

**FINAL REVISION OF
GUIDELINES FOR SUBMISSION AND
REVIEW OF REDESIGNED
TEACHER PREPARATION PROGRAMS**

Developed by:

**The Louisiana Board of Regents and
Board of Elementary and Secondary Education
Select Panel for Evaluation of the
Redesign of University Teacher Preparation Programs**

OCTOBER 18, 2001

**BoR/BESE SELECT PANEL FOR EVALUATION OF THE REDESIGN OF
UNIVERSITY TEACHER PREPARATION PROGRAMS**

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OVERVIEW OF THE REVIEW PROCESS AND THE DOCUMENT

The Louisiana Board of Regents and Board of Elementary and Secondary Education Select Panel for Evaluation of the Redesign of University Teacher Preparation Programs (the Select Panel) has been charged with reviewing universities' redesigned teacher preparation programs. Consistent with its charge, the Panel is seeking to create a review process that will support universities' efforts to recruit strong teacher candidates, increase the availability of certified educators in Louisiana, assure a high level of professional competence in newly prepared teachers, and support recent program completers to increase retention in the teaching profession. Across all of these activities the Select Panel plans to rely on those professional practices that have the strongest quantitative empirical support. The goal of the Select Panel's work is to support the efforts of the Board of Regents (BoR), Board of Elementary and Secondary Education (BESE), and the universities to increase the availability of well-prepared effective educators. These coordinated efforts are ultimately designed to enhance the educational opportunities and achievement for all children in Louisiana.

The Panel has been charged with reviewing universities' teacher preparation redesign plans, providing feedback to universities regarding their proposals, and making recommendations to university system boards, BoR, and BESE relative to acceptance of the redesigned plans. The Panel asks that universities follow the structure contained in this document in describing their redesigned plans to facilitate an efficient, consistent, and clear process. The structure is described in detail on the pages that follow.

Proposals will consist of two primary sections: Institutional Section and a maximum of seven (7) Program Sections. The Institutional Section deals with issues related to the institution's role as a complete institution in the preparation of teachers. The Program Sections describe pathways that lead to certification in specific areas. Institutions will submit a Program Section for one or more of the following program areas: (1) Regular Undergraduate Grades PK-3; (2) Regular Undergraduate Grades 1-6; (3) Regular Undergraduate Grades 4-8; (4) Regular Undergraduate Grades 7-12; (5) Practitioner Teacher Program; (6) Masters Degree Program Alternative Path to Certification; and/or (7) Non-Masters/Certification-only Program Alternative Path to Certification.

The expected outcome of the Select Panel's review is that all universities in Louisiana engaged in teacher preparation will have programs in place that increase entry into the teaching profession, provide candidates with state-of-the-art empirically-based preparation, and support graduates' retention in the teaching profession. The structure for the written proposals is presented on the following page as an organizational aide.

FORMAT FOR SUBMISSION

A. General Stipulations for Documents

1. Information should be organized in the following order.

PART A: INSTITUTIONAL SECTION
I. Institutional Section Cover Page
II. Table of Contents
III. Overview of the Institution
IV. Teacher Recruitment and Selection Efforts
V. Support and Retention of New Teacher Graduates in the Profession
VI. General Education Requirements for All Candidates in Undergraduate Teacher Preparation Programs
VII. Institutional Level Evaluation of Teacher Preparation Program
VIII. Budget
PART B: PROGRAM SECTION
I. Program Section Cover Sheet
II. Table of Contents
III. Degree Plan(s)
IV. Description of Courses for New Certification Structure
V. Louisiana Components of Effective Teaching Critical Skills
VI. Field Sites and Activities
VII. Handbooks and Related Materials
VIII. Assessment System and Program Evaluation

2. All sections of the document must be single-spaced, 12-point type, double spaced between paragraphs, and duplicated on plain, 8 ½ " x 11" white paper.
3. Copies must be fastened **securely** and in a manner that makes them easily stackable with other proposals. The use of such items as binder clips, plastic spiral binders, and printed covers is discouraged. Although every effort to ensure that documents are handled with care, Board of Regents may not be held liable for any reviewer misunderstandings that occur as a result of pages that are missing and/or in incorrect order because of improper or inadequate fastening.
4. Pages must be numbered.

B. Timelines

Timelines for the process can be found in Appendix A.

C. Submission of Document:

Five (5) copies of all documents being submitted for review, one of which has original signatures, should be submitted to:

**Ms. Stephanie Williamson
State PK-16+ Coordinator
Board of Regents
150 Third Street, Suite 129
Baton Rouge, LA 70801-1389**

Documents must be in the Regents Offices by 4:30 P.M, November 14, 2001 or 4:30 P.M., April 30, 2002.

Requests for Additional Information may be directed to:

Dr. Jeanne Burns at 225-342-0162 or burnsj@gov.state.la.us

Ms. Stephanie Williamson at 225-342-4253 or swilliamson@regents.state.la.us

PART A: INSTITUTIONAL SECTION

The following should be addressed when preparing the Institutional Section.

I. Institutional Section Cover Sheet - Identifying Information (see Appendix B)

II. Table of Contents

III. Overview of the Institution

A. Teacher Preparation Program Mission Statement

Clearly state the mission of the redesigned *teacher preparation program* as an integrated and integral part of the institution. It should reflect a common mission for all colleges (e.g., College of Education, College of Arts/Sciences, etc.) within the institution that have a responsibility in the preparation of teachers. It should address outcomes the institution seeks to produce, be aligned with the state reform mandates, and address the institution's role in addressing local and state needs. *(NOTE: This mission statement should be aligned with NCATE 2000 conceptual framework expectations.)*

B. Identification of Programs

Prepare a chart that identifies all redesigned programs being proposed by the institution to prepare individuals for work in PK-12 schools. *(Note: This chart may be expanded for NCATE 2000.)*

Example:

<i>Program Name</i>	<i>Award Level</i>	<i>Number of Hours</i>
e.g., Regular Undergraduate - Grades PK-3	Bachelors	124
e.g., Regular Undergraduate - Grades 1-6	Bachelors	124
e.g., Regular Undergraduate - Grades 4-8	Bachelors	125
e.g., Regular Undergraduate - Grades 7-12	Bachelors	127
e.g., Practitioner Teacher	Alternative	18-30
e.g., Masters Degree Program Alternative Path	Alternative	36
e.g., Non-Masters/Certification-Only Program	Alternative	27

C. General Description of the Redesigned Teacher Preparation Program (4 page limit)

Provide information that helps the evaluators understand the structure and characteristics of the redesigned teacher preparation program. *(Note: This section can be expanded for the Overview of the Institution for NCATE 2000.)*

1. Provide a brief narrative describing the general design and organizational context of the redesigned teacher preparation program. If specific

programs operate as independent units (e.g., the undergraduate program is run from the College of Education and the Practitioner Teacher Program is run from another college), the proposal should clearly state this and the programs should be described separately.

2. Provide a brief narrative identifying and explaining how the new structure for teacher preparation differs from the existing structure.

IV. Teacher Recruitment and Selection Efforts (4 page limit)

Address each of the following areas to describe efforts to recruit and select students for the teacher preparation program. (*Note: This information can be expanded for Standard 2: Assessment System and Unit Evaluation for NCATE 2000.*)

A. Recruitment

1. Describe efforts to recruit entering or potential college students. The proposal should discuss in detail how the institution will recruit individuals with outstanding academic records. The Panel is particularly interested in the institution's efforts to recruit diverse candidates and attract candidates into critical shortage areas of certification. The proposal may also wish to describe efforts to increase interest in the teaching profession by connecting with local high schools.
2. Describe efforts to recruit students who are already enrolled at the institution. The Panel is particularly interested in seeing collaborative recruitment efforts across the institution and between colleges such as Education, Arts, Sciences, and/or Humanities.
3. Describe efforts to recruit non-traditional and career change individuals. Provide examples of the target organizations and businesses that will be contacted. In addition, describe methods that might be used to market your program.

B. Selection

Describe in detail the selection criteria and process that will be used to determine admission to the new programs. The Panel is interested in minimum grade point average required, interview questions, and the system used to rate applicants. The Panel is also interested in efforts to identify candidates who have a high probability for success and retention within the teaching profession.

C. Nature of Change

Provide a brief narrative identifying and explaining the nature of the revised change in the above recruitment and selection efforts from previous recruitment and selection efforts and the challenges faced in implementing these changes. If

change is not necessary due to strategies that are already being implemented, please state this fact.

V. Support and Retention of New Graduates in the Teaching Profession (3 page limit)

Address each of the following areas to describe efforts to support and retain new graduates who enter the teaching profession. *(Note: This information is not required for NCATE 2000; however, inclusion of the information will further strengthen the NCATE 2000 report.)*

A. Support and Retention

Please describe the redesigned teacher preparation program's efforts to support graduates and retain them in the teaching profession. The Panel is particularly interested in whether the redesigned program has adequately prepared graduates for the ongoing professional development requirements needed to become outstanding teachers. The Panel encourages universities to partner with local schools to create beginning teacher induction and/or mentoring programs.

B. Nature of Change

Provide a brief narrative identifying and explaining the nature of the revised change in the above induction year support from previous induction programs and the challenges faced in implementing such changes. If change is not necessary due to strategies that are already being implemented, please state this fact.

VI. General Education Requirements for all Candidates in Undergraduate Teacher Preparation Programs *(Note: This information can be expanded for Standard 1: Candidate Skills, Knowledge, and Dispositions for NCATE 2000.)*

(Omit this section if the institution will not provide any regular undergraduate teacher preparation programs.)

A. General Education Requirements

1. List the sequence of courses each semester and credit hours for General Education Requirements for all teacher candidates in the undergraduate teacher preparation program.
2. Provide catalogue descriptions of the courses listed in #1 above that satisfy the General Education Requirement for teacher candidates in the undergraduate teacher preparation program.
3. If specific courses for General Education Requirements are not uniform across all undergraduate teacher preparation programs, please identify the differences and provide a rationale for the differences.

B. Rigorous Preparation and Review

1. Describe evidence that teacher candidates will be provided with rigorous preparation in English – language arts, mathematics, science, social sciences, and the Arts. The Panel will accept as evidence that teacher candidates receive the same General Education preparation as other majors at the institution.
2. Describe the curriculum review process that will be used at your institution to assure that the General Education curriculum is rigorous and is revised as needed to ensure its continuing appropriateness. If the redesigned teacher education program is included in an institutional level review process for all majors, simply describe the process.

