on learning activities.</li> <li>f. Have completion of the Institute for Aspiring School Leaders lead toward teachers being placed in teacher leader roles in schools/districts or educators becoming eligible for tuition exemptions to enter into formal educational leadership programs within universities.</li> <li>g. Possess an operating budget that addresses facilities and personnel costs.</li> </ol>
<p><b>LEVEL 2</b></p>	<p><b>EDUCATIONAL LEADERSHIP CERTIFICATE – PROVISIONAL</b></p> <ol style="list-style-type: none"> <li>a. Create a new performance-based certification structure that requires individuals to address the following sets of standards to receive an Educational Leadership Certificate at a Provisional level.             <ol style="list-style-type: none"> <li>(1) Standards for School Principals in Louisiana.</li> <li>(2) Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, and</li> </ol> </li> </ol>



## APPENDIX C

### NEW CERTIFICATION STRUCTURE FOR EDUCATIONAL LEADERSHIP (CONT'D)

<b>LEVEL 2</b>	<p><b>EDUCATIONAL LEADERSHIP CERTIFICATE – PROVISIONAL (CONT'D)</b></p> <p>b. Require educational leaders to further develop their online professional portfolio documenting mastery of the above standards.</p> <p>c. Require all candidates for educational leadership certification to do the following to obtain an Educational Leadership Certificate at a Provisional level:</p> <ol style="list-style-type: none"> <li>(1) Complete a state-approved university preparation program in the area of leadership which includes a full time one academic year internship within school settings.</li> <li>(2) Hold a valid Louisiana Type A teaching license.</li> <li>(3) Complete a minimum of five years of teaching experience.</li> <li>(4) Provide outcome-based evidence of successful mastery of the above standards by:             <ol style="list-style-type: none"> <li>{a} Earning a passing score on the ISLLC School Leaders Licensure Assessment (SLLA), and</li> <li>{b} Presenting a culminating portfolio to a group of trained assessors.</li> </ol> </li> </ol>
<b>LEVEL 3</b>	<p><b>EDUCATIONAL LEADERSHIP CERTIFICATE – PROFESSIONAL</b></p> <p>a. Have the Center for Professional Development of Educational Leaders study best practices, develop a 3-5 day mentoring training program, and train principals/superintendents to coach new educational leaders during two- year mentoring periods.</p> <p>b. Assign all new educational leaders who enter into educational leadership positions a trained mentor who will work with the new educational leader over a two-year time period.</p> <p>c. Create a new performance-based certification structure that requires individuals to address the following sets of standards to receive an Educational Leadership Certificate at a Professional level.</p> <ol style="list-style-type: none"> <li>(1) ISLLC Standards for School Leaders.</li> <li>(2) Standards for School Principals in Louisiana.</li> </ol> <p>d. During a two-year mentoring period, require the practicing educational leaders to demonstrate evidence of extended mastery of the Standards for School Principals in Louisiana and the ISLLC Standards for School Leaders.</p> <p>e. Require educational leaders to further develop their online professional portfolios documenting extended mastery of the above standards.</p> <p>f. Require educational leaders to present their culminating portfolio to a group of trained assessors who will evaluate the portfolio.</p>
<b>LEVEL 4</b>	<p><b>EDUCATIONAL LEADERSHIP CERTIFICATE – SUPERINTENDENT</b></p> <p>In addition to possessing an Educational Leadership Certificate at a Professional level, an individual must have 5 or more years of administrative or management experience in education.</p>

## APPENDIX C

### NEW CERTIFICATION STRUCTURE FOR EDUCATIONAL LEADERSHIP (CONT'D)

<b>TIMELINES</b>	<p><b>Aspiring Leaders Institute (Optional)</b> <span style="float: right;">1 Year</span></p> <p>(Only required if individuals wish to receive tuition exemptions while completing an Educational Leadership Program.)</p> <p><b>Educational Leadership Masters Program</b> <span style="float: right;">2 Years</span></p> <p>(This includes the one year internship.)</p> <p><b>Mentorship</b> <span style="float: right;">2 Years</span></p> <p>(This occurs during the first two years of a principalship.)</p> <p><b>Ongoing Professional Development for Recertification as an Educational Leader</b> <span style="float: right;">Every 5 Years</span></p>
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## APPENDIX D

