



LOUISIANA'S
TEACHER
QUALITY
INITIATIVE

***GUIDELINES
FOR THE REDESIGN OF
BACCALAUREATE & ALTERNATE
ALL-LEVEL (K-12) PROGRAMS***

Developed by:

*Louisiana Board of Regents,
Board of Elementary and Secondary Education, &
Louisiana Department of Education*

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SECTION 1: GENERAL INFORMATION

I. OVERVIEW OF THE REVIEW PROCESS AND THE DOCUMENT

All universities are required by the Board of Regents (BoR) and Board of Elementary and Secondary Education (BESE) to redesign their Baccalaureate and Alternate All Level (K-12) Programs to address new state certification requirements, state/national content standards, state/national teacher standards, PRAXIS expectations, and NCATE requirements.

Once programs have been redesigned, state and national evaluators will carefully examine all programs to ensure that they meet standards for quality. The review process will examine universities' plans to recruit and select strong teacher candidates, prepare high quality teachers, and support the retention of program completers as they move into new positions. Across all activities, the evaluators will look for research-based practices that have strong quantitative and qualitative support. The goal of the evaluators will be 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 and effective educators for the PK-16+ system of education that Louisiana is developing. These coordinated efforts are ultimately designed to improve the achievement of students in all schools.

The evaluators will review redesign proposals, interview university/district teams, provide feedback to universities regarding their proposals, and make recommendations to university system boards, BoR, and BESE relative to acceptance of the redesigned plans. The evaluators ask that universities follow the structure contained in this document when submitting redesigned plans to facilitate an efficient, consistent, and clear process. The structure is described in detail on the pages that follow.

Campuses are required to submit a Program Section if they wish to offer one or more of the programs. One Program Section should be submitted for Baccalaureate All Level (Grades K-12) Programs and one Program Section should be submitted for Alternate All Level (Grades K-12) Programs.

The expected outcome 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 structures for the written proposals are presented on the following pages as an organizational aid.

II. FORMAT FOR SUBMISSION

A. General Instructions

1. All documents should be organized in the following order.
 - (1) Cover Page
 - (2) Table of Contents
 - (3) Forms
 - (4) Overview of the Programs
 - (5) Description of Courses
 - (6) Description of Field Sites and Performance Activities
 - (7) Assessment System and Program Evaluation
 - (8) Institutional Level Evaluation of K-12 Programs
2. All sections of the document must be single-spaced, 12-point type, double spaced between paragraphs, one-inch margins, 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. All pages must be numbered.

B. Submission of Proposal

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

**Teacher Education Initiatives
Redesigned Programs
Board of Regents
P.O. Box 3677
Baton Rouge, LA 70801-1389**

Documents must be in the Board of Regents Offices by 4:30 PM on the following dates: February 18, 2004, September 17, 2004, and/or February 18, 2005.

Please contact Dr. Jeanne M. Burns at burnsj@gov.state.la.us if you have questions.

III. TIMELINES FOR REVIEW PROCESS

Timelines for the review process are provided below:

EVALUATION CYCLE 5: SUBMISSION OF PROGRAMS

Dates	Activities
February 18, 2004	Submission of Program Section(s) for Baccalaureate and Alternate All Level (Grades K-12) Programs.
March 3-5, 2004	External evaluators' interviews with college/district teams and system representative(s).
April 6, 2004	Submission of external evaluators' recommendations to system boards, public institutions, and private institutions.
April 2004 to Future	Approval of programs and/or rejoinders by system boards or private universities and submission of program recommendations to Board of Regents.
April 2004 to Future	Review of program recommendations and rejoinders from system board or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
July 1, 2005	Implementation of new programs.

EVALUATION CYCLE 6: SUBMISSION OF PROGRAMS

Dates	Activities
September 17, 2004	Submission of Program Section(s) for Baccalaureate and Alternate All Level (Grades K-12) Programs.
October 2004	External evaluators' interviews with college/district teams and system representative(s).
November 2004	Submission of external evaluators' recommendations to system boards, public institutions, and private institutions.
December 2004 to Future	Approval of redesigned programs and/or rejoinders by system boards or private universities and submission of program recommendations to Board of Regents.
December 2004 to Future	Review of program recommendations and rejoinders from system boards or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
July 1, 2005	Implementation of new programs.

EVALUATION CYCLE 7: SUBMISSION OF PROGRAMS (FINAL CYCLE)

Dates	Activities
February 18, 2005	Submission of Program Section(s) for Baccalaureate and Alternate All Level (Grades K-12) Programs.
March 2005	External evaluators' interviews with college/district teams and system representative(s).
April 2005	Submission of external evaluators' recommendations to system boards, public institutions, and private institutions.
April 2005 to Future	Approval of programs and/or rejoinders by system boards or private universities and submission of program recommendations to Board of Regents.
April 2005 to Future	Review of program recommendations and rejoinders from system board or private universities and final approval by Board of Regents and Board of Elementary and Secondary Education.
July 1, 2005	Implementation of new programs.

SECTION 2: PROGRAM SECTION – BACCALAUREATE ALL LEVEL (K-12) PROGRAMS

The following should be addressed when preparing the Program Section.

I. COVER PAGE (See Form 1)

II. TABLE OF CONTENTS

III. FORMS

1. Curriculum (See Form 2)

Use Form 2 to list the courses that will be recommended to candidates to address certification requirements (See Appendix A) and state/national standards (Appendix C). *Please prepare a separate form for each type of certification.* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

2. Degree Course Sequence (See Form 3)

Use Form 3 to list the sequence of courses that will be recommended to candidates to complete each semester for their degrees. *Please prepare a separate form for each type of certification.* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

All programs are required to have a minimum of 124 credit hours. Programs may require more than 124 credit hours if necessary for accreditation purposes. Institutions are encouraged to check with their respective system boards to determine if limitations have been set for total credit hours.

3. Progression of Site-based Performance Activities (See Form 4)

Use Form 4 to identify performance activities within site-based settings that candidates will be expected to complete. *Please prepare a separate form for each type of certification.*

List the courses in the order in which it will be recommended that the experiences occur. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

4. Components of Effective Teaching Matrix (See Form 5)

Use Form 5 to identify the one or two primary courses that include performance objectives and performance assessments which address attributes for the Louisiana Components of Effective Teaching. The primary text from the Louisiana Components of Effective Teaching is presented in Appendix D along with explanatory comments from a panel of external evaluators.