C. Alignment

Provide a description of how this General Education Requirement is aligned with Louisiana's new certification structure and K-12 content standards approved by BESE as well as PRAXIS and NCATE 2000 expectations.

D. Nature of Change

Provide a brief narrative identifying and explaining the nature of the revised change in the above General Education Requirements and the challenges faced in implementing such changes. If change is not necessary due to strategies already being implemented, please state this fact.

VII. Institutional Level Evaluation of Teacher Preparation Program (2 page limit)

Describe the institution's plan for evaluation of the teacher preparation program. The Panel is particularly interested in seeing evaluation plans for the areas listed below. *(Note: This information can be expanded for Standard 2: Assessment System and Unit Evaluation for NCATE 2000.)*

- A. The redesigned teacher preparation program's success in achieving its mission.
- B. The redesigned teacher preparation program's success in recruiting candidates.
- C. The redesigned teacher preparation program's success in supporting and retaining new teachers.
- D. The redesigned teacher preparation program's assessment of the continuing progress of graduates and their impact on PK-12 students. *(Note: The Panel is particularly interested in how the institution will use the information to inform practices and make program improvements.)*

VIII. BUDGET

The university system presidents have requested that a budget be submitted as part of the Institutional Section. Procedures to prepare a budget for the redesigned teacher preparation program will be determined by a subcommittee composed of Board of Regents staff, university system staff, university provosts, university deans, and Department of Education staff. This subcommittee will meet during October 2001 and finalize the procedures during November 2001.

PART B: PROGRAM SECTION

The following should be addressed when preparing a Program Section.

Regular Undergraduate Paths to Certification:

A separate Program Section should be submitted for each of the seven program areas listed below. Universities may offer one or more of these program areas. A program is the combination of a pathway to certification and area(s) of certification. An institution may use their flexible hours to allow graduates to become certified in two areas of certification when completing the basic 124 hour curriculum. As an example, an institution may allow teachers to become certified in both grades 1-6 and mild/moderate special education as part of their basic 124 credit hour curriculum.

Program Areas	Pathways to Certification	Areas of Certification
1	Regular Undergraduate Teacher Preparation Program	Grades PK-3 <i>(An additional certification option is available for Grades 1-6)</i>
2	Regular Undergraduate Teacher Preparation Program	Grades 1-6 <i>(Additional certification options are available for Mild/Moderate Special Education, Grades PK-3, and Grades 4-8)</i>
3	Regular Undergraduate Teacher Preparation Program	Grades 4-8 <i>(Additional certification options are available for Mild/Moderate Special Education and Grades 1-6)</i>
4	Regular Undergraduate Teacher Preparation Program	Grades 7-12 <i>(Additional certification option are available for Mild/Moderate Special Education)</i>

Alternate Paths to Certification:

Universities are only required to submit one Program Section for each alternate pathway listed below even when offering certification in more than one area. As an example, an institution would only have to complete one Program Section if proposing a Practitioner Teacher Program and preparing teachers to be certified in grades 1-6, 4-8, and mild/moderate special education.

Program Areas	Pathways to Certification	Areas of Certification
5	Practitioner Teacher Program	Grades 1-6, Grades 4-8, Grades 7-12, and/or Mild Moderate Special Education
6	Master's Degree Program Alternative Path to Certification	Grades PK-3, Grades 1-6, Grades 4-8, Grades 7-12, and/or Mild/Moderate Special Education
7	Non-Masters/Certification-Only Program Path to Certification	Grades PK-3, Grades 1-6, Grades 4-8, Grades 7-12, and/or Mild/Moderate Special Education

For both regular undergraduate and alternate paths to certification, the Panel is interested in universities providing clear evidence that the preparation is specific to the level area of certification. For example, does the program address classroom management generically or as it relates to a specific area of certification? It is expected that PK-3 pre-service teachers and grades 4-8 pre-service teachers will be exposed to different types of content knowledge and skills. These differences should be reflected in Section IV below, “A. Narrative Description of Courses.”

The following should be included for each program in the Program Section(s).

I. Program Section Cover Sheet - Identifying Information (see Appendix C)

II. Table of Contents

III. Degree/Program Plan(s) *(Note: This information can be expanded for Standard 1: Candidate Skills, Knowledge, and Dispositions for NCATE 2000.)*

Provide a **one page** degree/program plan that lists the sequence of **all** courses and credit hours that individuals will take during each semester of their program. This includes General Education plus all other courses in the teacher preparation curriculum. For grades 7-12, provide separate degree/program sheets for each area of certification (e.g., mathematics, English, etc.). For alternate certification and Practitioner Teacher Programs, provide separate degree/program plans when certification areas require students to take a different sequence of courses. As an example, a mild/moderate special education teacher in a Practitioner Teacher Program would have a different degree/program plan than a grades 1-6 teacher in a Practitioner Teacher Program.

If developing a competency-based program instead of a course-based program, list the program activities that the candidates will be expected to complete and the sequence in which the program activities will be completed. As an example, a program activity could be: Assignment to a Teaching/Learning Team at a Professional Development School, six hours per day, four days per week, for a full semester.

IV. Description of Courses

In this section under “A. Narrative Description of Courses”, describe all courses listed in Section III above that are **NOT General Education Requirements**. These courses will vary based upon the type of program being proposed. The following identifies the types of courses to be discussed.

- ***New Regular Undergraduate Certification Structure***

If proposing a new Regular Undergraduate Certification Program, see information in Appendix D for the following: (1) Focus Area; (2) Knowledge of Learner and Learning Environment; (3) Methodology and Teaching; and (4) Flexible Hours. *(Note: It is anticipated that some of the flexible hours may be included as part of the General Education Requirements at some institutions.)*

- ***Practitioner Teacher Program***

If proposing a Practitioner Teacher Program, see information in Appendix E for the following: (1) Teacher Preparation and (2) Teaching Internship and First Year Support.

- ***Graduate Degree Program Alternative Path to Certification or Non-Masters/Certification-Only Program Alternative Path to Certification***

If proposing a Graduate Degree Program Alternate Path to Certification or Non-Masters/Certification-Only Program Alternate Path to Certification, see information in Appendix F for Program Requirements.

The Panel is particularly interested in cross-college collaborations that ensure that teacher candidates are provided with in-depth content preparation that is equivalent to that required for content majors.

A. Narrative Description of Courses

For all courses in the Degree/Program Plan that were NOT General Education Requirements, provide a brief **one to one and one-half page single-spaced narrative** that includes the items listed below.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi and expanded for Standard 2: Candidate Skills, Knowledge, and Dispositions for NCATE 2000.)

1. Course title and very brief description of course (or description of program activity if developing a competency-based program).
2. The form (e.g., lecture, seminar, laboratory, etc.) of the course or program activity and number of credit hours.
3. A list of **measurable objectives** that identify the *proficiencies* (competencies) the candidates will acquire and a description of the opportunities and assessments that will be used to assess performance. Proficiencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities. *(Note: It is understood that not all learning will be performance-based.)*
4. The empirical basis for educational practices and teaching methods covered in this course. It is not necessary to provide an empirical basis for content such as biology, chemistry, history, math, etc.
5. Proposed resources and materials.
6. Brief description of field-based experiences (if applicable) associated with this course/program activity. The panel is particularly interested in the extent to which teacher preparation is integrated into PK-12 educational contexts.
7. Names of existing faculty who have the needed skills to provide this preparation and will be available to do so. *(Note: This information can be*

expanded for Standard 5: Faculty Qualifications, Performance, and Development for NCATE 2000.)

8. If sufficient numbers of faculty or adequate expertise is not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty members, hiring additional faculty, or other appropriate measures. *(Note: This information can be expanded for Standard 5: Faculty Qualifications, Performance, and Development for NCATE 2000.)*
9. If the same course is being offered to candidates who will be certified for a variety of different grade levels (e.g., Grades PK-3, Grades 1-5, and Grades 4-8), identify how learning opportunities and assessments will be provided to cover the range of certifications.

B. Nature of Change

Provide a brief narrative explaining how these courses differ from previous courses taught within your program. If change is not necessary due to strategies that are already being implemented, please state this fact.

V. Louisiana Components of Effective Teaching Critical Skills (Appendices G & H)

(Note: The forms for this section combined with the one page course descriptions in IVA may be used to meet all requirements for “Standard A: Candidates Provide Effective Teaching for All Students” in “Part Three - State Supplement for Teacher Preparation Program Approval” for NCATE/State Accreditation.)

Complete the Components of Effective Teaching Matrix found in Appendix G. The primary text from the Louisiana Components of Effective Teaching is presented in Appendix H along with explanatory comments from the Panel.

For each attribute, identify the one or two primary course(s) in which each attribute is being clearly assessed through performance-based assessments described in the one and one-half page course narratives in Section IV. Once identified, type the course number(s) in the second column of the matrix. A separate Components of Effective Teaching Matrix should be completed for each Program Section submitted. It is expected that all attributes will be addressed for each program.

Example:

DOMAIN I: PLANNING

Components	Attributes	Course Numbers
I.A.	I.A.1	EDUC 331
	I.A.2	EDUC 415; EDUC 421

An essential goal of the redesign process is to assure that all new teachers arrive in schools prepared to teach. The Components of Effective Teaching are an integral part of the Louisiana Teacher Assistance and Assessment Program and were built upon the INTASC standards which are supported by **NCATE 2000**. This matrix will assist the Select Panel in easily locating courses that provide descriptions of performance opportunities and performance-based assessments that address all attributes for the Components of Effective Teaching.

VI. Description of Field Sites and Activities (4 page limit) *(Note: This information can be expanded for Standard 3: Field Experiences and Clinical Practice for NCATE 2000 and Standard F: The Teacher Education Unit Offers a Program of Collaborative Field Services of the State Supplement.)*

- A. Describe the sequence of field-based experiences each teacher-candidate will encounter as they move through their redesigned teacher preparation program. The Panel is particularly interested in seeing early and continuing field experiences integrated into the redesigned program.
- B. Describe field sites that will be used in the preparation of teachers.
- C. Describe the primary activities that will be conducted in those sites.
- D. Describe the screening process that will be used to select mentor/supervising teachers who work with students in field sites.
- E. Describe the preparation process that will be used for supervising/mentor teachers.
- F. Provide a brief narrative explanation of how this field-based training will differ from existing field-based training at your institution.

