



**CYCLE THREE:
RECOMMENDATIONS OF THE
EXTERNAL EVALUATORS**

**REDESIGNED TEACHER PREPARATION
PROGRAMS:
UNDERGRADUATE AND ALTERNATE
CERTIFICATION PROGRAMS**

*Submitted to the Board of Regents and Board of Elementary
and Secondary Education by:*

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PART I: INTRODUCTION

INTRODUCTION

This document provides a summary of the program evaluation that has occurred to examine redesigned regular certification programs and alternate certification programs being proposed by public and private universities in Louisiana. A team of external evaluators has examined the redesigned programs and identified those that they are recommending to the Board of Regents and Board of Elementary and Secondary Education for approval based upon their quality.

The following is a general description of the four state-approved certification structures used by universities to design the programs. A more thorough description of the undergraduate program can be found in Appendix A. Alternate certification programs are included in Appendix B and Appendix C.

Undergraduate Program

The *undergraduate program* requires individuals to complete a minimum of 124 hours for grades PK-3, 1-6, 4-8, or 7-12 certification. The coursework is divided into five major areas: General Education, Focus Areas, Knowledge of the Learner and Learning Environment, Methodology and Teaching, and Flexible Hours.

Alternate Certification:

The *Practitioner Teacher Program* is an alternate certification program that requires individuals with non-education bachelor's degrees to complete 18-30 hours designed for cohorts who participate in an intensive summer program, seminars during the fall and spring, and an internship while working full time as a teacher in a school.

Non-Master's/Certification-Only Program is an alternate certification program that requires individuals with non-education bachelor's degrees to complete 24-33 hours of coursework. This program is designed for individuals who work full time and want to complete their coursework at a slower pace than the Practitioner Teacher Program.

The *Master's Degree Program – Alternative Path* is an alternate certification program that requires individuals with non-education bachelor's degrees to complete a 36 hour master's degree designed for individuals who are teaching full time, attending the university full time, or attending the university part-time.

A description of the review process can be found in Section II of this document; a Summary of Key Findings Across the Reports is located in Section III. The final recommendations of the external evaluators can be found in Section IV under Program Reviews.

**PART II: DESCRIPTION OF THE
PROCESS FOR THE THIRD
EVALUATION CYCLE**

PART II: DESCRIPTION OF THE PROCESS FOR THE THIRD EVALUATION CYCLE

STEP ONE: EVALUATION PROCESS

A. External Evaluation of Quality

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (BESE) selected three external consultants to review and evaluate redesigned teacher preparation programs during the third cycle. The evaluators were charged with reviewing the 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 primary responsibility of the external evaluators was to identify quality programs that should be recommended for state approval and provide recommendations to universities to enhance the quality of all programs in the state.

1. Submission

All universities were required to submit redesign proposals that met specifications identified within a document entitled *Final Revision of Guidelines for Submission and Review of Redesigned Teacher Preparation programs (October 18, 2001)*. The guidelines identified the specific structure that universities were required to follow when presenting information within the proposals and specific questions that universities were required to answer when describing their programs. Universities were also required to follow new state certification requirements for regular undergraduate and alternate certification programs. All universities were required to submit proposals by September 18, 2002.

2. Review

The review process was used to help create high quality teacher preparation programs across the state.

External evaluators used a two-stage review process to (1) assess written proposals and (2) conduct face-to-face interviews. Prior to their arrival, the external evaluators were provided copies of proposals submitted by two universities to read in advance. Upon arrival in Baton Rouge, the evaluators met on October 6-10, 2002 to work in teams of two to reach consensus on the review process. The evaluators reviewed proposals and identified questions to ask about the proposals during interviews. Two-member teams conducted 45-minute interviews with university representatives including key university administrators, university faculty, and K-12 school partners. At the conclusion of the interviews, proposals were evaluated based upon written information within the proposals and responses during the interviews. After all proposals had been reviewed, the evaluators met to discuss their recommendations and stipulations to ensure that consistency existed across evaluators and across proposals. Consensus was reached by the external evaluators to determine final recommendations and areas in need of further development. The three recommendations were the following:

- a. *Recommended for Approval:* Programs that exhibit many strengths and have no stipulations.
- b. *Recommended for Approval with Stipulations:* Programs that have areas that are in need of further development.
- c. *Not Recommended for Approval:* Programs that are in need of major program redesign.