### PROFESSIONAL DEVELOPMENT SYSTEM

AREAS	DESCRIPTIONS
<p><b>PART 1: ON-LINE PROFESSIONAL DEVELOPMENT SYSTEM</b></p>	<p>Include the following in the on-line professional development system:</p> <ul style="list-style-type: none"> <li>a. A formal evaluation process for the State to identify quality professional development activities being provided by public/private providers.</li> <li>b. A web-based listing of State approved quality professional development activities <i>that results in changed teacher behaviors and improved student achievement.</i></li> <li>c. A listing of research-proven professional development models.</li> <li>d. Requirement that a minimum of 50% of educators’ professional development come from the approved list during the early implementation stages, increasing to <i>75% as the list grows.</i></li> <li>e. A process for site-based Professional Growth Teams and districts to verify that educators successfully completed “quality” professional development activities that addressed Professional Growth Plans of educators.</li> </ul>
<p><b>PART 2: PROFESSIONAL GROWTH PLANS AND PROFESSIONAL PORTFOLIOS</b></p>	<ul style="list-style-type: none"> <li>a. Have all preservice teachers develop professional portfolios while completing their teacher preparation programs. These portfolios should be expanded as educators engage in professional development as teachers, support personnel, and school/district administrators throughout their careers.</li> <li>b. Require all educators in the State to develop Professional Growth Plans that include:               <ul style="list-style-type: none"> <li>(1) A minimum of one goal and outcome focused on the educators’ School Improvement Plan (e.g., teachers and principals) or District Improvement Plan (e.g., district administrators and superintendents).</li> <li>(2) A minimum of one individual growth goal and outcome.</li> <li>(3) Description of planned professional development activities to address the school improvement goal(s) and individual growth goal(s).</li> </ul> </li> <li>c. Create a Portfolio Assessment Subcommittee for the purpose of recommending a portfolio assessment process for all educators.               <ul style="list-style-type: none"> <li>(1) When developing the portfolio assessment process for educational leadership certification, base the portfolio assessment on the ISLLC Portfolio Assessment Process and model practices in other states.</li> <li>(2) Once the portfolio assessment process is developed, require all educators in the State to develop professional portfolios that include evidence of changes in practices and impact on student achievement as a result of the Professional Growth Plan.</li> </ul> </li> </ul>

## APPENDIX D

### PROFESSIONAL DEVELOPMENT SYSTEM (CONT'D)

AREAS	DESCRIPTIONS
<p><b>PART 2: PROFESSIONAL GROWTH PLANS AND PROFESSIONAL PORTFOLIOS (CONT'D)</b></p>	<p>d.      Develop and implement an online system that provides:</p> <p style="padding-left: 40px;">(1)      An online format for educators to follow to create Growth Plans and Professional Portfolios.</p> <p style="padding-left: 40px;">(2)      A rubric designed to help educators develop effective professional portfolios that result in                      changed teacher practices and improved student achievement.</p> <p style="padding-left: 40px;">(3)      Examples of quality portfolios for educators to view.</p> <p style="padding-left: 40px;">(4)      Online accessibility to the site-based team, district staff development personnel, and the Louisiana Department of Education (on a password basis to insure confidentiality) to view individual educators' Growth Plans and Professional Portfolios.</p> <p>e.      Gather data to determine the capacity of school districts, universities, and the State to implement an online system. Once data has been gathered, develop a plan and timelines to do the following:</p> <p style="padding-left: 40px;">(1)      Create the necessary infrastructure for the online system.</p> <p style="padding-left: 40px;">(2)      Train district, university, and state personnel to use the online system.</p>



**PART 3:  
SITE-BASED  
PROFESSIONAL  
GROWTH TEAMS  
AND EVALUATION  
PROCESSES**

Establish site-based Professional Growth Teams at each school, led by school principals, who are responsible for planning, implementing, and monitoring all professional growth activities.