VII. Handbooks and Related Materials (2 page limit) *(Note: Although not specifically required by NCATE 2000, inclusion of this section will strengthen the response for Standard 3: Field Experiences and Clinical Practice for NCATE 2000.)*

A. Mentor/Supervisor Handbook(s)

If available, attach a copy of the most current draft of handbooks or equivalent documents that will be provided to college supervisors and school/district level supervisors (e.g., mentor teacher, principal, etc.) which describe the role and responsibilities of each individual. If being developed or revised, provide a descriptive outline of the handbooks or documents.

B. Teacher Candidate Handbook

If available, attach a copy of the most current draft of a handbook or equivalent document that will be provided to teacher-candidates as they enter the redesigned

teacher preparation program. If being developed or revised, provide a descriptive outline of the handbook or document(s). The Panel understands that these handbooks may be undergoing changes consistent with the program revisions.

The Panel is particularly interested in documents that state the program's mission and expectations for teacher-candidate performance as well as descriptions of how their performances will be assessed during the program. Critical components of such materials could include, but not be limited to the following:

1. The teacher preparation program's mission statement.
2. The teacher preparation program's statement/policy regarding various forms of discrimination.
3. The teacher preparation program's program goals and curriculum.
4. The teacher preparation program's expected competencies and evaluation procedures.
5. Description of resources available to support students.
6. Degree requirements.
7. Roles and responsibilities of the teacher candidate for each field site placement.
8. Roles and responsibilities of the college supervisors and school level supervisors in the field site.

VIII. Assessment System and Program Evaluation (4 page limit) *(Note: This information will support Standard 1: Candidate Skills, Knowledge, and Dispositions; Standard 2: Assessment System and Unit Evaluation; and Standard 3: Field Experiences and Clinical Practice for NCATE 2000.)*

A. Assessment of Program

1. Identify how the program's outcomes will be assessed? This may include:
 - a. Teacher candidates' acquisition of skills (e.g., during and at the end of courses, prior to graduation, during and at the end of field placements, etc.). Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors and supervisors based on written work and live teaching performance, actual PK-12 student learning gains, exit examinations, etc.
 - b. Perceptions of PK-12 consumers of graduates' skills (e.g., parents, students, school administrators, etc.).
 - c. Impact of graduates on PK-12 student achievement. The Panel is particularly interested in how the redesigned teacher preparation program will determine that the teacher candidates produce learning gains with PK-12 students.
2. Describe follow-up assessment to assure the quality of field-based preparation.

3. Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.
4. Describe methods and timelines for the following:
 - a. Data collection and the responsible parties involved
 - b. Program review and the responsible parties involved
 - c. Dissemination and the responsible parties involved
5. Provide a brief narrative explaining how this evaluation plan differs from previous evaluation plans for teacher preparation programs at your institution.

B. Assessment of Practitioner Teachers (2 page limit) *(Note: This section should ONLY be completed for PRACTITIONER TEACHER PROGRAMS.)*

1. Identify the process that will be used for program providers, principals, mentors, and practitioner teachers to review the first year teaching performance of teachers participating in the Practitioner Teacher Program to determine if it is necessary to develop a prescriptive plan to address demonstrated needs.
2. Identify the process that will be used to develop, implement, monitor, and assess the prescriptive plan that must exist if practitioner teachers do not demonstrate proficiency during their first year of teaching.
3. Identify the process that will be used to prepare and support practitioner teachers to successfully pass the final PRAXIS assessments.

APPENDICES

**APPENDIX A
TIMELINES FOR REVIEW PROCESS**

EVALUATION CYCLE 1: SUBMISSION OF PROGRAMS

Dates	Activities
November 14, 2001	<p>Submission of Part B: Program Section(s) to be offered in summer 2002 for:</p> <ul style="list-style-type: none"> (1) Practitioner Teacher Program. (2) Masters Degree Program Alternative Path to Certification. (3) Non-Masters/Certification-only Program Alternative Path to Certification. <p><i>(Optional: Institutions may submit one Program Section for a Regular Undergraduate Program. The external evaluators will provide the universities with informal written feedback about the proposed program.)</i></p> <p>If institutions choose to do so, they may submit the Institutional Section and all Program Sections on November 14, 2001 for full approval. If full approval is requested, the external evaluators will provide the university system boards or private universities with the official recommendations.</p>
November 28, 29, & 30, 2001	External evaluators' interviews with university teams and university system representative(s).
January 11, 2002	Submission of external evaluators' recommendations to university system boards, public institutions, and private institutions.
January - February 2002	Approval of redesigned teacher preparation programs by university system boards or private universities and submission of program recommendations to Board of Regents.
January – March 2002	Review of program recommendations from system boards or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
Once approved by the Board of Regents and Board of Elementary and Secondary Education	Implementation of Practitioner Teacher Program, Masters Degree Program Alternative Path to Certification, Non-Masters/Certification-only Program Alternative Path to Certification, and Regular Undergraduate Programs. <i>(Note: BESE policy states that students may not enter existing alternate certification programs after January 2002.)</i>

**APPENDIX A
TIMELINES FOR REVIEW PROCESS (CONT'D)**

EVALUATION CYCLE 2: SUBMISSION OF PROGRAMS

Dates	Activities
April 30, 2002	Submission of: (1) Part A: Institutional Section. (2) Part B: Program Section(s) for all Regular Undergraduate Programs. (3) Alternate Certification Programs or Practitioner Teacher Programs (4) Programs Not Recommended for Approval during Evaluation Cycle 1.
May 2002	External evaluators' interviews with university teams and system representative(s).
June 7, 2002	Submission of external evaluators' recommendations to university system boards public institutions, and private institutions.
June – August 2002	Approval of redesigned teacher preparation programs by university system boards or private universities and submission of program recommendations to Board of Regents.
June – September 2002	Review of program recommendations from system boards or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
Once approved by the Board of Regents and Board of Elementary and Secondary Education	Implementation of new Regular Undergraduate Programs, Practitioner Teacher Programs, and other alternate certification programs. <i>(Note: BoR policy specifies that new regular undergraduate programs must be approved by January 1, 2003 for public universities to admit new students to their programs.)</i>

EVALUATION CYCLE 3: SUBMISSION OF NEW PROGRAMS OR RESUBMISSION OF PROGRAMS (IF NOT PREVIOUSLY APPROVED)

Dates	Activities
September 2002	Submission of programs not submitted or not approved during Evaluation Cycle 1 and Evaluation Cycle 2.
September 2002	External evaluators' interviews with university teams and system representative(s).
October 2002	Submission of external evaluators' recommendations to university system boards public institutions, and private institutions.
November – December 2002	Approval of redesigned teacher preparation programs by university system boards or private universities and submission of program recommendations to Board of Regents.
November – December 2002	Review of program recommendations from system boards or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
Once approved by the Board of Regents and Board of Elementary and Secondary Education	Implementation of new Regular Undergraduate Programs, Practitioner Teacher Programs, and other alternate certification programs. <i>(Note: BoR policy specifies that new regular undergraduate programs must be approved by January 1, 2003 for public universities to admit new students to their programs.)</i>

**APPENDIX B
INSTITUTIONAL SECTION
COVER PAGE**

1. Name of Institution:			
2. Institution Officials Primarily Responsible For Teacher Preparation as an Integral Element of the Institution (List no more than 4)	#1	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:
	#2	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:
	#3	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:
	#4	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:
	REDESIGNED TEACHER PREPARATION PROGRAM(S) TO BE SUBMITTED		
	3. Check ALL redesigned programs that are being evaluated for your institution.		
	<ul style="list-style-type: none"> • Program #1: Undergraduate Grades PK-3 <ul style="list-style-type: none"> a. Will students also have opportunities to become certified in <i>grades 1-6</i> as part of the basic (e.g., 124 hour) curriculum? <ul style="list-style-type: none"> • Yes • No 		
	<ul style="list-style-type: none"> • Program #2: Undergraduate Grades 1-6 Will students also have opportunities to become certified in the following areas as part of the basic (e.g., 124 hour) curriculum: <ul style="list-style-type: none"> (1) Grades PK-3 • Yes • No (2) Grades 4-8 • Yes • No (3) Mild/Moderate Special Education • Yes • No 		
<ul style="list-style-type: none"> • Program #3: Undergraduate Grades 4-8 <ul style="list-style-type: none"> a. Check all types that will be offered: <ul style="list-style-type: none"> • Generic • Mathematics • Science • English • Social Studies b. Will students also have opportunities to become certified in the following areas as part of the basic (e.g., 124 hour) curriculum: <ul style="list-style-type: none"> (1) Grades 1-6 • Yes • No (2) Mild/Moderate Special Education • Yes • No 			
<ul style="list-style-type: none"> • Program #4: Undergraduate Grades 7-12 Will students also have opportunities to become certified in <i>mild/moderate special education</i> as part of the basic (e.g., 124 hour) curriculum? <ul style="list-style-type: none"> • Yes • No 			
<ul style="list-style-type: none"> • Program #5: Practitioner Teacher Program Check all types that will be offered: <ul style="list-style-type: none"> • 1-6 • 4-8 • 7-12 • Mild/Moderate Special Education 			
See next page for Program #6 and Program #7.			