Based upon information generated by the external evaluators, written Program Reviews were developed that provided specific feedback from the evaluators about each program. Section I of the Program Reviews contains feedback from the external evaluators in the following five areas:

- a. *Program Recommendation*

Statements identifying the types of programs submitted and the recommendations of the evaluators.

- b. *Strengths*

A list of strengths observed in each program by the external evaluators.

- c. *Program Stipulations*

A list of stipulations that must be addressed by the universities in order for the program(s) to be approved.

- d. *Specific Recommendations for Future Improvement*

A list of recommendations for universities to consider when further developing the program. Universities are not required to address these recommendations for their programs to be approved.

In addition, the external evaluators identified common weaknesses observed across many of the programs. These weaknesses do not have to be addressed for approval; however, they should become the targets of continuing program development. The weaknesses are listed in the section of the report entitled “Part III: Summary of Key Findings Across Reports”.

B. Evaluation of Certification Requirements

Staff of the Louisiana Department of Education also examined all proposed programs to determine if they met new state certification requirements. Section II of the Program Reviews clearly indicates if all certification requirements were met for proposed programs. If certification requirements are not met, areas that must be addressed for program approval are identified.

C. Written Report

All recommendations of the external evaluators and the Louisiana Department of Education have been provided within this report: *Cycle Three: Recommendations of the External Evaluators – Redesigned Teacher Preparation Programs: Undergraduate and Alternate Certification Programs*. The report has been placed on the Board of Regents web site (<http://www.regents.state.la.us>) under Teacher Preparation.

STEP TWO: APPROVAL PROCESS

The approval process was established as a second step in establishing high quality teacher preparation programs within systems and across the state.

A. Public Universities

For public universities, all programs that are (1) recommended for approval without stipulations and (2) found to have no certification problems are reviewed by the system boards and recommended by system boards to the Board of Regents for approval.

If programs are recommended for approval with stipulations or found to have certification problems, universities must address the areas cited and may submit a rejoinder to their system board to seek approval. Each system board reviews the rejoinder and determines if the program should be recommended to the Board of Regents for approval.

If not approved, universities may rewrite the proposals to address stipulations. Universities may submit revised proposals during the February 2003 fourth evaluation cycle or they may submit a rejoinder to their system board to request approval during the current evaluation cycle. Each system board reviews the rejoinders and determines if the programs should be recommended to the Board of Regents for approval.

Once system boards submit the programs recommended for approval to the Board of Regents, a BoR/BESE/LAICU Program Review Subcommittee [composed of staff from the Board of Regents, State Board of Elementary and Secondary Education (i.e., Louisiana Department of Education), and Louisiana Association of Independent Colleges and Universities] reviews the external evaluators' recommendations, university system recommendations, and rejoinders to ensure that all proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the Board of Regents and State Board of Elementary and Secondary Education. If the Board of Regents and/or Board of Elementary and Secondary Education does not approve the new programs, universities may revise the documents and resubmit them during February 2003 for the Fourth Evaluation Cycle.

B. Private Universities

For private institutions, campus heads and chief academic officers review the recommendations of the evaluators and determine if rejoinders should be developed to address stipulations that are

identified or programs that are not approved. All rejoinders are submitted to the Board of Regents for the BoR/BESE/LAICU Program Review Subcommittee. This subcommittee reviews the external evaluators' recommendations, private university recommendations, and rejoinders to ensure that proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the Board of Elementary and Secondary Education. If the Board of Elementary and Secondary Education does not approve the new programs, universities may revise the documents and resubmit them during February 2003 for the Fourth Evaluation Cycle.

STEP THREE: CURRICULUM CHANGES TO REDESIGNED PROGRAMS

The redesigned teacher preparation programs approved by the Board of Regents and the Board of Elementary and Secondary Education are considered to be the basic frameworks for the teacher preparation programs at each university. The Board of Regents and Board of Elementary and Secondary Education fully expect universities to improve upon the basic frameworks as they fully develop and continue to improve course syllabi, field-based experiences, evaluations, and other aspects of the redesigned programs. Both boards realize that changes will need to be made to proposed courses and programs as these improvement are made. In addition, changes may need to be made as universities submit the redesigned Degree Plans and new syllabi to curriculum committees within universities and receive input from other departments within the universities about the courses and degree plans.

