New Teacher Center’s 2016 Review of State Policies on New Educator Induction provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

**State Policy Review: New Educator Induction**

**Louisiana**

1. **Educators Served**

   State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

   Since 2010, state law has required that “[d]uring the first three years of employment, beginning teachers shall be provided by the local [school] board with professional development opportunities and assistance designed to enhance teaching competencies.” [Louisiana Revised Statutes (LRS) 17:3885]

   In 2012-13, the state implemented the Compass program - the state’s educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance. The local board provides targeted professional development to teachers to address deficiencies identified in the Compass evaluation process.

   When the Compass educator evaluation process was put into place in 2012, beginning education leader induction became optional for local education agencies.

2. **Mentor Quality**

   State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

   State policy does not address mentor selection, training, assignment or caseload.

   Regulations for the Evaluation and Assessment of School Personnel (Bulletin 130), however, require school districts to provide “training on a continuing basis for all staff involved in the evaluation process.” [Louisiana Administrative Code (LAC) 28:130 §319]

3. **Time**

   State policy should encourage programs to provide release time for teacher mentor and dedicated mentor-new teacher contact time.

   State policy does not address release time for mentors or mentees.

4. **Program Quality**

   State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms; encouraging a reduced teaching load for beginning teachers; and encouraging participation of beginning educators in a learning community or peer network.

   State policy does not address the overall quality of induction programs.

   The Compass program was designed to provide all educators with regular, meaningful feedback on their performance. This system promotes a cycle of continuous improvement by providing aligned resources that guide educators throughout the year. Under the Compass evaluation program process, teacher evaluators may, on their own initiative or upon the request of a teacher they evaluated, conduct periodic visits to monitor progress toward professional growth objectives and provide support or assistance. [LRS 17:3902] The observation instrument related to teacher practice guides the teacher to include opportunities for all students and modify instruction to meet the diverse needs of learners. The Compass Information System (CIS) is a web-based system available to all districts and charter schools to support their implementation of Compass. Final end-of-year data is entered into CIS each year. This includes three rating values: professional practice, student growth and overall effectiveness rating.

   Regulations for the Evaluation and Assessment of School Personnel (Bulletin 130) allows for instructional coaches and master/mentor teachers to “conduct observations to help inform the evaluator’s assessment of teacher performance. These designees shall be recorded as additional observers within the accountability relationships register.” [LAC 28:130 §311] These regulations also require school districts to provide professional development to all teachers and administrators “based upon their individual areas of improvement, as measured by the evaluation process, [LAC 28:130 §313] and to provide “intensive assistance” to any educators who has received “an overall rating of Ineffective or has consistently demonstrated Ineffective performance, as determined by the evaluator.” [LAC 28:130 §315]
5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal induction program standards.

The Compass system and its information system, however, provide various tools and resources intended to support school districts and charter schools in their implementation of educator evaluation.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not provide dedicated funding for local induction programs.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

State law requires that new teachers receive “professional development opportunities and assistance designed to enhance teaching competencies” during their first three years of teaching — their initial licensure period. In order to advance to a professional teaching certificate, a beginning teacher’s evaluation must demonstrate that he/she has met “the standard for effectiveness ... using value-added data, for three years....” [LRS 17:3885 and 17:3886]

8. Program Accountability

The state should assess or monitor induction programs through strategies such as program evaluation, program surveys, peer review, and accreditation.

The state does not currently assess induction program quality.

9. Teaching Conditions

States should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

Links


Louisiana Department of Education – Compass: http://www.louisianabelieves.com/teaching/compass

The Louisiana Department of Education has reviewed this state summary.

This information is accurate as of February 2016.