IV. OVERVIEW OF THE PROGRAMS

A. Identification of K-12 Degree Programs

Prepare a chart that identifies all K-12 degree programs being proposed by the institution to prepare individuals for work in K-12 schools.

Example:

<i>Program Name</i>	<i>Award Level</i>	<i>Number of Hours</i>
e.g., BA in Art Education – Grades K-12	Baccalaureate	124
e.g., BA in Music Education – Grades K-12	Baccalaureate	124
e.g., BA in Foreign Language – Grades K-12	Baccalaureate	124
e.g., BA in Dance Education – Grades K-12	Baccalaureate	124
e.g., BS in Health & Physical Education – Grades K-12	Baccalaureate	124

B. Program Description

The baccalaureate degree programs should address the All Level (K-12) certification requirements - Board of Elementary and Secondary Education (Appendix A); state K-12 standards (Appendix C); NCATE standards (Appendix C); PRAXIS expectations; Louisiana Components of Effective Teaching (Appendix D); and No Child Left Behind mandates for “highly qualified teachers.”

When preparing the written proposal, please use the above information when addressing each of the following:

1. Structure of Programs (1 Page Limit)

Provide a brief but thorough overview of the K-12 degree programs. Provide sufficient information to enable the evaluators to understand who will be participating in the K-12 programs and how they will progress through the K-12 programs.

2. College, University, and District Collaboration (2 Page Limit)

Discuss the process that was used to create the Redesign Team to develop the degree programs. Identify the diverse membership of the Redesign Teams (e.g., education, arts/science/humanities, etc. faculty, administrators, district personnel, school personnel, parents, etc.) and the process that was used for members to provide input as the K-12 degree programs were redesigned.

Identify other forms of collaboration that occurred as content area faculty members met to develop courses that addressed Louisiana’s K-12 content standards, national content standards, NCATE 2000 standards, PRAXIS examination expectations, and Louisiana’s standards for teachers (Louisiana Components of Effective Teaching).

Discuss collaborative agreements that have been created to allow candidates to engage in problem-based learning experiences and be mentored/supervised by highly effective teachers within partner schools/districts. Discuss the process that will be used by the institutions and districts as collaboration occurs to improve the K-12 programs once implemented.

3. Recruitment and Selection

Address each of the following areas to describe efforts to recruit and select candidates for the K-12 programs.

a. Recruitment (1 Page Limit)

Please describe the collaborative process that will be used for the university and districts to work together to recruit individuals for the programs.

b. Screening and Selection for Program (1 Page Limit)

Please describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program. Indicate if candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program.

c. **Support of Program Completers (1 Page Limit)**

Describe efforts that will occur to support program completers once they complete their K-12 programs and apply new knowledge within schools.

V. **DESCRIPTION OF COURSES**

A. **General Education and Focus Area Courses for Candidates in K-12 Degree Programs**

1. Provide catalogue descriptions of content courses listed on Form 2 that satisfies the General Education Requirements for teacher candidates in the K-12 degree programs.
2. Provide catalogue descriptions of content specific courses listed on Form 2 that satisfy the Focus Area Requirements for teacher candidates in the K-12 programs. (Note: If courses within the Focus Area are taught within the Department/College of Education or address teaching methodology, please provide full descriptions of the courses as specified under “B. Narrative Description of Other Courses.”)

B. **Narrative Description of Other Courses**

For all courses listed on Form 2 for “Knowledge of the Learner and Learning Environment,” “Methodology and Teaching,” “Focus Area” (if taught by the Department/College of Education or address teaching methodology), and electives (if taught by the Department/College of Education or address teaching methodology), provide a brief **one to one and one-half page (single-spaced) narrative description** 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.)

1. Course number, course title, credit hours, and catalog description.
2. The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.
3. A list of *8-10 measurable objectives* that clearly identify the **most critical competencies** the candidates will demonstrate in the course and a **thorough description of the instruments and/or processes** that will be used to assess performance. Competencies 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: if an objective addresses an attribute for the Components of Effective Teaching, please list the attribute number at the end of the objective.)

4. The empirical basis for educational practices and teaching methods covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.).
5. Resources and materials that will be used to teach the course.
6. Faculty to teach the courses. If sufficient numbers of faculty or adequate expertise are 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.

VI. DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (2 Page Limit)

Describe the work sites that will be used in the preparation of the candidates participating in the program. This information should be aligned with the information provided in Form 4.

- A. Describe the criteria that will be used to select sites for the field-based experiences.
- B. Describe the screening process and criteria that will be used to select mentors/supervisors who will work with candidates at work sites.
- C. Describe the preparation process that will be used to train mentors/supervisors to support and evaluate candidates.

VII. ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit)

A. Portfolio Assessment of System

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards were addressed. Discuss how PASS-PORT (or a comparable comprehensive assessment system) will be utilized as part of this process.

B. Program Evaluation

1. Identify how the program's outcomes will be assessed. This must include:
 - a. Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.

- b. Impact of candidates on school improvement and K-12 student achievement. The evaluators are particularly interested in how the K-12 programs will determine if candidates have had an impact upon improved student achievement in school programs.
 - c. Perceptions of K-12 consumers of graduates' skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).
- 2. Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).
- 3. Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.
 - a. Describe methods and timelines for the following: (1) Data collection and the responsible parties involved; (2) Program review and the responsible parties involved; and (3) Dissemination of findings and the responsible parties involved.
 - b. Describe the process that will be used to document that college and district personnel have used evaluation feedback to improve the program curriculum.

VIII. INSTITUTIONAL LEVEL EVALUATION OF K-12 PROGRAMS (2 Page Limit)

Describe the *institution's* plan for evaluation of the K-12 program(s). The evaluators are particularly interested in seeing evaluation plans for the areas listed below.