Prior to implementation, all universities have the flexibility to make changes in the types of courses to be offered within their Degree Plans at the following points in time.

A. Prior to Approval from the Board of Regents and Board of Elementary and Secondary Education

Universities may use the recommendation of the external evaluators to identify changes that they wish to make to the Degree Plans. These changes should be described within the rejoinders submitted to the system boards. If new courses are being proposed, full course descriptions should be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval by the Board of Regents and Board of Elementary and Secondary Education.

B. After BoR/BESE Approval and Before Program Implementation

After BoR/BESE approval has been obtained, it may be necessary to change courses and the Degree Plan due to decisions made by curriculum committees at universities or decisions made by university personnel to strengthen the program. These changes should be made prior to the point that universities submit their Official Degree Plans and forms to the Louisiana Department of Education. The changes will be reviewed by staff within the Board of Regents and Louisiana Department of Education for approval once the Official Degree Plans are submitted.

STEP FOUR: PROGRAM DOCUMENTATION

A. Initial Degree Plans .

A copy of the redesigned programs, rejoinders, and Degree Plans approved by the Board of Regents and Board of Elementary and Secondary Education will be kept within the Board of Regents and serve as initial documentation for all approved redesigned teacher preparation programs.

B. Official Degree Plans .

Once the redesigned Degree Plans and courses have been approved by university curriculum committees, copies of the official Degree Plans and forms provided by the Louisiana Department of Education must be submitted to the State. The Louisiana Department of Education will provide instructions pertaining to the submission of the form.

C. Changes in Degree Plans .

As universities make future changes in the Degree Plans to strengthen the teacher preparation programs, universities must submit a form to the State identifying the courses that will be changed. The Louisiana Department of Education will provide instructions pertaining to the submission of the form. These changes will be reviewed for approval by staff within the Board of Regents and Louisiana Department of Education once the changes are submitted.

REQUESTS FOR ADDITIONAL INFORMATION

For questions and information regarding the **program evaluation**, please email or call the following Board of Regents staff:

Dr. Jeanne Burns at burnsj@gov.state.la.us
Phone: (225) 342-1678

For questions and information regarding **certification requirements**, please email or call the following Louisiana Department of Education staff:

Dr. Mary Helen McCoy at mhmccoy@mail.doe.state.la.us
Phone: (225) 342-3490

**PART III: SUMMARY OF KEY
FINDINGS ACROSS
REPORTS**

PART III: SUMMARY OF KEY FINDINGS ACROSS REPORTS

MENTOR TEACHERS

All universities have placed considerable emphasis on pre-professional field experiences for teacher candidates. The importance of collaboration between the local education agencies' staff development efforts and the university's preparation efforts is clear. In many instances universities have emphasized the importance of the site-based mentor in providing specific sorts of preparation for candidates. It appears advised that universities develop models (1) for induction and support, as well as compensation for experienced educators as mentors and (2) that help assure that the work of mentors is aligned with the goals, methods, and vision of the university's redesigned program and state and national standards. These efforts would strengthen university-school partnerships at a "grass roots" level.

It is recommended that the State support consortia efforts by groups of universities to develop induction models for mentor teachers that more strongly integrate mentors into the overall preparation program of the university. This process should inform universities of site-based initiatives as well as strengthening mentor preparation. It is also recommended that universities, local education agencies, system boards, the Board of Elementary and Secondary Education, and the Board of Regents work collaboratively on the issues surrounding mentor induction, support, and compensation to assure that teacher candidates have high quality role models as they prepare to enter the profession.

PRESCRIPTIVE PLANS FOR NON-MASTERS/CERTIFICATION-ONLY PROGRAMS

Across many Non-Masters/Certification-Only Programs the assessment of candidates' readiness for entry into teaching was not clearly developed. Additionally, the universities took widely varying approaches to the prescriptive plans with some universities pre-prescribing the plan and others asserting that their candidates will not need them. It may prove beneficial for several campuses to develop alternative models for assessing candidate competence in Non-Masters/Certification-Only Programs and devising prescriptive plans. As these new programs are implemented the degree to which these assessment plans are practical and beneficial might be examined to create one or several models for universities to consider.