- a. Have the Professional Growth Teams responsible for:
  - (1) Participating in training focused on implementation and evaluation of professional development activities.
  - (2) Balancing school improvement goals and individual goals when planning activities for the majority of the professional development days.
  - (3) Using the educators' professional portfolios for assessment and guidance purposes.
- b. Have the principals responsible for observing teachers to determine if there is evidence that teacher practice is changing as a result of the teachers' professional development.
- c. Have the districts responsible for:
  - (1) Training the site-based Professional Growth Teams based on the National Staff Development Council Standards.
  - (2) Ensuring that educators are participating in quality professional development, developing Growth Plans, and developing Professional Portfolios.
- d. Have the State responsible for:
  - (1) Providing standards-based training to key district personnel.
  - (2) Maintaining a comprehensive data base of quality professional development provided by State and private providers.

**APPENDIX E**

**ONGOING PROFESSIONAL DEVELOPMENT FOR EDUCATORS  
RECOMMENDATIONS OF THE  
PROFESSIONAL DEVELOPMENT CONSORTIUM**

<b>AREAS</b>	<b>DESCRIPTIONS</b>
<b>RECOMMENDATION:</b>	Require educators to participate in a total of 150 hours of professional development over a five year time period.
<b>COMPARISON TO EXISTING REQUIREMENTS:</b>	This would require the legislature to add five additional days for teachers to the school calendar year for a total of seven non-student days.
<b>DESIGNATION OF DAYS:</b>	Five days should be designated for professional development and two days for planning, conferences, and preparation for the opening of the school.
<b>ADDITIONAL OPTIONAL DAYS:</b>	Teachers should be allowed two optional days each year, with substitutes provided, to attend conferences, visit other classrooms, or attend other professional development activities.
<b>EQUIVALENCY:</b>	Each day would be equivalent to 6 contact hours. One university credit would be equivalent to 15 contact hours.

**UNIVERSITY CREDIT  
ALLOCATION:**

A maximum of 100 hours could be university course work; the remaining 50 hours would need to be hands-on school-based experiences that impact student learning.

## APPENDIX F

### COMPONENTS OF REDESIGNED MASTERS CURRICULUM

#### COMPONENTS

The redesigned masters programs should:

1. Tie the university curriculum to real-world issues (e.g., Louisiana's content standards; National Board Certification Standards, school improvement planning, etc.).
2. Allow teachers to develop a comprehensive portfolio that could (when appropriate) replace comprehensive exams and could (if appropriate for the degree) lead to National Board Certification.

Involve teachers in the design of graduate curriculum and enlist qualified teachers/administrators to assist with instruction of university courses.

Allow universities to cross the existing geographic boundaries to offer classes.

5. Address the following new recommendations for graduate program identified by the national AASC Task Force on Professional Development for Teachers:
  - a. Focus, first and foremost, on improving the achievement of students that teachers teach.
  - b. Be rigorous, academic, and student-centered.
  - c. Provide increased knowledge of content and how to teach that content.
  - d. Focus on the real dilemmas of classroom teachers: on their contexts, circumstances, and concerns.
  - e. Have a collaborative focus, encouraging the active participation of education faculty, other faculty on the university campus, and personnel from the public schools.
  - f. Involve partnerships among key stakeholders such as school superintendents, teachers unions, college administrators, and college and PK-12 faculty, and the sharing of resources.
  - g. Employ collaborative and team learning approaches.
  - h. Schedule courses at times and places to ensure the greatest and most effective participation of working teachers.
  - i. Use technology extensively to deliver course material in innovative ways, to redesign the courses to maximize participation of working adults, and to prepare teachers for the proficient use of technology with their own students.