**APPENDIX B
INSTITUTIONAL SECTION
COVER PAGE (CONT'D)**

REDESIGNED TEACHER PREPARATION PROGRAM(S) TO BE SUBMITTED	
4.	Check ALL redesigned programs that are being evaluated for your institution.
<ul style="list-style-type: none"> • Program #6: Masters Degree Program Alternative Path to Certification Check all types that will be offered: <ul style="list-style-type: none"> <li style="margin-right: 20px;">• PK-3 <li style="margin-right: 20px;">• 1-6 <li style="margin-right: 20px;">• 4-8 <li style="margin-right: 20px;">• 7-12 • Mild/Moderate Special Education 	
<ul style="list-style-type: none"> • Program #7: Non-Masters/Certification only Program Alternative Path to Certification Check all types that will be offered: <ul style="list-style-type: none"> <li style="margin-right: 20px;">• PK-3 <li style="margin-right: 20px;">• 1-6 <li style="margin-right: 20px;">• 4-8 <li style="margin-right: 20px;">• 7-12 • Mild/Moderate Special Education 	

CAMPUS HEAD/AUTHORIZED CAMPUS REPRESENTATIVE SIGNATURE	
By signing and submitting this proposal, the signator is certifying that the redesigned teacher preparation program: (1) has been jointly developed by faculty within the College of Education, College of Arts/Sciences/Humanities, other colleges, and K-12 schools; (2) addresses teacher needs as they relate to Louisiana's K-12 content standards, Louisiana's Components of Effective Teaching, NCATE accreditation, and PRAXIS assessment; and (3) is based upon empirical research pertaining to effective practices.	
Name and Title Campus Head/Authorized Campus Representative:	
Signature of Campus Head/Authorized Campus Representative:	
Date:	Telephone Number:
E-mail Address:	

**APPENDIX C
PROGRAM SECTION
COVER PAGE**

1. Name of Institution:		
2. Check the ONE program that is being described in this Program Section and respond to each question about the selected program:		
<ul style="list-style-type: none"> • Program #1: Undergraduate Grades PK-3 Will students also have opportunities to become certified in <i>grades 1-6</i> within the basic (e.g., 124 hour) curriculum? <div style="text-align: right;">• Yes • No</div> 		
<ul style="list-style-type: none"> • Program #2: Undergraduate Grades 1-6 Will students also have opportunities to become certified within the basic (e.g., 124 hour) curriculum in the following areas: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;">(1) <i>Grades PK-3</i></div> <div style="width: 45%; text-align: right;">• Yes • No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;">(2) <i>Grades 4-8</i></div> <div style="width: 45%; text-align: right;">• Yes • No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;">(3) <i>Mild/Moderate Special Education</i></div> <div style="width: 45%; text-align: right;">• Yes • No</div> </div> 		
<ul style="list-style-type: none"> • Program #3: Undergraduate Grades 4-8 <div style="margin-left: 20px;">a. Check all types that will be offered: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 20%;">• Generic</div> <div style="width: 20%;">• Mathematics</div> <div style="width: 20%;">• Science</div> <div style="width: 20%;">• English</div> <div style="width: 20%;">• Social Studies</div> </div> </div> <div style="margin-left: 20px;">b. Will students also have opportunities to become certified within the basic (e.g., 124 hour) curriculum in the following areas: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;">(1) <i>Grades 1-6</i></div> <div style="width: 45%; text-align: right;">• Yes • No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;">(2) <i>Mild/Moderate Special Education</i></div> <div style="width: 45%; text-align: right;">• Yes • No</div> </div> </div> 		
<ul style="list-style-type: none"> • Program #4: Undergraduate Grades 7-12 Will students also have opportunities to become certified in <i>mild/moderate special education</i> within the basic (e.g., 124 hour) curriculum? <div style="text-align: right;">• Yes • No</div> 		
<ul style="list-style-type: none"> • Program #5: Practitioner Teacher Program Check all types that will be offered: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 20%;">• 1-6</div> <div style="width: 20%;">• 4-8</div> <div style="width: 20%;">• 7-12</div> <div style="width: 40%;">• Mild/Moderate Special Education</div> </div> 		
<ul style="list-style-type: none"> • Program #6: Masters Degree Program Alternative Path to Certification Check all types that will be offered: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 20%;">• PK-3</div> <div style="width: 20%;">• 1-6</div> <div style="width: 20%;">• 4-8</div> <div style="width: 20%;">• 7-12</div> <div style="width: 40%;">• Mild/Moderate Special Education</div> </div> 		
<ul style="list-style-type: none"> • Program #7: Non-Masters/Certification only Program Alternative Path to Certification Check all types that will be offered: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 20%;">• PK-3</div> <div style="width: 20%;">• 1-6</div> <div style="width: 20%;">• 4-8</div> <div style="width: 20%;">• 7-12</div> <div style="width: 40%;">• Mild/Moderate Special Education</div> </div> 		
3. Check the ONE process that the evaluators should complete when evaluating this Program Section. <ul style="list-style-type: none"> • Review for Full Approval (Recommendation will be submitted to the System Board/private universities.) • Review ONLY for Informal Feedback (Recommendations will be sent to the institution to provide informal feedback.) <i>(Note: Institutions may send a maximum of one Program Section for informal feedback.)</i> 		
4. Name of Department or Academic Subdivision Responsible for the Program:		
5. Name, Rank, and Title of Individual Primarily Responsible for Administering the Program:		
6. Primary Person Responsible for Implementing Each of the Following Domains Relevant to the Program	#1	Name & Rank of Overall Coordinator or the Program (if different from #5 above):
		Address:
		Telephone: E-mail:

**APPENDIX C
PROGRAM SECTION
COVER PAGE**

6. Primary Person Responsible for Implementing Each of the Following Domains Relevant to the Program (Cont'd)	#2	Name and Rank of Person Responsible for Recruitment (if different from #5 above):	
		Address:	
		Telephone:	E-mail:
	#3	Name and Rank of Person Responsible for Admission to Teacher Preparation Program (if different from #5 above):	
		Address:	
		Telephone:	E-mail:
	#4	Name and Rank of Person Responsible for Field Placements (if different from #5 above):	
		Address:	
		Telephone:	E-mail:
	#5	Name and Rank of Person Responsible for Retention Programming (if different from #5 above):	
		Address:	
		Telephone:	E-mail:

CAMPUS HEAD/AUTHORIZED CAMPUS REPRESENTATIVE SIGNATURE	
By signing and submitting this proposal, the signator is certifying that the redesigned teacher preparation program: (1) has been jointly developed by faculty within the College of Education, College of Arts/Sciences/Humanities, other colleges, and K-12 schools; (2) addresses teacher needs as they relate to Louisiana's K-12 content standards, Louisiana's Components of Effective Teaching, NCATE accreditation, and PRAXIS assessment; and (3) is based upon empirical research pertaining to effective practices.	
Name and Title Campus Head/Authorized Campus Representative:	
Signature of Campus Head/Authorized Campus Representative:	
Date:	Telephone:
E-mail:	

APPENDIX D

REGULAR UNDERGRADUATE CERTIFICATION STRUCTURE

NEW CERTIFICATION STRUCTURE

**As recommended by the
Blue Ribbon Commission
on Teacher Quality**

**Approved by BESE as Notice of Intent
December 14, 2001**

NEW CERTIFICATION STRUCTURE

A. RECOMMENDED CHANGES

1. Have the universities recommend that teachers be issued Level 1 Teaching Certificates when they have met state certification requirements and hold the universities accountable for the success of the teachers that they recommend for certification.

This would eliminate the need for the Louisiana Department of Education to count hours on transcripts and allow the department to become more involved in providing support to universities to improve the quality of teacher preparation programs. (Note: The Louisiana Department of Education would still continue to review transcripts and issue certificates to out-of-state teachers.)

2. Change the certification structure to allow teachers to develop more content knowledge in the grade levels in which they are expected to teach and provide them with more flexible hours to add special education and other grade levels to their certification areas. This would allow new teachers to be certified in one or two areas when completing a 124 credit hour undergraduate degree program.

See “B. New Certification Areas and Courses” for the areas of certification that are more content specific.

See “C. Additional Certifications” for requirements to add additional areas of certification.

3. Require all new teachers to receive mentoring during their first year of the Louisiana Teacher Assistance and Assessment Program and have them undergo the assessment during the second year.
4. Require all teachers to pass the teacher assessment and teach for a total of three years before being issued a Level 2 teaching certificate.
5. Require all new teachers to undergo a predetermined amount of professional development during a five year time period in order to have their teaching certificates renewed for 5 years. Have the Blue Ribbon Commission on Teacher Quality develop the details for the professional development system during 2000-2001.

B. NEW CERTIFICATION AREAS AND COURSES

1. Common Elements of Basic Certification for All Grade Levels:

- | | | |
|----|---------------------------------------------------|----------------------------------------------------------------------------------|
| a. | General Education Coursework | Same general coursework areas and hours (.g., 54 hours) for Grades 1-6 and 4-8. |
| b. | Knowledge of the Learner and Learning Environment | Same general coursework areas and hours (e.g., 15 hours) for all PK-12 teachers. |
| c. | Teaching Methodology | Varying requirements based upon focus areas. |
| d. | Student Teaching | Same requirements and hours (e.g., 9 hours) for all PK-12 teachers. |

2. Differing Elements of Basic Certification:

- | | | |
|----|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. | Focus Areas | Four new focus areas:

(1) Preschool to Grade 3 (Focus: Greater Depth in Early Childhood, Reading/ Language Arts, and Mathematics)
(2) Grades 1-6 (Focus: Greater Depth in Reading/Language Arts and Mathematics)
(3) Grades 4-8 (Focus: Greater Depth in Content - Generic or Two In-depth Teaching Areas)
(4) Grades 7-12 (Focus: Greater Depth in Content – Primary Teaching Area and Secondary Teaching Area) |
|----|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Primary Teaching Area: Preservice teachers must complete at least 31 credit hours in a specific content area (e.g., English, Mathematics, etc.).

Secondary Teaching Area: Preservice teachers must complete at least 19 credit hours in a second content area (e.g., Science, Social Studies, etc.).

- | | | |
|----|---------------------------|-----------------------------------------------------------------------------------------------------|
| b. | Flexible University Hours | Flexible hours that may be used by the universities to create quality teacher preparation programs. |
|----|---------------------------|-----------------------------------------------------------------------------------------------------|

3. Additional Certifications:

Additional grade level certifications that would require approximately 12-15 credit hours.

Universities could create programs that would allow teachers to obtain more than one type of certification within the 124 total hours by using the "flexible hours" to add additional grade level or special education certifications.