It is recommended that the State support efforts by multiple campuses to develop and share model programs for the assessment of candidates in Non-Masters/Certification-Only Programs. These models should closely integrate the Louisiana Components of Effective Teaching and may also capitalize on development of the PASSPORT system.

UNIQUE NEEDS OF NON-MASTERS/CERTIFICATION-ONLY PROGRAMS

Although the programs are new, there already appeared to be general agreement among faculty that the candidates pursuing certification in Non-Masters/Certification-Only Programs will be distinct from those in traditional undergraduate programs and will have different needs. A potential challenge for this program is that candidates working full time may be unavailable to participate in field experiences during school hours. Although several universities discussed using alternative activities to provide field placements (e.g., alternative evening schools or Boys'

and Girls' Clubs), some faculty expressed reasonable concern that all candidates have adequate preparation in the types of environments in which they are most likely to teach: traditional schools. An additional area of challenge is that the needs of the candidates within Non-Masters/Certification-Only Programs will not only differ from traditional programs, but within the group as well. Retiring military personnel who may have thousands of hours of experience teaching adults will have different preparation needs from the candidate changing from a career in agriculture or manufacturing. Despite these diverse challenges, the structure of the Non-Masters/Certification-Only Program makes it somewhat difficult for universities to tailor programs to particular individuals or populations of candidates from the outset. This uncertainty creates challenges for universities to assure that candidates receive appropriately challenging and complete preparation.

The panel recommends that the State consider allowing some universities to develop, propose, and pilot test models of Non-Masters/Certification Only Programs that are specifically adapted to the needs of the candidates entering these programs. Based on review of the programs submitted and the interviews, it would appear that an important element of such Non-Masters/Certification-Only Programs would be a thorough assessment of candidates' content knowledge, professional knowledge, and professional skills (e.g., pedagogy, management, assessment, etc.) at entry into the program. Based on this assessment, the courses and field placements could then be tailored to prepare the candidate to be an effective teacher. Additionally, in tailoring programs to fit specific individuals and populations, the panel recommends that the universities and the Board of Elementary and Secondary Education develop guidelines establishing minimum amounts of university supervised field work by candidates in traditional PK-12 schools prior to internship.

COURSE WORK DESIGN FOR NON-MASTERS/CERTIFICATION-ONLY PROGRAMS

An additional barrier encountered by universities in developing the Non-Masters/Certification-Only Programs in a manner that made sense to the faculty and the panel was the interpretation of the wording in the "Knowledge of the Learner and the Learning Environment" section of the certification guidelines. Some faculty appeared to perceive that only instructional methods courses in reading were permissible. However, the language is open to the interpretation that any "instructional design" or methods course that is "content- and level-appropriate" would be permissible. It is the perception of the panel that this broader interpretation may be beneficial for programs that need methods preparation across all major content areas. A related concern arose, because some universities chose to rely extensively or exclusively on existing courses in areas of development, psychology, management, and diversity. For Non-Masters/Certification-Only Programs, it appears that condensed multi-topic courses emphasizing practical applications are most needed in these areas. The brevity of the program argues that very focused preparation is required.

The panel recommends that universities be permitted to place instructional methods courses in the "Knowledge of the Learner and the Learning Environment" block if that is needed to assure adequate breadth of pedagogical preparation. Additionally, the panel encourages universities to develop courses in this domain that span multiple areas that emphasize practical application, and are tailored to the unique needs of an Non-Masters/Certification-Only Program candidate.

PART IV: PROGRAM REVIEWS
(Listed Alphabetically)

CENTENARY COLLEGE OF LOUISIANA

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Non-Masters/Certification-Only Program Grades 1-6</i>	Not Recommended for Approval
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Not Recommended for Approval

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. Centenary appears to have formed a strong collaborative relationship with the local school district. Such a partnership provides opportunities for development of highly effective programs and practices co-designed by university and school faculty. 2. The plan incorporates concern for teaching students with special needs (e.g., EDUC 516).