- A. The institution's success in recruiting candidates.
- B. The institution's success in supporting and retaining candidates as they progress through the program.
- C. The institution's success in preparing graduates who are successful in district schools.
- D. The institution's success in supporting program completers who teach within the schools after they complete the program.
- E. The institution's success in using program evaluation data to improve the K-12 program.

SECTION 3: PROGRAM SECTION – ALTERNATE CERTIFICATION ALL LEVEL (K-12) PROGRAMS

The following should be addressed when preparing the Program Section.

I. COVER PAGE (See Form 6)

II. TABLE OF CONTENTS

III. CURRICULUM FORMS (See Forms 7, 8, and 9)

Use Forms 7, 8, and/or 9 to list the courses that will be recommended to candidates to address certification requirements (See Appendix B) and state/national standards (Appendix C). *Please prepare a separate form for each type of alternate certification.* All required courses should be listed. If prescriptions will be based upon the individual needs of the candidates, list the number of hours for the prescriptions and write “To be Determined” in the section for course prefixes and names.

If teacher candidates are required to take the same courses for each type of certification (e.g., music, dance, physical education, etc.), one form may be used for the Practitioner Teacher Program, another form may be used for the Master’s Degree, and another form may be used for the Non-Master’s Certification-Only Alternate Certification Program. However, if teacher candidates are required to take different courses for each type of certification, a separate form should be used for each type of certification.

IV. OVERVIEW OF THE PROGRAMS

The alternate certification programs should address the Alternate Certification All Level (K-12) certification requirements - Board of Elementary and Secondary Education (Appendix B); state K-12 standards (Appendix C); NCATE standards (Appendix C); PRAXIS expectations; Louisiana Components of Effective Teaching (Appendix D); Reading Competencies for Alternate Certification Teacher Candidates (Appendix E); and No Child Left Behind mandates for “highly qualified teachers.”

Provide a brief but thorough overview of the Alternate Certification All-Level (K-12) Programs. Within the overview, indicate if the same or a different Redesign Team was used to develop both the baccalaureate and alternate certification All-Level (K-12) Programs. If different, explain how the teams differed. Briefly describe how recruitment, screening, selection, and support procedures will differ from the baccalaureate programs. If procedures will be the same, please indicate that the evaluator should review information in the Program Section for the Baccalaureate Degree All Level (K-12) Program.

V. NARRATIVE DESCRIPTION OF COURSES

For all courses listed on Forms 7, 8, or 9 that have **NOT** been previously approved for your other alternate certification program(s) by the Board of Regents or Board of Elementary and Secondary Education, please provide a brief **one to one and one-half page (single-spaced) narrative description** that includes the items listed below.

If previously approved alternate certification courses are now being adapted to address the new content areas, please provide revised narrative descriptions of the courses. It is anticipated that all campuses will be submitting narrative descriptions of all **methodology courses** or revised descriptions of all **methodology courses**, since previously approved **methodology courses** did not address K-12 music, arts, dance, physical education, or foreign languages.

If narrative descriptions of courses listed on Forms 7, 8, or 9 have been provided in the Program Section for Baccalaureate All Level (K-12) Programs, do **NOT** provide additional descriptions. Please indicate that the descriptions are available in the Program Section for the Baccalaureate Degree All Level (K-12) Programs.

(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.)

1. Course number, course title, credit hours, and catalog description.
2. The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.
3. A list of 8-10 **measurable objectives** that clearly identify the **most critical competencies** the candidates will demonstrate in the course and a **thorough description of the instruments and/or processes** that will be used to assess performance. Competencies 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: if an objective addresses an attribute for the Components of Effective Teaching, please list the attribute number at the end of the objective.
4. The empirical basis for educational practices and teaching methods covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.).
5. Resources and materials that will be used to teach the course.
6. Faculty to teach the courses. If sufficient numbers of faculty or adequate expertise are 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.

VI. DESCRIPTION OF FIELD SITES

Briefly describe the work sites that will be used in the preparation of the candidates participating in the alternate certification program. Due to the fact that many of these individuals may be working during the day within school settings or other jobs, it is anticipated that these sites may differ from sites used for undergraduate teacher candidates.

VII. ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit)

If your campus will be using the same Assessment System and Program Evaluation process specified in your previously approved alternate certification program or in your Baccalaureate All Level (K-12) Program, please indicate which system will be used and provide no additional information.

If your campus will be using a different Assessment System and Program Evaluation process, please respond to the items listed on pages 10-11 for the guidelines for the Baccalaureate Degree All Level (K-12) Program.

VIII. INSTITUTIONAL LEVEL EVALUATION OF PROGRAMS (2 Page Limit)

If your campus will be using the same Institutional Level Evaluation process specified in your previously approved alternate certification program or in your Baccalaureate Degree All Level (K-12) Program, please indicate which system will be used and provide no additional information.

If your campus will be using a different Institutional Level Evaluation process, please respond to the items listed on page 11 for the guidelines for the Baccalaureate Degree All Level (K-12) Program.

Please refer to Appendix E for recent action of the State Board of Elementary and Secondary Education regarding reading competencies for candidates completing an alternate certification program. The policy stated in Appendix E was approved as a notice of intent in December 2003; it is anticipated that it will be adopted as official policy at the April or May 2004 SBESE meeting.

Institutions submitting an alternate certification all level (K-12) program(s) should be mindful of this imminent change when designing a program.