B. NEW CERTIFICATION AREAS AND COURSES (CONT'D)

AREAS		GRADES PK - 3 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-6 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - GENERIC OR TWO IN-DEPTH TEACHING AREAS)	GRADES 7-12 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)						
GENERAL EDUCA- TION COURSE- WORK	English	12 Hours	12 hours	12 hours	6 hours						
	Mathematics	9 Hours	12 hours	12 hours	6 hours						
	Sciences	9 Hours	15 hours	15 hours	9 hours						
	Social Studies	6 Hours	12 hours	12 hours	6 hours						
	Arts	3 Hours	3 hours	3 hours	3 hours						
FOCUS AREAS		Young Child		Reading/Language Arts and Mathematics		Generic OR Two In-depth Teaching Areas		Primary Teaching Area and Secondary Teaching Area			
						Generic		Two In-depth Teaching Areas			
		Nursery School and Kindergarten	12 hours	Reading/ Language Arts (Additional Content and Teaching Methodology)	12 hours	Additional Content:		In-depth Teaching Area #1		Primary Teaching Area	22 or more hours if in Science OR 25 or more hours if in English, Social Studies, or Math. OR 31 or more hours if in other areas
		Reading/ Language Arts (Additional Content and Teaching Methodology)	12 Hours			English 3 hours Mathematics 3 hours Science 3 hours Social Studies 3 hours		English/ Social Studies/ Mathematics OR Science <i>General Education and Focus Area hours should equal 19 total hours.</i>	7 or more hours 4 or more hours	<i>General Education (if applicable) and Focus Area hours should equal 31 total hours.</i>	
Mathematics (Additional Content and Teaching Methodology)	9 hours					In-depth Teaching Area #2:		Secondary Teaching Area	13 or more hours if in English, Social Studies, or Math OR 10 or more hours if in Science OR 19 or more hours if in other areas		
		Mathematics (Additional Content and Teaching Methodology)	9 hours			English/ Social Studies/ Mathematics OR Science <i>General Education and Focus Area hours should equal 19 total hours.</i>	7 or more hours 4 or more hours	<i>General Education (if applicable) and Focus Area hours should equal 19 total hours.</i>			

B. NEW CERTIFICATION AREAS AND COURSES (CONT'D)

AREAS		GRADES PK - 3 CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-6 CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - GENERIC OR TWO IN-DEPTH TEACHING AREAS)		GRADES 7-12 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)
KNOWLEDGE OF LEARNER AND THE LEARNING ENVIRON- MENT <i>(These hours may be integrated into other areas when developing new courses.)</i>	Child/Adolescent Development/Psyc hology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, Multicultural Education (Note: All of these areas should address the needs of the regular and exceptional child.)	15 hours Emphasis Upon Early Childhood	15 hours Emphasis Upon Elementary School Student	15 hours Emphasis Upon Middle School Student		15 hours Emphasis Upon Middle and High School Student
METHOD- OLOGY AND TEACHING	Reading			6 hours		3 hours
	Teaching Methodology	6 hours	6 hours	9 hours		6 hours
	Student Teaching**	9 hours	9 hours	9 hours		9 hours
FLEXIBLE HOURS FOR THE UNIVERSITY'S USE		22 hours***	19 hours	Generic	Two In-depth Teaching Areas	17-26 hours
				19 hours	17-20 hours	
TOTAL HOURS****		124 hours	124 hours	124 hours		124 hours

* If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

** Students must spend a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.

*** Three of the flexible hours must be in the humanities". This must occur to meet General Education Requirements for the Board of Regents.

**** In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that preservice teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

Notes: Minimum credit hours have been listed. Programs may use the flexible hours to add more content hours to the various elements of the program. The Board of Regents defines a "major" as being 25% of the total number of hours in a degree program; thus, 25% of 124 credit hours is 31 credit hours. The Board of Regents defines a "minor" as being 15% of the total number of hours in a degree program; thus 15% of 124 credit hours is 19 credit hours.

C. ADDITIONAL CERTIFICATIONS

It is recommended that universities consider using their flexible hours to provide preservice teachers opportunities to select additional areas to add to their certification - either special education or extended grade level certifications - when they obtain their Bachelor degree. The additional hours would provide preservice teachers with the necessary core knowledge to teach the additional content necessary for the new certification areas .

BASIC CERTIFICATIONS	ADD-ON CERTIFICATIONS		TOTAL HOURS
	NEW CERTIFICATIONS	ADDITIONAL COURSES AND HOURS	
GRADES PK - 3	GRADES 1-6	Content Emphasis: Sciences 6 Hours Social Studies 6 Hours Mathematics 3 Hours	15 Hours
GRADES 1-6	GRADES PK - 3	Content Emphasis: Nursery School and Kindergarten 12 Hours	12 Hours
GRADES 1-6	GRADES 4-8 (Generic)	Content Emphasis: English 3 Hours Mathematics 3 Hours Science 4 Hours Social Studies 3 Hours	13 Hours
GRADES 4-8	GRADES 1-6	Reading/Language Arts and Math Emphasis: Reading/ Language Arts 9 Hours Mathematics 3 Hours	12 Hours
GRADES 1-6, GRADES 4-8, OR GRADES 7-12	Mild/Moderate Special Education	Special Education Emphasis*: Methods and Materials for Mild/Moderate Exceptional Children, Assessment and Evaluation of Exceptional Learners, Behavioral Management of Mild/Moderate Exceptional Children, and Vocational and Transition Services for Students with Disabilities 12 Hours Practicum in Assessment and Evaluation of Mild/Moderate Exceptional Children (Note: This should not be required if students participate in student teaching that combines regular and special education teaching experiences.) 3 Hours * General knowledge of exceptional students and classroom organization should be addressed in the curriculum for all teachers under Knowledge of Learner and the Learning Environment.	12 Hours (Additional 3 Hour Practicum if not Integrated Into Other Field-Based Experiences and Student Teaching)

APPENDIX E

PRACTITIONER TEACHER PROGRAM

PRACTITIONER TEACHER PROGRAM

Adopted by BESE May 2001

Approved by SBESE for a Notice of Intent September 2001

(for additions shown on pages 2 and 4)

PRACTITIONER TEACHER PROGRAM

A. MAJOR COMPONENTS OF THE PRACTITIONER TEACHER PROGRAM

1. Universities, school districts, or private providers (e.g., Teach for America) will be able to offer a Practitioner Teacher Program.
2. Individuals will be considered for admission to a Practitioner Teacher Program if they possess a baccalaureate degree from a regionally-accredited university with a 2.5 or higher GPA* and already possess the content knowledge to teach the subject area(s). To demonstrate knowledge of subject area(s), all individuals (with the exception of those who already possess a graduate degree) will be required to pass the Pre-Professional Skills Test (e.g., reading, writing, and mathematics) for the PRAXIS. Teachers of grades 1-6 (regular and special education) must pass the *Elementary Education Content Knowledge* specialty examination on the PRAXIS (#0014), and teachers of grades 4-8 (regular and special education) must pass the *Middle School Content Knowledge* specialty examination (#0146). Teachers of grades 7-12 (regular and special education) must pass the *specialty examination* on the PRAXIS in the content area(s) (e.g., English, Mathematics, Science, Social Studies, etc.) in which they intend to be certified. (*Appropriate, successful work experience can be substituted for the required GPA, at the discretion of the program provider.)
3. If admitted to the Practitioner Teacher Program, individuals who intend to be certified to teach grades 1-6, 4-8, or 7-12 must successfully complete nine credit hours (or 135 contact hours) of instruction during the summer prior to the first year of teaching. Practitioner teachers will be exposed to teaching experiences in field-based schools while involved in course work.
4. All practitioner teachers will teach during the regular school year in the area(s) in which they are pursuing certification and participate in nine credit hours (or 135 contact hours) of seminars and supervised internship during the fall and spring to address their immediate needs. Practitioner teachers will be observed and provided feedback about their teaching from the program provider. In addition, practitioner teachers will be supported by school-based mentors from the Louisiana Assistance and Assessment Program and by principals.
5. Practitioner teachers who complete the required course requirements (or equivalent contact hours) with a 2.5 or higher GPA and demonstrate *proficiency* during their first year of teaching can obtain a Level B Professional License after successfully completing all requirements for the Practitioner Teacher Program (which includes successful completion of the Louisiana Assistance and Assessment Program and passing scores on the PRAXIS) and after completing a total of three years of teaching.
6. Practitioner teachers who successfully complete the required courses (or equivalent contact hours) and demonstrate *weaknesses* during their first year of teaching will be required to complete from one to twelve additional credit hours/equivalent contact hours. A team composed of the program provider, school principal, mentor teacher, and practitioner teacher will determine the types of courses and hours to be completed. The number of hours, which will be based upon the extent of the practitioner teachers' needs, must be successfully completed within the next two years. The team will also determine when the practitioner teachers should be assessed for the Louisiana Assistance and Assessment Program during the next two year time period. Additionally, for teachers who successfully completed the Louisiana Assistance and Assessment Program prior to entering the Practitioner Teacher Program, the team will determine if the Louisiana Components of Effective Teaching are still being exhibited by the teacher at the "competent" level and, if so, allow by unanimous decision the teacher to be exempted from completing the Assessment part of the Louisiana Assistance and Assessment Program. The practitioner teachers must successfully complete all requirements for the Practitioner Teacher Program (which includes successful completion of the Louisiana Assistance and Assessment Program and passing scores on the PRAXIS in the specialty areas) and must teach for a total of three years before receiving a Level B Professional License.
7. The State's new Teacher Preparation Accountability System will be used to evaluate the effectiveness of all Practitioner Teacher Programs.

B. STRUCTURE FOR A PRACTITIONER TEACHER PROGRAM

PROGRAM PROVIDERS

Practitioner Teacher Programs may be developed and administered by

- universities;
- school districts; and
- other agencies (e.g., Teach for America, Troops for Teachers, Regional Service Centers, etc.).

The same State Teacher Preparation Accountability System will be utilized to assess the effectiveness of the Practitioner Teacher Programs provided by universities, school districts, and other agencies.

PROGRAM PROCESS

<i>Areas</i>	<i>Course/Contact Hours</i>	<i>Activities</i>	<i>Support</i>
1. ADMISSION TO PROGRAM (Spring and Early Summer)		<p>Program providers will work with district personnel to identify Practitioner Teacher Program candidates who will be employed by districts during the fall and spring.</p> <p>To be admitted, individuals must</p> <ol style="list-style-type: none"> a. possess a baccalaureate degree from a regionally accredited university. b. have a 2.5 GPA on undergraduate work. (*Appropriate, successful work experience can be substituted for the required GPA, at the discretion of the program provider.) c. pass the Pre-Professional Skills Test (e.g., reading, writing, and mathematics) on the PRAXIS. (Individuals who already possess a graduate degree will be exempted from this requirement.) d. pass the content specific examinations for the PRAXIS: <ol style="list-style-type: none"> (1) Practitioner candidates for Grades 1-6 (regular and special education): Pass the <i>Elementary Education Content Knowledge (#0014)</i> examination; (2) Practitioner candidates for Grades 4-8 (regular and special education): Pass the <i>Middle School Content Knowledge</i> examination (#0146); (3) Practitioner candidates for Grades 7-12 (regular and special education): Pass the <i>content specialty examination(s)</i> (e.g., English, Mathematics, etc.) on the PRAXIS in the content area(s) in which they intend to teach. e. meet other non-course requirements established by the program providers. 	