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels</i>	<ol style="list-style-type: none"> 1. The proposed program does not appear to be designed to meet the specific needs of the Non-Masters/Certification-Only Program, rather, it seems to be an abbreviated masters program. READ 514 (page 10) devotes considerable emphasis to “historical” information, yet methods coursework for mathematics and science (EDUC 512) and language arts and social studies (EDUC 511) is combined. This design does not appear to be best suited for a fast track preparation program designed to prepare teacher candidates to be successful in a classroom. <i>Please redesign the degree plan to ensure that it fits the needs of the Non-Masters/Certification-Only Program and prepares candidates for the classroom.</i>

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels (Cont'd)</i>	<ol style="list-style-type: none">2. A more clearly and specifically articulated plan is needed for evaluating candidates' progress and determining the need for a prescriptive plan. In the current proposal it is not clear what data will be used to determine when a prescriptive plan is needed, the prescriptive plan that is needed, who is responsible for devising prescriptive plans, and how the success of prescriptive plans will be monitored. <i>Please provide a clearly articulated plan that clarifies how assessment of candidates will guide development of prescriptive plans when they are needed. Please clarify who is responsible for this element of the program and how the success of this element will be monitored. At grades 1-6, also clarify how the program will ensure that all relevant domains are assessed (e.g., teaching in mathematics, reading, language arts, science, and social studies).</i>3. There does not appear to be a coherent design of preparation experiences and feedback leading to a complete training program. For example, EDUC 522 (Classroom Management) describes, "three extensive plans of action based on three different fictitious classrooms situations." EDUC 516 (Methods of Teaching Students with Special Needs) requires that candidates "create a classroom adaptation plan for the area of certification where the envisioned classroom includes two students with ADD, two students with learning disabilities, and three at-risk students." Why not have candidates work with actual students in classrooms? In addition, EDUC 511 (Methods and Materials for Language Arts and Social Studies) requires candidates to teach 10 hours of integrated language arts/social studies lessons. It is unclear how the program prepared them for this assignment. Previous assignments seem to have had candidates conduct only one-hour observations. <i>Please redesign the preparation experiences and feedback to ensure that candidates are well prepared for the classroom.</i>4. It is unclear how coursework offered at both the elementary and secondary levels will be differentiated. Course descriptions that are included for both certification levels are identical (e.g., EDUC 522, EDUC 516). <i>Please clarify how courses will provide needed instruction for teachers at all levels.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	Course descriptions omitted important components including: (1) the primary empirical base and (2) differentiation of coursework. Resources and Materials sections contained only primary text(s), and then only the author and title were supplied. Although many of the course descriptions included statements concerning use, evaluation, and/or assignment of research articles or various technology programs, no examples of journal articles or technology software were included in any course description. The information requested above is essential for meaningful evaluation of a program.
2.	There appears to be limited use of technology. Ensure that meaningful integration of technology is evident throughout programs.

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/ Certification-Only Program Grades 1-6</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <p>The program lacks the course requirement for child psychology or child development.</p>
<i>Non-Masters/ Certification-Only Program Grades 7-12</i>	<p>Meets Certification Requirements</p>

GRAMBLING STATE UNIVERSITY

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	Recommended for Approval with Stipulations
<i>Undergraduate Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Undergraduate Grades 7-12</i>	Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. Grambling addressed students' needs regarding the PRAXIS exam in a creative way. They examined patterns of lower performance on certain parts of the PRAXIS and incorporated these topics into courses to reinforce understanding. 2. Special efforts were made to differentiate across certification levels through provision of additional readings and specific field experiences. 3. There is good evidence of cross-departmental planning especially at Grades 1-6. 4. The PK-3 program nicely addresses the needs of teachers across the full range of this certification level.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Grades PK-3 & 1-6</i>	<ol style="list-style-type: none"> 1. While most course descriptions in these programs are well written and very thorough, ED 302 (Methods and Materials in Elementary Mathematics) and ED 305 (Strategies for Teaching Elementary Mathematics) should be rethought. Some components of the course descriptions are written in such general terms that it is difficult to understand what the courses are about. Some descriptions have omitted necessary components. <i>Please revise and resubmit all components of the course descriptions for ED 302 and ED 305.</i>