**FORMS FOR
BACCALAUREATE
ALL LEVEL (K-12)
PROGRAMS**

FORM 1

BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM COVER PAGE

Name of Institution:									
Institution Official(s) Primarily Responsible For the Overall Implementation of the K- 12 Programs:	#1	Name, Rank, & Title:							
	Address:								
	Telephone:	E-mail:							
	#2	Name, Rank, & Title:							
	Address:								
	Telephone:	E-mail:							
REDESIGNED BCCALAUREATE DEGREE ALL LEVEL (K-12) PROGRAM(S) TO BE SUBMITTED									
Check ALL redesigned programs being submitted for evaluation.									
<ul style="list-style-type: none"> Baccalaureate Degree: <table style="width: 100%; margin-left: 40px;"> <tr> <td style="width: 50%;">Art Education – Grades K-12</td> <td style="width: 50%;">Dance Education – Grades K-12</td> </tr> <tr> <td>Foreign Language Education – Grades K-12</td> <td>Health & Physical Education – Grades K-12</td> </tr> <tr> <td>Vocal Music Education – Grades K-12</td> <td>Instrumental Music Education – Grades K-12</td> </tr> <tr> <td>Vocal & Instrumental Music Educ. – Grades K-12</td> <td></td> </tr> </table> 		Art Education – Grades K-12	Dance Education – Grades K-12	Foreign Language Education – Grades K-12	Health & Physical Education – Grades K-12	Vocal Music Education – Grades K-12	Instrumental Music Education – Grades K-12	Vocal & Instrumental Music Educ. – Grades K-12	
Art Education – Grades K-12	Dance Education – Grades K-12								
Foreign Language Education – Grades K-12	Health & Physical Education – Grades K-12								
Vocal Music Education – Grades K-12	Instrumental Music Education – Grades K-12								
Vocal & Instrumental Music Educ. – Grades K-12									
Name of Institution:									
By signing and submitting this proposal, the signator is certifying that the degree: (1) has been jointly developed by faculty in the areas of education, arts/sciences/humanities, other areas, and K-12 schools; (2) addresses Louisiana’s K-12 content standards, Louisiana’s Components of Effective Teaching, NCATE accreditation standards, and PRAXIS expectations; 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:									

FORM 2

BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM CURRICULUM

TYPE OF CERTIFICATION: (CHECK ONE – Note: Use a separate form for each type of certification.):

Art Education – Grades K-12

Dance Education – Grades K-12

Foreign Language Education – Grades K-12

Health & Physical Education – Grades K-12

Vocal Music Education – Grades K-12

Instrumental Music Education – Grades K-12

Vocal & Instrumental Music Educ. – Grades K-12

Directions: For each type of certification, provide a listing of credit hours, course prefixes, and course titles.

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English (6 semester hours)			
	Mathematics (6 semester hours)			
	Science (9 semester hours)			
	Social Studies (6 semester hours)			
	Arts (3 semester hours)			
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology; Educational Psychology; The Learner with Special Needs; Classroom Organization and Management; and Multicultural Education) (18 semester hours across all grade levels)				
Methodology & Teaching	Reading (3 semester hours)			
	Teaching Methodology & Strategies (6 semester hours)			
	Student Teaching (9 semester hours)			

FORM 2 (CONT'D)

BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM CURRICULUM

TYPE OF CERTIFICATION: (CHECK ONE – Note: Use a separate form for each type of certification.)

Art Education – Grades K-12

Dance Education – Grades K-12

Foreign Language Education – Grades K-12

Health & Physical Education – Grades K-12

Vocal Music Education – Grades K-12

Instrumental Music Education – Grades K-12

Vocal & Instrumental Music Educ. – Grades K-12

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<p>Focus Area Requirements</p> <p><i>(31 semester hours: art coursework; dance coursework; foreign language coursework; health & physical education coursework; vocal music coursework; or instrumental music coursework)</i></p> <p>OR</p> <p><i>(50 hours of vocal and instrumental music)</i></p>			
<p>Flexible Hours for the University's Use <i>(8-27 semester hours)</i></p>			
<p>TOTAL HOURS <i>(124 semester hours)</i></p>			

FORM 3

BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM COURSE SEQUENCE

TYPE OF PROGRAM: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

Art Education – Grades K-12
 Foreign Language Education – Grades K-12
 Vocal Music Education – Grades K-12
 Vocal & Instrumental Music Educ. – Grades K-12

Dance Education – Grades K-12
 Health & Physical Education – Grades K-12
 Instrumental Music Education – Grades K-12

Directions: For each type of certification, provide a listing of the course prefixes, course names, and credit hours for each semester.

YEAR ONE					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

YEAR TWO					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

FORM 3 (CONT'D)

**BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM
COURSE SEQUENCE**

TYPE OF CERTIFICATION: (*CHECK ONE – Note: Use a separate form for each type of certification.*)

Art Education – Grades K-12
 Foreign Language Education – Grades K-12
 Vocal Music Education – Grades K-12
 Vocal & Instrumental Music Educ. – Grades K-12

Dance Education – Grades K-12
 Health & Physical Education – Grades K-12
 Instrumental Music Education – Grades K-12

YEAR THREE					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

YEAR FOUR					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

FORM 4

BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES

TYPE OF CERTIFICATION: (*CHECK ONE – Note: Use a separate form for each type of certification.*)

Art Education – Grades K-12

Dance Education – Grades K-12

Foreign Language Education – Grades K-12

Health & Physical Education – Grades K-12

Vocal Music Education – Grades K-12

Instrumental Music Education – Grades K-12

Vocal & Instrumental Music Educ. – Grades K-12

Directions: For each type of certification, provide a listing of the performance activities that candidates will complete as they move through their programs and apply knowledge in site-based settings. Although some courses may not include site-based performance activities, it is anticipated that the total program will provide candidates with opportunities to apply new knowledge through site-based experiences.

Course Numbers and Titles	Listing of Site-Based Performance Activities	Number of Hours Required for Site- Based Experiences

Note: Please make additional copies of this page if needed.

FORM 5

BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM COMPONENTS OF EFFECTIVE TEACHING MATRIX

TYPES OF CERTIFICATION: *(CHECK ONE – Note: Use a separate form for each type of certification.)*

Art Education – Grades K-12

Dance Education – Grades K-12

Foreign Language Education – Grades K-12

Health & Physical Education – Grades K-12

Vocal Music Education – Grades K-12

Instrumental Music Education – Grades K-12

Vocal & Instrumental Music Educ. – Grades K-12

Directions: For each type of certification, identify the one or two primary courses that include a performance objective and performance assessment which addresses the attribute. Type the course number(s) (e.g., EDUC 201) that address the attribute(s) in the last column. Descriptions of each domain, component, and attribute can be found in Appendix D.