B. STRUCTURE FOR A PRACTITIONER TEACHING PROGRAM (CONT'D)

<i>Areas</i>	<i>Course/Contact Hours</i>	<i>Activities</i>	<i>Support</i>
2. TEACHING PREPARATION (Summer)	9 credit hours or 135 equivalent contact hours (5-8 weeks)	<p>All teachers will participate in field-based experiences in school settings while completing the summer courses (or equivalent contact hours).</p> <p>Grades 1-6, 4-8, and 7-12 practitioner teachers will successfully complete courses (or equivalent contact hours) pertaining to child/adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships.</p> <p>Mild/moderate special education teachers will successfully complete courses (or equivalent contact hours) that focus upon the special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods/materials for mild/moderate exceptional children, and vocational and transition services for students with disabilities.</p>	Program Providers
3. TEACHING INTERNSHIP AND FIRST YEAR SUPPORT (Fall and Spring)	9 credit hours or 135 equivalent contact hours throughout the year. (Note: No fewer than 45 contact hours should occur during the fall.)	Practitioner teachers will assume full-time teaching positions in districts. During the school year, these individuals will participate in two seminars (one seminar during the fall and one seminar during the spring) that address immediate needs of the Practitioner Teacher Program teachers and will receive one-on-one supervision through an internship provided by the program providers. The practitioner teacher will also receive support from school-based mentor teachers (provided by the Louisiana Teacher Assistance and Assessment Program) and principals.	Program Providers, Principals and Mentors
4. TEACHING PERFORMANCE REVIEW (End of First Year)		<p>Program providers, principals, mentors, and practitioner teachers will form teams to review the first year teaching performance of practitioner teachers and to determine the extent to which the practitioner teachers have demonstrated teaching proficiency. If practitioner teachers demonstrate proficiency, they will enter into the assessment portion of the Louisiana Teacher Assistance and Assessment Program during the next fall. <u>(If a practitioner teacher who passed the assessment portion of the Louisiana Teacher Assistance and Assessment Program prior to entering the Practitioner Teacher Program continues to demonstrate the Louisiana Components of Effective Teaching at the “competent” level, the team may, by unanimous decision, exempt the teacher from completing the Assessment part of the Louisiana Assistance and Assessment Program.)</u> If weaknesses are cited, the teams will identify additional types of instruction needed to address the areas of need. Prescriptive plans that require from one to twelve credit hours (or 1-180 equivalent contact hours) of instruction will be developed for practitioner teachers. In addition, the teams will determine whether the practitioner teachers should participate in the new teacher assessment during the fall or whether the practitioner teachers should receive additional mentor support and be assessed after the fall.</p>	

B. STRUCTURE FOR A PRACTITIONER TEACHING PROGRAM (CONT'D)

PROGRAM PROCESS (CONT'D)

<i>Areas</i>	<i>Course/Contact Hours</i>	<i>Activities</i>	<i>Support</i>
5. <i>PRESCRIPTIVE PLAN IMPLEMENTATION</i> (Second Year)	1-12 credit hours (or 15-180 equivalent hours)	Practitioner teachers who demonstrate areas of need will complete prescriptive plans.	Program Providers
6. LOUISIANA ASSESSMENT PROGRAM (Second Year)		Practitioner teachers will be assessed during the fall or later depending upon their teaching proficiencies.	Program Providers
7. PRAXIS REVIEW (Second Year)		Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the PRAXIS.	Program Providers
8. CERTIFICATION REQUIREMENTS (Requirements must be met within a three-year time period. A practitioner teacher's license will not be renewed if all course requirements are not met within these three years.)		<p>Program providers will submit signed statements to the Louisiana Department of Education to indicate that the practitioner teachers completed Practitioner Teacher Programs and met the following requirements within a three-year time period:</p> <ol style="list-style-type: none"> 1. passed the PPST components of the PRAXIS. <i>(Note: This test was required for admission.)</i> 2. completed the Teaching Preparation and Teaching Internship segments of the program with a 2.5 or higher GPA. 3. passed the Louisiana Teacher Assistance and Assessment Program. 4. completed prescriptive plans (if weaknesses were demonstrated). 5. passed the specialty examination (PRAXIS) for their area(s) of certification. <ol style="list-style-type: none"> a. Grades 1-6: <i>Elementary Education Content Knowledge Examination #0014 (Note: This test was required for admission)</i> b. Grades 4-8: <i>Middle School Content KnowledgeExam #0146 (Note: This test was required for admission.)</i> c. Grades 7-12: <i>Specialty content test in areas to be certified. (Note: This test was required for admission.)</i> d. Mild/Moderate Special Education 1-12: <i>Special Education (to be determined)</i> 6. passed the <i>Principals of Learning and Teaching</i> examination (PRAXIS) <ol style="list-style-type: none"> a. Grades 1-6: <i>Principles of Learning and Teaching;</i> b. Grades 4-8: <i>Principles of Learning and Teaching;</i> c. Grades 7-12: <i>Principles of Learning and Teaching.</i> 	

B. STRUCTURE FOR A PRACTITIONER TEACHING PROGRAM (CONT'D)

PROGRAM PROCESS (CONT'D)

<i>Areas</i>	<i>Course/ Contact Hours</i>	<i>Activities</i>	<i>Support</i>
9. ONGOING SUPPORT (Second and Third Year)		Program providers will provide support services to practitioner teachers during their second and third years of teaching. Types of support may include on-line support, Internet resources, special seminars, etc.	Program Providers
10. PROFESSIONAL LICENSE (Practitioner License to Type B)		Practitioner teachers will be issued a Practitioner License when they enter the program. They will be issued a Type C Professional License once they have successfully completed all requirements of the program; after three years of teaching they will be eligible for a Type B license.	

UNDERGRADUATE/GRADUATE COURSES AND GRADUATE PROGRAMS

Universities may offer the courses at undergraduate or graduate levels. Efforts should be made to allow students to use graduate hours as electives if the students are pursuing a graduate degree.

APPENDIX F

MASTERS DEGREE PROGRAM ALTERNATE PATH TO CERTIFICATION & NON-MASTERS/CERTIFICATION-ONLY PROGRAM ALTERNATIVE PATH TO CERTIFICATION

Louisiana Alternative Certification Program

Providing Alternative Paths to Teacher Certification

Adopted by SBESE September 2001

The Louisiana Alternative Certification Program provides opportunities for individuals with non-education degrees to become certified public school teachers. Individuals seeking teacher certification under the alternative certification program will follow one of three alternative certification paths: the **Practitioner Teacher Program**, the **Masters Degree Program**, or the **Non-Masters/Certification-Only Program**.

Candidates for admission to any one of the programs must possess a baccalaureate degree from a regionally accredited university and must pass the Pre-Professional Skills Test on the PRAXIS and the content specific examinations for the PRAXIS. More detailed explanations relative to program admission requirements are explained within the description of each alternate certification path.

Individuals seeking certification under the **Practitioner Teacher Program** must submit an official transcript for evaluation to a Louisiana college or university with an approved teacher education program or to a state-approved private practitioner program provider. Individuals seeking certification under the **Masters Degree Program** or the **Non-Masters/Certification-Only Program** must submit an official transcript for evaluation to a Louisiana college or university with an approved teacher education program. [A list of Louisiana colleges and universities offering the **Practitioner Teacher Program**, the **Masters Degree Program**, and/ or the **Non-Masters/Certification-Only Program** is available from the Louisiana Department of Education, Division of Teacher Standards, Assessment, and Certification and on the Louisiana Department of Education's web site, www.doe.state.la.us. A list of private program providers offering the **Practitioner Teacher Program** is also available from these same sources.]

Universities offering alternative certification are required to begin implementation of the newly adopted paths on or before July 2002.

No students should be accepted into the "old" post-baccalaureate alternate certification program after January 2002. Candidates already in the "old" alternative certification program would be given until January 2005 to complete their programs.

Practitioner Teacher Program Alternative Path to Certification

State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a Practitioner Teacher Program. Practitioner Teacher Programs may offer certification in Grades 1-6, Grades 4-8, or Grades 7-12 (regular or special education). The Practitioner Teacher Program is a streamlined certification path that combines intensive coursework and full-time teaching.

Admission to the Program

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university.
2. Have a 2.5 GPA on undergraduate work. Appropriate, successful work experience can be substituted for the required GPA, at the discretion of the program provider. However, in no case may the GPA be less than 2.0. (Note: State law requires that upon completion of the program the teacher candidate has a 2.5 GPA for certification.)
3. Pass the Pre-Professional Skills Test (e.g. reading, writing, and mathematics) on the PRAXIS.
4. Pass the content specific examinations for the PRAXIS
 - a. Candidates for Grades 1-6 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty examination;
 - b. Candidates for Grades 4-8 (regular and special education): pass the *Middle School Education: Content Knowledge* specialty examination;
 - c. Candidates for Grades 7-12 (regular and special education): pass the *content specialty examination(s)* (e.g. English, Mathematics, etc.) on the PRAXIS and in the content area(s) in which they intend to teach.
5. Meet other non-course requirements established by the college or university.

Program Requirements

1. Teaching Preparation (Summer) 9 credit hours (or equivalent 135 contact hours)

Grades 1-6, 4-8 and 7-12 practitioner teachers will complete courses (or equivalent contact hours) pertaining to child/adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching positions.

Mild/moderate special education teachers will take courses (or equivalent contact hours) that focus upon the special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods/materials for mild/moderate exceptional children, and vocational and transition services for students with disabilities.

2. Teaching Internship & First Year Teaching 9 credit hours (or equivalent 135 contact hours)

Practitioner teachers will assume full-time teaching positions in districts. During the school year, these individuals will participate in two seminars (one seminar during the fall and one seminar during the spring) that address immediate needs of the Practitioner Teacher Program teachers and receive one-on-one supervision through an internship provided by the program providers. The practitioner teacher will also receive support from school-based mentor teachers (provided by the Louisiana Teacher Assistance and Assessment Program) and principals.

3. Teaching Performance Review (end of first year)

Program providers, principals, mentors, and practitioner teachers will form teams to review the first year teaching performance of practitioner teachers and determine the extent to which the practitioner teachers have demonstrated teaching proficiency. If practitioner teachers demonstrated proficiency, they will enter into the assessment portion of the Louisiana Teacher and Assessment Program during the next fall.

If weaknesses are cited, the teams will identify additional types of instruction needed to address the areas of need. Prescriptive plans that require from 1 to 12 credit hours (or 15 -180 equivalent contact hours) of instruction will be developed for practitioner teachers. In addition, the teams will determine if the practitioner teachers should participate in the new teacher assessment during the fall or if the practitioner teachers should receive additional mentor support and be assessed after the fall.

4. Prescriptive Plan Implementation 1-12 credit hours (15-180 contact hours)

Practitioner teachers who demonstrate areas of need will complete prescriptive plans.

5. Louisiana Assessment Program

Practitioner teachers will be assessed during the fall or spring of the second year of teaching depending upon their teaching proficiencies.

6. PRAXIS Review

Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the PRAXIS.

Certification Requirements

Private Providers and colleges or universities will submit signed statements to the Louisiana Department of Education which indicate that the student completing the **Practitioner Teacher Program** alternative certification path met the following requirements:

1. Passed the PPST components of the PRAXIS. (*Note: This test was required for admission.*)
2. Completed the program with an overall 2.5 or higher GPA.
3. Passed the specialty examination (PRAXIS) for their area(s) of certification.
 - a. Grades 1-6: *Elementary Education: Content Knowledge* specialty examination (*Note: This test was required for admission.*)
 - b. Grades 4-8: *Middle School Education: Content Knowledge* specialty examination (*Note: This test was required for admission.*)
 - c. Grades 7-12: *Specialty content test in areas to be certified.* (*Note: This test was required for admission.*)
 - d. Mild/Moderate Special Education 1-12: *Special Education*
4. Passed the *Principals of Learning and Teaching* examination (PRAXIS)
 - a. Grades 1-6: *Principles of Learning and Teaching*
 - b. Grades 4-8: *Principles of Learning and Teaching*
 - c. Grades 7-12: *Principles of Learning and Teaching*

Masters Degree Program Alternative Path to Certification

A Louisiana college or university with an approved teacher education program may choose to offer an alternative certification program that leads to a masters degree. Alternative certification programs may be offered by a college or university only in those certification areas in which that institution has an approved teacher education program. The college or university may choose to offer the masters degree program as either a Master of Education or a Master of Arts in Teaching. Masters Degree Programs may offer certification in **Grades PK-3**, Grades 1-6, Grades 4-8, or Grades 7-12 (regular or special education).

Admission to the Program

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university.
2. Have a 2.5 GPA, or higher, on undergraduate work.
3. Pass the Pre-Professional Skills Test (e.g. reading, writing, and mathematics) on the PRAXIS.
4. Pass the content specific examinations for the PRAXIS
 - a. Candidates for PK-3 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty exam;
 - b. Candidates for Grades 1-6 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty examination;
 - c. Candidates for Grades 4-8 (regular and special education): pass the *Middle School Education: Content Knowledge* specialty examination;
 - d. Candidates for Grades 7-12 (regular and special education): pass the *content specialty examination(s)* (e.g. English, Mathematics, etc.) on the PRAXIS and in the content area(s) in which they intend to teach.
5. Meet other non-course requirements established by the college or university.

Program Requirements

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1. Knowledge of Learner and the Learning Environment | 15 credit hours |
| <i>Grades PK-3, 1-6, 4-8, and 7-12: Child/adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies</i> | |
| <i>Mild/Moderate Special Education 1-12: Special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, vocational and transition services for students with disabilities</i> | |
| 2. Methodology and Teaching | 12 - 15 credit hours |
| Methods courses and field experiences | |
| 3. Student Teaching or Internship | 6 - 9 credit hours |
| TOTAL: | 33 - 39 credit hours |

Certification Requirements

Colleges or universities will submit signed statements to the Louisiana Department of Education which indicate that the student completing the **Masters Degree Program** alternative certification path met the following requirements:

1. Passed the PPST components of the PRAXIS. (*Note: This test was required for admission.*)
2. Completed all coursework (undergraduate and masters program) with an overall 2.5 or higher GPA.
3. Passed the specialty examination (PRAXIS) for their area(s) of certification.
 - a. Grades PK-3: *Elementary Education: Content Knowledge* specialty exam (*Note: This test was required for admission.*)
 - b. Grades 1-6: *Elementary Education: Content Knowledge* specialty exam (*Note: This test was required for admission.*)
 - c. Grades 4-8: *Middle School Education: Content Knowledge* specialty examination (*Note: This test was required for admission.*)
 - d. Grades 7-12: *Specialty content test in area to be certified* (*Note this test was required for admission.*)
 - e. Mild/Moderate Special Education 1-12: *Special Education*
4. Passed the *Principals of Learning and Teaching* examination (PRAXIS)
 - a. Grades PK-3: *Principles of Learning and Teaching K-6*
 - b. Grades 1-6: *Principles of Learning and Teaching K-6*
 - c. Grades 4-8: *Principles of Learning and Teaching 5-9*
 - d. Grades 7-12: *Principles of Learning and Teaching 7-12*

Non-Masters/Certification-Only Program Alternative Path to Certification

A Louisiana college or university with an approved teacher education program may choose to offer a post-baccalaureate alternative certification program that does not lead to a degree. Alternative certification programs may be offered by a college or university only in those certification areas in which that institution has an approved teacher education program. Non-Masters/Certification-Only Programs may offer certification in Grades PK-3, Grades 1-6, Grades 4-8, or Grades 7-12 (regular or special education).

Admission to the Program

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university.
2. Have a 2.5 GPA, or higher, on undergraduate work.
3. Pass the Pre-Professional Skills Test (e.g. reading, writing, and mathematics) on the PRAXIS.
4. Pass the content specific examinations for the PRAXIS
 - a. Candidates for PK-3 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty exam;
 - b. Candidates for Grades 1-6 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty examination;
 - c. Candidates for Grades 4-8 (regular and special education): pass the *Middle School Education: Content Knowledge* specialty examination;
 - d. Candidates for Grades 7-12 (regular and special education): pass the *content specialty examination(s)* (e.g. English, Mathematics, etc.) on the PRAXIS and in the content area(s) in which they intend to teach.

Program Requirements

1. Knowledge of Learner and the Learning Environment 9 credit hours
Grades PK-3, 1-6, 4-8, and 7-12: Child/adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies

Mild/Moderate Special Education 1-12: Special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, vocational and transition services for students with disabilities
 2. Methodology and Teaching 6 credit hours
Methods courses and field experience
 3. Student Teaching or Internship 6 - 12 credit hours
- TOTAL: 21 - 27 credit hours

Certification Requirements

Colleges or universities will submit signed statements to the Louisiana Department of Education which indicate that the student completing the **Non-Degree/Certification-Only Program** alternative certification path met the following requirements:

1. Passed the PPST components of the PRAXIS. (*Note: This test was required for admission.*)
2. Completed all coursework (undergraduate and certification program) with an overall 2.5 or higher GPA.
3. Passed the specialty examination (PRAXIS) for their area(s) of certification.
 - a. Grades PK-3: *Elementary Education: Content Knowledge* specialty exam (*Note: This test was required for admission.*)
 - b. Grades 1-6: *Elementary Education: Content Knowledge* specialty examination (*Note: This test was required for admission.*)
 - c. Grades 4-8: *Middle School Education: Content Knowledge* specialty examination (*Note: This test was required for admission.*)
 - d. Grades 7-12: *Specialty content test in areas to be certified.* (*Note: This test was required for admission.*)
 - e. Mild/Moderate Special Education 1-12: *Special Education*
4. Passed the *Principals of Learning and Teaching* examination (PRAXIS)
 - a. Grades PK-3: *Principles of Learning and Teaching K-6*
 - b. Grades 1-6: *Principles of Learning and Teaching K-6*
 - c. Grades 4-8: *Principles of Learning and Teaching 5-9*
 - d. Grades 7-12: *Principles of Learning and Teaching 7-12*

Universities offering alternative certification options are required to begin implementation of the newly adopted paths on or before July 2002.

No students should be accepted into the "old" post-baccalaureate alternate certification program after January 2002. Candidates already in the "old" alternative certification program would be given until January 2005 to complete their programs.

APPENDIX G
COMPONENTS OF EFFECTIVE TEACHING MATRIX

PROGRAM: _____

For each attribute listed below, identify the one or two primary course descriptions that identify a performance opportunity and performance assessment which addresses the attribute. Type the course number (e.g., EDUC 321) that corresponds to the course description in the last column. Information pertaining to each component and attribute can be found in Appendix H.

DOMAIN I: PLANNING

Components	Attributes	Course Numbers
I.A.	I.A.1	
	I.A.2	
	I.A.3	
	I.A.4	
	I.A.5	
	I.A.6	

DOMAIN II: MANAGEMENT

Components	Attributes	Course Numbers
II.A.	II.A.1	
	II.A.2	
II.B.	II.B.1.	
	II.B.2	
II.C.	II.C.1.	
	II.C.2.	

DOMAIN III: INSTRUCTION

Components	Attributes	Course Numbers
III.A.	III.A.1	
	III.A.2	
	III.A.3	
	III.A.4	
	III.A.5	
III.B.	III.B.1	
	III.B.2	
	III.B.3	

COMPONENTS OF EFFECTIVE TEACHING MATRIX (CONT'D)

DOMAIN I: INSTRUCTION (CONT'D)

Components	Attributes	Course Numbers
III.C.	III.C.1	
	III.C.2	
	III.C.3	
	III.C.4	
III.D.	III.D.1	
	III.D.2	
	III.D.3	
	III.D.4	

DOMAIN IV: PROFESSIONAL DEVELOPMENT

Components	Attributes	Course Numbers
IV.A.		
IV.B		

DOMAIN V: SCHOOL IMPROVEMENT

Components	Attributes	Course Numbers
V.A	V.A.1	
	V.A.2	
	V.A.3	
V.B	V.B.1	
	V.B.2.	
	V.B.3.	

APPENDIX H

LOUISIANA COMPONENTS OF EFFECTIVE TEACHING AND COMMENTS FROM THE PANEL

The primary text from the Louisiana Components of Effective Teaching is presented below. The accompanying text in italics is not from the original document, but was provided by Panel members to illuminate issues they perceived as especially critical for that attribute. This text is also intended to provide institutions preparing redesigned teacher preparation program proposals with clarification regarding what the Panel envisions as relevant to that attribute. The text provided by the Panel has been examined by staff of the Louisiana Department of Education and found to be consistent with expectations for new teachers participating in Louisiana's Teacher and Assistance and Assessment Program. The full text of the Louisiana Components of Effective Teaching is available in other sources.

Louisiana Components of Effective Teaching

DOMAIN I. PLANNING

Component I.A. The teacher plans effectively for instruction.

Attributes:

I.A.1 Specifies learner outcomes in clear, concise objectives.