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	

FORM 5 (CONT'D)

**BACCALAUREATE DEGREE - ALL LEVEL (K-12) PROGRAM
COMPONENTS OF EFFECTIVE TEACHING MATRIX**

TYPE OF CERTIFICATION: (*CHECK ONE – Note: Use a separate form for each type of certification.*)

Art Education – Grades K-12
 Foreign Language Education – Grades K-12
 Vocal Music Education – Grades K-12
 Vocal & Instrumental Music Educ. – Grades K-12

Dance Education – Grades K-12
 Health & Physical Education – Grades K-12
 Instrumental Music Education – Grades K-12

DOMAIN III: 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.	

**FORMS FOR
ALTERNATE
ALL LEVEL (K-12)
PROGRAMS**

FORM 6

**ALTERNATE CERTIFICATION - ALL LEVEL (K-12) PROGRAM
COVER PAGE**

Name of Institution:								
Institution Official(s) Primarily Responsible For the Overall Implementation of the Alternate All Level (K-12) Programs:	#1	Name, Rank, & Title:						
		Address:						
		Telephone:	E-mail:					
	#2	Name, Rank, & Title:						
		Address:						
		Telephone:	E-mail:					
REDESIGNED ALTERNATE CERTIFICATION ALL LEVEL (K-12) PROGRAM(S) TO BE SUBMITTED								
Check ALL redesigned programs being submitted for evaluation.								
<ul style="list-style-type: none"> <li style="margin-bottom: 15px;"> <p>• Practitioner Teacher Program</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"> Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12 </td> <td style="width: 50%; padding: 5px;"> Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12 </td> </tr> </table> <li style="margin-bottom: 15px;"> <p>• Master’s Degree Alternate Certification</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"> Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12 </td> <td style="width: 50%; padding: 5px;"> Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12 </td> </tr> </table> <p>• Non-Master’s/Certification-Only Alternate Program</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"> Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12 </td> <td style="width: 50%; padding: 5px;"> Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12 </td> </tr> </table> 			Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12	Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12	Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12	Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12	Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12	Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12
Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12	Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12							
Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12	Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12							
Art Education – Grades K-12 Foreign Language Education – Grades K-12 Vocal Music Education – Grades K-12 Vocal & Instrumental Music Educ. – Grades K-12	Dance Education – Grades K-12 Health & Physical Education – Grades K-12 Instrumental Music Education – Grades K-12							

FORM 6 (CONT'D)

**ALTERNATE CERTIFICATION - ALL LEVEL (K-12) PROGRAM
COVER PAGE**

Name of Institution:	
By signing and submitting this proposal, the signator is certifying that the degree: (1) has been jointly developed by faculty in the areas of education, arts/sciences/humanities, other areas, and K-12 schools; (2) addresses Louisiana's K-12 content standards, Louisiana's Components of Effective Teaching, NCATE accreditation standards, and PRAXIS expectations; 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:	

FORM 7

PRACTITIONER TEACHER PROGRAM ALL LEVEL (K-12) PROGRAM CURRICULUM

TYPE OF CERTIFICATION: (Note: If teacher candidates are required to take different courses for different types of certifications, use a separate form for each type of certification. If all teacher candidates take the same courses, use one form and check the types of certification.)

Art Education – Grades K-12
 Foreign Language Education – Grades K-12
 Vocal Music Education – Grades K-12
 Vocal & Instrumental Music Educ. – Grades K-12

Dance Education – Grades K-12
 Health & Physical Education – Grades K-12
 Instrumental Music Education – Grades K-12

Directions: Provide a listing of course prefixes and course titles.

Program Requirements	Semester Hours Required	Course Prefixes and Numbers	Course Titles
<p>Teaching Preparation (Summer)</p> <p><i>All level K-12 practitioner teachers will successfully complete courses (or equivalent contact hours) pertaining to child AND adolescent psychology, the diverse learner, classroom management and organization, assessment, instructional design, and instructional strategies across grade levels K-12 before starting their teaching internships.</i></p>	9 Hours		
<p>Teaching Internship and First Year Support</p> <p><i>All level K-12 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 candidates. For all-level areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12.</i></p>	12 Hours		
<p>Prescriptive Plan</p> <p><i>All level K-12 practitioner teachers who demonstrate areas of need will complete prescriptive plans.</i></p>	0-9 Hours	To be Determined	To be Determined Based Upon Individual Needs of Candidates
Total Hours	21-30 Hours		

Please place “*” beside all courses that have already been approved by the BoR & BESE for the Practitioner Teacher Program in other certification areas.

FORM 8

MASTER’S DEGREE – ALTERNATE CERTIFICATION ALL LEVEL (K-12) PROGRAM CURRICULUM

TYPE OF CERTIFICATION: *(Note: If teacher candidates are required to take different types of courses for different types of certification, use a separate form for each type of certification. If all teacher candidates take the same courses, use one form and check the types of certification.)*

Art Education – Grades K-12

Foreign Language Education – Grades K-12

Vocal Music Education – Grades K-12

Vocal Instrumental Music Educ. – Grades K-12

Dance Education – Grades K-12

Health & Physical Education – Grades K-12

Instrumental Music Education – Grades K-12

Directions: Provide a listing of course prefixes and course titles.

Program Requirements	Semester Hours Required	Course Prefixes and Numbers	Course Titles
Knowledge of the Learner and Learning Environment <i>For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music): Child AND adolescent psychology, the diverse learner, classroom management/ organization, assessment, instructional design and instructional strategies, across grade levels K-12</i>	15 Hours		
Methodology & Teaching <i>For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12.</i>	12-15 Hours		
Student Teaching or Internship <i>For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12.</i>	6-9 Hours		
Other Courses (If Applicable)			
Total Hours	33-39 Hours		

Please place “*” beside all courses that have already been approved by the BoR & BESE for the Master’s Degree - Alternate Certification Program in other certification areas.

FORM 9

NON-MASTER/CERTIFICATION-ONLY ALTERNATE CERTIFICATION PROGRAM ALL LEVEL (K-12) PROGRAM CURRICULUM

TYPE OF CERTIFICATION: (Note: If teacher candidates are required to take different types of courses for different types of certification, use a separate form for each type of certification. If all teacher candidates take the same courses, use one form and check the types of certification.)

Art Education – Grades K-12
 Foreign Language Education – Grades K-12
 Vocal Music Education – Grades K-12
 Vocal & Instrumental Music Educ. – Grades K-12

Dance Education – Grades K-12
 Health & Physical Education – Grades K-12
 Instrumental Music Education – Grades K-12

Directions: Provide a listing of course prefixes and course titles.

Program Requirements	Semester Hours Required	Course Prefixes and Numbers	Course Titles
Knowledge of the Learner and Learning Environment <i>Child psychology AND adolescent psychology; the diverse learner; classroom management/ organization/environment; assessment; instructional design, and reading/instructional strategies across grade levels K-12.</i>	12 Hours		
Methodology & Teaching <i>Experiences should be provided across grades K-12.</i>	6 Hours		
Student Teaching or Internship <i>Internship or student teaching experiences should be provided across grades K-12. Include methodology seminars that are participant-oriented.</i>	6 Hours		
Prescriptive Plan <i>The prescriptive plan can be pre-planned courses for individual programs or can be individualized courses for the candidate who demonstrates areas of need, not to exceed 9 semester hours</i>	0-9 Hours		
Total Hours	24-33 Hours		

APPENDICES

APPENDIX A

ALL-LEVEL (K-12) CERTIFICATION AREAS Adopted November 2003

All-Level Undergraduate Program Structure [†]		Art	Dance	Foreign Language	Health and Physical Education	Vocal and/or Instrumental Music
General Education Coursework	English	6 hours	6 hours	6 hours	6 hours	6 hours
	Mathematics	6 hours	6 hours	6 hours	6 hours	6 hours
	Sciences	9 hours	9 hours	9 hours	9 hours	9 hours
	Social Studies	6 hours	6 hours	6 hours	6 hours	6 hours
	Arts	3 hours	3 hours	3 hours	3 hours	3 hours
FOCUS AREA		31 semester hours of Art Coursework	31 semester hours Dance Coursework	31 semester hours Foreign Language Coursework*	31 semester hours H&PE Coursework	31 semester vocal music; or 31 semester hours instrumental music; or 50 hours Vocal and Instrumental Music,
Knowledge of the Learner and the Learning Environment <i>(These hours may be integrated into other areas in developing new courses)</i>	Child Development/Psychology, Adolescent Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, and Multicultural Education (Note: Courses should address needs of both the regular and exceptional child, and be provided across all K-12 grade levels)	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12
Methodology and Teaching	Reading	3 hours	3 hours	3 hours	3 hours	3 hours
	Teaching Methodology and Strategies	6 hours	6 hours	6 hours	6 hours	6 hours
	Student teaching**	9 hours	9 hours	9 hours	9 hours	9 hours
Flexible Hours for the University's Use***		27 hours	27 hours	27 hours	27 hours	8-27 hours
TOTAL HOURS[†]		124 hours	124 hours	124 hours	124 hours	124 hours

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

*** If foreign language is French, at least 12 hours must be earned through a two-semester residence in a university abroad OR through two summers of intensive immersion study on a LA university campus, an out-of-state university, or abroad.**

**** 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.**

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

† *Candidates who complete all-level programs will be certified for regular education across grades K-12 and are eligible to add endorsements for 7-12*

APPENDIX B

LOUISIANA ALTERNATE CERTIFICATION PROGRAMS Approved September 2003 for Notice of Intent

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 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, and music), or Mild-Moderate Special Education. The Practitioner Teacher Program is a streamlined certification path that combines intensive coursework and full-time teaching.

1. **Admission to the Program.** Program providers will work with district personnel to identify Practitioner Teacher Program candidates who will be employed by districts during the fall and spring. To be admitted, individuals should:
 - a. Possess a baccalaureate degree from a regionally accredited university.
 - b. Have a 2.50 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 2.20. (Note: State law requires that upon completion of the program, the teacher candidate has a 2.50 GPA for certification.)
 - c. Pass the PRAXIS Pre-Professional Skills Test (e.g., reading, writing, and mathematics). (Individuals who already possess a graduate degree will be exempted from this requirement.)
 - d. Pass the PRAXIS content specific examinations:
 - (1) Candidates for Grades 1-5 (regular and special education): pass the *Elementary Education: Content Knowledge* (#0014) specialty examination;
 - (2) Candidates for Grades 4-8 (regular and special education): pass the middle school PRAXIS examination(s) in the content area(s) in which they intend to teach;
 - (3) Candidates for Grades 6-12 (regular and special education): pass the PRAXIS content specialty examination(s) in the content area(s) in which they intend to teach. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area.
 - (4) Candidates for All-Level K-12 areas of art, dance, foreign language, health and physical education, and music: pass the content specialty examination. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area. Provider must develop a process to assure that candidates demonstrate necessary performance skills in the all-level certification area.
 - e. Meet other non-course requirements established by the college or university.
2. **Program Requirements.**

Teaching Preparation (Summer)	9 credit hours (or equivalent 135 contact hours)
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All teachers will participate in field-based experiences in school settings while completing the summer courses (or equivalent contact hours).

GRADES 1-5, 4-8, and 6-12 practitioner teachers will successfully complete courses (or equivalent contact hours) pertaining to child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships.

MILD/MODERATE SPECIAL EDUCATION 1-12 practitioner teachers will successfully complete courses (or equivalent contact hours) that focus on special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, and vocational and transition services for students with disabilities.

ALL-LEVEL K-12 practitioner teachers will successfully complete courses (or equivalent contact hours) pertaining to child AND adolescent psychology, the diverse learner, classroom management and organization, assessment; instructional design, and instructional strategies across grade levels K-12 before starting their teaching internships.

3. Teaching Internship and First-Year Support 12 credit hours (or equivalent 180 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 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 (LaTAAP) and principals. NOTE: For all-level areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12.

4. Teaching Performance Review (End of First Year)

Program providers, principals, mentors, and practitioner teachers will form teams to review 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 Assistance and Assessment Program during the next fall. (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 Teacher Assistance and Assessment Program.

If weaknesses are cited, teams will identify additional types of instruction needed to address the areas of need. Prescriptive plans that require from one to nine credit hours (or 15 to 135 equivalent contact hours) of instruction will be developed for practitioner teachers. In addition, teams will determine whether 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.