The beginning teacher will 1) develop instructional goals and objectives that are relevant, meaningful, age-appropriate and able to be assessed; 2) identify the precise objectives for each lesson and series of lessons; that is, exactly what students will be able to do; and 3) state objectives in the form of concepts, rules, cognitive strategies, and/or physical operations to be learned.

I.A.2 Includes activity/activities that develop objectives.

The beginning teacher will 1) create lessons with clearly defined structure around which activities are organized; 2) create activities and assignments that are appropriate for students, actively engage them in the learning process, and enable them to use and be assessed on what was taught; 3) teach in homogeneous and heterogeneous groups; and 4) state the advantages and disadvantages of each kind of grouping and state guidelines for deciding when to use each kind.

I.A.3 Identifies and plans for individual differences.

The beginning teacher will 1) develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; 2) develop instructional goals and objectives that reflect different types of student learning and skills; 3) determine the extent to which students have or have not mastered pre-requisite skills for the curriculum being used, the subject matter at hand, or the daily lesson (e.g., curriculum-embedded placement tests, more standardized tests, and/or analyses of students' work); and 4) design instruction to enable students to acquire the prerequisite skills.

I.A.4 Identified materials, other than standard classroom materials, as needed for lesson.

The beginning teacher will 1) use appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning; 2) integrate technology to promote learning and expand instructional options; and 3) use resources beyond the campus to help students meet academic and nonacademic needs.

I.A.5 State method(s) of evaluation to measure learner outcomes.

The beginning teacher is able to 1) use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives; 2) communicate assessment criteria and standards to students; 3) use information from assessments to identify students' strengths and gaps with respect to course objectives and the state curriculum objectives, and use this information to plan next steps in instruction for groups and individuals; 4) connect between the Louisiana statewide assessment program, the K-12 curriculum standards, and instruction; and 5) analyze data from local, state, and other assessments using common statistical measures.

I.A.6 Develops an Individual Education Plan (IEP) and/or IFSP*

* For special education teachers only.

DOMAIN II. MANAGEMENT

Component II.A. The teacher maintains an environment conducive to learning.

Attributes:

II.A.1 Organizes available space, materials, and/or equipment to facilitate learning.

The beginning teacher will effectively arrange student and teacher furniture, audiovisual equipment, visual aids, materials storage, and other physical features to facilitate effective interactions in both large and/or small group instruction.

II.A.2 Promotes a positive learning climate.

The beginning teacher will 1) communicate an enthusiasm for learning; 2) provide assistance to students when they encounter difficulty; 3) support students' learning efforts; and 4) provide assistance to all students in a manner that is fair and equitable.

Component II.B. The teacher maximizes amount of time available for instruction.

Attributes:

II.B.1 Manages routines and transitions in a timely manner.

The beginning teacher will establish routines an/or procedures for beginning and ending the school day, leaving and returning to the classroom, getting students ready for an activity, and transitioning between activities in a manner that is efficient and minimizes disruptions. This also includes establishing routines for

II.B.2. Manages and/or adjusts allotted time for activities planned.

The beginning teacher will 1) maximizes instructional time made available for student learning while minimizing idle time for students; 2) encourage student behavior that maximizes observable indicators of student engagement (e.g., paying attention, completing written work, or interacting with peers about assigned work); and 3) demonstrate effective pacing of lessons/activities.

Component II.C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

II.C.1 Establishes expectations for learner behavior.

The beginning teacher will 1) communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior; 2) establish classroom procedures and/or rules that are concise and easily understood by all; 3) consistently enforce standards and expectations for student behavior and work habits; 4) encourage students to maintain ethical work standards and monitor their own behavior; and 5) use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

II.C.2 Uses monitoring techniques to facilitate learning.

The beginning teacher will 1) directly observe student behavior and academic performance both in progress or from student artifacts; 2) circulate around the room during independent or seatwork time; 3) set learning and/or behavior goals and document progress toward such goals; 4) apply rewards and sanctions consistently and fairly; 5) focus on students' inappropriate behavior when taking disciplinary action, not on the students' personality or history; 6) discontinue disruptions quickly, taking care to avoid disrupting the whole class; and 7) manage severely disruptive or dangerous behavior without jeopardizing his/her own safety or the safety of others.

DOMAIN III. INSTRUCTION

Component III.A. The teacher delivers instruction effectively.

Attributes:

III.A.1 Uses technique(s) which develop(s) lesson objective(s).

The beginning teacher will 1) create lessons with clearly defined structure around which activities are organized; 2) create activities and assignments that are appropriate for all students and that actively engage them in the learning process; 3) select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; 4) demonstrate effective discussion techniques by using appropriate questioning and redirecting skills; and 5) uses cooperative learning activities for application or expansion of students' mastered skills and knowledge.

III.A.2 Sequences lesson to promote learning.

The beginning teacher will 1) plan and deliver instructional activities that progress in a logical sequence to support instructional goals; 2) plan and deliver lessons that provide guided practice as well as independent practice that have an opening, a body and closing with well-defined review and assessment section; 3) allocate time appropriately within lessons and units, including adequate opportunities for students to engage in reflection and closure; and 4) ensure the overall curriculum in a course is a logical progression of lessons that teach all of the skills needed for later lessons.

III.A.3 Uses available teaching material(s) to achieve lesson objective(s).

The beginning teacher will select and use instructional resources and/or technologies that support instructional goals, enhance student interaction and achievement, and engage all students in learning.

III.A.4 Adjusts lesson when appropriate.

The beginning teacher will respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of unanticipated learning opportunity and use alternative instructional approaches to ensure that all students succeed.

III.A.5 The teacher integrates technology into instruction.

The beginning teacher will 1) use technological tools and/or the products of technology to promote learning and expand instructional options; 2) use technology to promote equitable learning environments; and 3) use technology as a method for evaluating student achievement.

Component III.B. The teacher presents appropriate content.

Attributes:

III.B.1 Presents content at a developmentally appropriate level.

The beginning teacher will 1) use the Louisiana State Content Standards and Benchmarks to plan instruction; 2) demonstrate awareness of common student misconceptions or likely sources of student error and knowledge gaps in relation to particular content; and 3) plan instruction that reflects an understanding of important prerequisite relationships.

III.B.2 Presents accurate subject matter.

The beginning teacher is able to exhibit relevant, up-to-date content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues.

III.B.3 Relates relevant examples, unexpected situations, or current events to the content.

The beginning teacher will plan instruction that makes connections within the discipline and across the discipline and use a variety of pedagogical techniques to convey information and teach skills.

Component III.C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

III.C.1 Accommodates individual differences.

The beginning teacher will 1) adapt lessons to address students' varied backgrounds, skills, interests, and learning needs; 2) use effective approaches to address varied students learning needs and preferences; and 3) acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

III.C.2 Demonstrates ability to communicate effectively with students.

The beginning teacher will 1) communicate directions, explanations, class rules and procedures clearly, accurately, and with appropriate level of detail, both orally and in writing; 2) use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students; 3) use spoken and written language that is appropriate to students' ages, interests, and backgrounds; 4) correct errors in a matter of fact way; and 5) give timely, enthusiastic, and precise praise.

III.C.3 Stimulates and encourages higher order thinking at the appropriate developmental levels.

The beginning teacher will 1) use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; and 2) use, at appropriate levels, carefully framed questions to enable students to reflect on their understanding of content, to identify errors or gaps in knowledge, and to consider new possibilities.

III.C.4 Encourages student participation.

The beginning teacher will 1) apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge; 2) facilitate reflection and discussion between students; 3) create learning activities that emphasize collaboration and teamwork; and 4) engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process.

Component III.D. The teacher demonstrates ability to assess and facilitate student academic growth

Attributes:

III.D.1 Consistently monitors ongoing performance of students.

The beginning teacher will 1) use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement and instructional goals and objectives; 2) communicate assessment criteria and standards to students; 3) adjust instruction based on ongoing assessments of student understanding; and 4) analyze assessment results to help plan instruction for groups of students or individuals.

III.D.2 Uses appropriate and effective assessment techniques.

The beginning teacher will 1) use curriculum-embedded and standardized assessment to assess progress; 2) design assessments, where appropriate, that reflect real-world applications of knowledge and understanding; 3) promote students' use of self-monitoring and self-assessment; and 4) use alternative instructional approaches and assessments to ensure that all students learn and succeed.

III.D.3 Provides timely feedback to students regarding their progress.

The beginning teacher will 1) use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; 2) promote students' ability to use feedback to guide and enhance their learning; and 3) base feedback on high expectations for student learning.

III.D.4 Produces evidence of student academic growth under his/her instruction.

The beginning teacher will 1) collect and maintain accurate records; 2) analyze and interpret assessment data; and 3) summarize assessment results to share with students, families, and school administrators.

DOMAIN IV. PROFESSIONAL DEVELOPMENT

Component IV.A. The experienced teacher plans for professional self-development.

Component IV.B. The new teacher plans for professional self-development.

The beginning teacher will 1) participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems); 2) enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework); 3) use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; 4) use appropriate resources and support systems inside and outside the school to address professional development need; 5) use student performance data to determine professional development needs; and 6) make certain that ongoing professional development activities are supported by research.

DOMAIN V. SCHOOL IMPROVEMENT

Component V.A. The teacher takes an active role in building-level decision making

Attributes:

V.A.1 Participates in grade level and subject area curriculum planning and evaluation.

The beginning teacher will 1) maintain supportive and cooperative relationships with colleagues; 2) engage in collaborative decision making and problem solving with other educators to support students' learning and well-being; and 3) communicate effectively and appropriately with other educators in varied contexts.

V.A.2 Serves on task forces and decision-making committees, when appropriate.

The beginning teacher will assume professional responsibilities and duties outside of the classroom.

V.A.3 Implements school improvement plan.

The beginning teacher will collaborate professionally with other members of the school community to achieve school and district goals.

Component V.B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

V.B.1 Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.

The beginning teacher will 1) apply procedures for conducting effective parent-teacher conferences and communicate with families on a regular basis to share information about student progress and respond appropriately to families' concerns; and 2) communicate effectively with parents and caregivers (e.g., provide jargon free examples of student performance, deescalate and resolve conflicts).

V.B.2 Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom.

The beginning teacher will 1) interact appropriately with families that have diverse characteristics, backgrounds, and needs; and 2) engage families in their children's education and in various aspects of the instructional program.

V.B.3 Seeks community involvement in instructional program.

The beginning teacher will collaborate effectively and appropriately with other members of community to achieve school district educational goals.