5. Prescriptive Plan Implementation (Second Year) 1-9 credit hours (15 to 135 contact hours)
Practitioner teachers who demonstrate areas of need will complete prescriptive plans.

6. Louisiana Assessment Program (Second Year)
Practitioner teachers will be assessed during the fall or later, depending upon their teaching proficiencies.

7. PRAXIS Review (Second Year)
Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the PRAXIS.

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 with these three years.)

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

- a. Passed the PPST components of the PRAXIS (Note: This test was required for admission.)
- b. Completed the Teaching Preparation and Teaching Internship segments of the program with an overall 2.50 or higher GPA.
- c. Completed prescriptive plans (if weaknesses were demonstrated).
- d. Passed the specialty examination (PRAXIS) for the area(s) of certification. (*Note: This test was required for admission.*)
 - 1) Grades 1-5 (regular and special education): Elementary Education: Content Knowledge Examination #0014
 - 2) Grades 4-8 (regular and special education): Middle school PRAXIS content specialty examination in each area in which a candidate intends to teach
 - 3) Grades 6-12 (regular and special education): PRAXIS *content specialty examination(s)* in the content area(s) in which they intend to teach. (Note: This examination was required for admission. If no examination was adopted for Louisiana in the certification area, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area for admission to the program.)
 - 4) All-Level K-12 areas (art, dance, foreign language, health and physical education, and music): Content specialty examination in area(s) in which candidate intends to teach. (Note: This examination was required for admission. If no examination was adopted for Louisiana in the certification area, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area for admission to the program.) Provider must develop a process to assure that candidates for all-level certification demonstrate necessary performance skills in the area of certification.
- e. Passed the *pedagogy* examination (PRAXIS)
 - 1) Grades 1-5: *Principles of Learning and Teaching K-6*
 - 2) Grades 4-8: *Principles of Learning and Teaching 5-9*
 - 3) Grades 6-12, All-Level K-12 Certification: *Principles of Learning and Teaching 7-12*
 - 4) Mild/Moderate Special Education 1-12: special education examinations

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.

10. Professional License (Practitioner License to Level 2)

Practitioner teachers will be issued a Practitioner License when they enter the program. They will be issued a Level 1 Professional License once they have successfully completed all requirements of the program; after three years of teaching, they will be eligible for a Level 2 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.

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 master's degree. 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, 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, and music), or Mild-Moderate Special Education.

ADMISSION TO THE PROGRAM

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university.
2. Have a 2.50 GPA, or higher, on undergraduate work.
3. 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.)
4. Pass the PRAXIS content-specific subject area examination:
 - a. Candidates for PK-3 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty examination;
 - b. Candidates for Grades 1-5 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty examination;
 - c. Candidates for Grades 4-8 (regular and special education): pass middle school PRAXIS content specialty examination in each area in which a candidate intends to teach;
 - d. Candidates for Grades 6-12 (regular and special education): pass the PRAXIS content specialty examination(s) in the content area(s) in which they intend to teach. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area.
 - e. Candidates for All-Level K-12 areas of art, dance, foreign language, health and physical education, and music: pass the content specialty examination. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area. Provider must develop a process to assure that candidates demonstrate necessary performance skills in the all-level certification area.
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
Grades PK-3, 1-5, 4-8, and 6-12: Child or adolescent development or 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

All-Level (grades K-12): Child AND adolescent psychology, the diverse learner, classroom management/organization, assessment, instructional design and instructional strategies, across grade levels K-12

- | | |
|--|--------------------|
| 2. Methodology and Teaching | 12-15 credit hours |
| Methods courses and field experiences. NOTE: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12. | |
| 3. Student Teaching or Internship | 6- 9 credit hours |
| NOTE: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12. | |
| 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 PPST components of the PRAXIS. (*Note: This test was required for admission.*)
2. Completed coursework (undergraduate and masters program) with an overall 2.50 or higher GPA.
3. Passed the specialty examination (PRAXIS) for the area of certification. (*Note: This test was required for admission.*)
 - a. Grades PK-3 (regular and special education): *Elementary Education: Content Knowledge (#0014)* specialty examination
 - b. Grades 1-5 (regular and special education): *Elementary Education: Content Knowledge (#0014)* specialty examination
 - c. Grades 4-8 (regular and special education): Middle school PRAXIS content specialty examination in each area in which a candidate intends to teach
 - d. Grades 6-12 (regular and special education) and All-Level K-12 Certification: *Specialty content examination in areas to be certified.* (*Note: This examination was required for admission.*) If no examination was adopted for Louisiana in the certification area, for admission purposes, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area.
4. Passed the *pedagogy* examination (PRAXIS)
 - a. Grades PK-3: *Early Childhood Education (#0020)*
 - b. Grades 1-5: *Principles of Learning and Teaching K-6*
 - c. Grades 4-8: *Principles of Learning and Teaching 5-9*
 - d. Grades 6-12, All-Level K-12 Certification: *Principles of Learning and Teaching 7-12*
 - e. Mild/Moderate Special Education 1-12: special education examinations

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

This program is designed to serve those candidates who may not elect participation in or be eligible for certification under either the Practitioner Teacher Alternate Certification Program or the Master's Degree Alternate Certification Program. The program may also be accessible in some areas of the state in which the other alternate certification programs are not available. Non-Master's/ Certification-Only Programs may offer certification in Grades PK-3, 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, and music), or Mild-Moderate Special Education.

ADMISSION TO THE PROGRAM

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university;
2. Have a 2.20 GPA, or higher, on undergraduate coursework. [An overall 2.50 GPA is required for certification; those candidates with a GPA lower than 2.50 may have to take additional courses in the program to achieve a 2.50 GPA];
3. Pass the PRAXIS Pre-Professional Skills Test (PPST) (Individuals who already possess a graduate degree will be exempted from this requirement.); and
4. Pass the PRAXIS content-specific subject area examination:
 - a. Candidates for PK-3 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty examination;
 - b. Candidates for Grades 1-5 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty examination;
 - c. Candidates for Grades 4-8 (regular and special education): pass the middle school PRAXIS *content specialty examination* in each area in which a candidate intends to teach;
 - d. Candidates for Grades 6-12 (regular and special education): pass the PRAXIS content specialty examination(s) in the content area(s) in which they intend to teach. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area.
 - e. Candidates for All-Level K-12 areas of art, dance, foreign language, health and physical education, and music: pass the content specialty examination. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area. Provider must develop a process to assure that candidates demonstrate necessary performance skills in the all-level certification area.

PROGRAM REQUIREMENTS

This program will provide the same rigor as other certification routes provided by aligning with such empirically-based standards as National Council for the Accreditation of Teacher Education (NCATE), Interstate New Teacher Assessment and Support Consortium (INTASC), Louisiana Components of Effective Teaching (LCET), and the Louisiana Content Standards. This program will also emphasize collaboration between the university and the school districts in order to share and exchange strategies, techniques, and methodologies; and integrate field-based experiences into the curriculum.

PROGRAM STRUCTURE

1. Knowledge of Learner and the Learning Environment* 12 hours

GRADES PK-3, 1-5, 4-8, and 6-12: Child or adolescent development/psychology, the diverse learner, classroom management/organization/environment, assessment, instructional design, and reading/instructional strategies that are content- and level-appropriate.

MILD/MODERATE SPECIAL EDUCATION 1-12: Special needs of the Special Education Mild/Moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for Special Education Mild/Moderate exceptional children, vocational and transition services for students with disabilities.

ALL-LEVEL K-12 AREAS: Child psychology AND adolescent psychology; the diverse learner; classroom management/organization/environment; assessment; instructional design, and reading/instructional strategies across grade levels K-12.

*All courses for regular and special education will integrate effective teaching components, content standards, technology, reading, and portfolio development. Field-based experiences will be embedded in each course.
 2. Methodology and Teaching 6 hours

Methods courses to include case studies and field experiences. NOTE: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12.
 3. Internship or Student Teaching 6 hours

Will include methodology seminars that are participant-oriented. NOTE: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), internship or student teaching experiences should be provided across grades K-12.
 4. Prescriptive Plan 1-9 hours

The prescriptive plan can be pre-planned courses for individual programs or can be individualized courses for the candidate who demonstrates areas of need, not to exceed 9 semester hours.
- TOTAL 24-33 hours

CERTIFICATION REQUIREMENTS

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

1. Passed the PPST components of the PRAXIS. (*Note: This test was required for admission.*) (Individuals who already possess a graduate degree will be exempted from this requirement).
2. Completed all coursework (including the certification program) with an overall 2.5 or higher GPA.

3. Passed the specialty examination (PRAXIS) for the area(s) of certification. (*Note: This test was required for admission. If no examination was adopted for Louisiana in the certification area, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area for admission to the program.*)
 - a. Grades PK-3: *Elementary Education: Content Knowledge (#0014)* specialty examination
 - b. Grades 1-5: *Elementary Education: Content Knowledge (#0014)* specialty examination
 - c. Grades 4-8: Middle school *content specialty examination* in each area in which a candidate intends to teach
 - d. Grades 6-12 and All-Level K-12 Certification: Specialty content examination in areas to be certified.
4. Passed the pedagogy examination (PRAXIS)
 - a. Grades PK-3: *Early Childhood Education (#0020)*
 - b. Grades 1-5: *Principles of Learning and Teaching K-6*
 - c. Grades 4-8: *Principles of Learning and Teaching 5-9*
 - d. Grades 6-12 and All-Level K-12 Certification: *Principles of Learning and Teaching 7-12*
 - e. Mild/Moderate Special Education 1-12: special education examinations

DEADLINE DATES FOR LOUISIANA ALTERNATE PROGRAMS

No students should be accepted into an old post-baccalaureate alternate certification program in the areas of PK-3, 1-5, 4-8, 6-12, and mild/moderate special education after Spring Semester 2003. Candidates in these areas who are already in the old alternative certification programs would be allowed until August 31, 2006, to complete their programs.

No students should be accepted into an old post-baccalaureate alternate certification program in the all-level (K-12) areas of art, dance, foreign language, H&PE, and music after Spring Semester 2005. Candidates in these areas who are already in the old alternative certification programs would be allowed until August 31, 2008, to complete their programs.

APPENDIX C

WEB SITES FOR INFORMATION PERTAINING TO STANDARDS

PROGRAM AREAS	WEB SITES
<i>The Arts</i>	Louisiana Content Standards: http://doe.state.la.us/lde/curriculum.home.html
<i>Foreign Language</i>	Louisiana Content Standards: http://doe.state.la.us/lde/curriculum.home.html NCATE: American Council on the Teaching of Foreign Languages (ACTFL) http://www.ncate.org/standard/programstds.htm
<i>Health & Physical Education</i>	Louisiana Content Standards: http://doe.state.la.us/lde/curriculum.home.html NCATE: American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE) http://www.ncate.org/standard/programstds.htm American Association for Health Education http://www.ncate.org/standards/programstds.htm

APPENDIX D

LOUISIANA COMPONENTS OF EFFECTIVE TEACHING AND COMMENTS FROM THE EXTERNAL EVALUATORS

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 external evaluators who were responsible for the evaluation of redesigned teacher preparation programs. The additional information is provided to illuminate issues that the evaluators perceived as especially critical for that attribute. This text is also intended to provide institutions preparing teacher preparation program proposals with clarification regarding what the external evaluators envisions as relevant to that attribute. The text provided by the external evaluators 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.

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.

APPENDIX E

READING COMPETENCIES FOR ALTERNATE CERTIFICATION TEACHER CANDIDATES

At the December 11, 2003 meeting of the State Board of Elementary and Secondary Education (SBESE), the Board approved as Notice of Intent for Bulletin 746 the policy language on the demonstration of proficiency in reading competencies pursuant to Act 28 of the 2003 Legislative Session. The policy reads as follows:

All candidates entering an alternate certification program after May 1, 2004, will be required to demonstrate proficiency in the Reading Competencies as adopted by the State Board of Elementary and Secondary Education through a reading competency assessment, prior to receiving a Level 1 or higher professional teaching certificate.

This policy is currently out for public review and will come back to the SBESE for adoption in approximately 90 days following the publication of the notice (either April or May, 2004 SBESE meeting).