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
Grades 7-12	<ol style="list-style-type: none">1. The degree plans for biology, mathematics, and physics do not include a methods course until the fourth year of the program. Pedagogical content knowledge should not be delayed that long. This course contains important knowledge and experiences that teachers will need. Teaching in the content area needs to happen earlier and needs to have extensive university supervision beyond that provided by the school district. <i>Please identify how students will be exposed to this knowledge and experience before the fourth year in biology, mathematics, and physics.</i>2. Several catalog descriptions were omitted for General Education requirements. <i>Please re-examine the 7-12 programs and provide the missing descriptions</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<ol style="list-style-type: none">1. As routine updating of courses occurs, the panel strongly recommends that the faculty examine (1) course objectives, thinking about what students should know and be able to do when they complete the course and (2) updating empirical bases.2. In general, there is a lack of information on the structure of language in PK-3 and 1-6. The only course that addresses this area is offered at the secondary level. As teachers discuss children's language development, they must have a background in the structure of language to prepare them for phonemic awareness. One excellent source for background reading is: Snow, Catherine. 2002. Reading for Understanding: Toward a Research and Development Program in Reading Comprehension. Santa Monica. CA. RAND).

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Grades PK-3</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. Please provide a more detailed course description for ED 455, Student Teaching.
<i>Grades 1-6</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. Under General Education Science, ED 311 is a methods course and cannot be used. Please identify a science content course that will fulfill this requirement. 2. A more detailed course description is needed for ED 455, Student Teaching.
<i>Grades 7-12</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <p><i>All Programs</i></p> <ol style="list-style-type: none"> 1. Across all programs, under General Education requirements, catalog descriptions were not provided. Noted were the following courses: <p>ENG 101 and 102; HIST 201; ECON 201; MATH 131-132 or MATH 147-148; BIOL 103 and 104; SCI 101; PHYS 110 and 112.</p> <p><i>Please provide the necessary descriptions.</i></p>

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p><i>All Undergraduate Programs Grades 7-12 (Cont'd)</i></p>	<p>Does Not Meet Certification Requirements (Cont'd)</p> <p>In order to meet certification requirements, the following must be addressed:</p> <p><i>Secondary (7-12) Biology</i></p> <p>1. Descriptions were omitted for the following courses: SCI 400; ENG 213. <i>Please provide the necessary descriptions.</i></p> <p><i>Secondary (7-12) Mathematics</i></p> <p>1. Descriptions were omitted for the following courses: ENG 213; BIO 113, 115; PHYS 110, 112. <i>Please provide the necessary descriptions.</i></p> <p><i>Secondary (7-12) Speech</i></p> <p>1. Descriptions were omitted for the following courses: ENG 204, 205, 207, 400. <i>Please provide the necessary descriptions.</i></p> <p><i>ST 301</i></p> <p>1. ST 301 is listed in the grid as “Speech Methods.” In the narrative descriptions, ST 208 is shown as “Speech Methods.” <i>Please reconcile this difference.</i></p>

LOUISIANA COLLEGE

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Non-Masters/Certification-Only Program Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. Representatives from every division are represented on the redesign committees. The collaboration of faculty from both Education and Arts and Science is evident in the course descriptions. 2. There appears to be a genuine interest in the achievement and success of teacher candidates—both during their tenure at the institution as well as after graduation. Louisiana College uses its small size as an advantage, rather than as a challenge, in several ways: <ol style="list-style-type: none"> a. Since faculty teach the same students, they collaborate to avoid redundancy in courses. b. Seminars are conducted on Saturdays. Past graduates are invited. c. Faculty make themselves available to teacher candidates as they enter the classroom and make the transition to being new teachers. 3. The program maximizes effectiveness of the course work by placing emphasis on “co-requisites.” For example, candidates can only enroll in a classroom management course if they are also enrolled in a methods course. 4. There are significant efforts to incorporate varied and up-to-date technology in courses (e.g., PowerPoint, internet, Excel, CD’s, etc.). 5. The faculty examines creative ways to differentiate courses. For example, in the behavior management course, teacher candidates may observe the same technique used with students at different grade levels to understand how to handle the situation at different levels and as an opportunity to discuss student differences.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Grades 1-6</i>	<ol style="list-style-type: none"> 1. The program lacks science instruction. While there is no room for a three-credit course as the program is currently proposed, the omission of science instruction needs to be addressed. During the interview, the faculty suggested that there is a course currently being taught (ED 324) that would be ideal to fill this gap. <i>Please examine how teacher candidates will get the preparation in science that they will need and propose necessary revisions in the program.</i> 2. There is a faculty gap in ED 318, Specialized Content, Methods, and Materials, for Elementary and Middle School Social Studies. <i>Please provide the proposed plan for filling this gap.</i>
<i>Grades 7-12</i>	<ol style="list-style-type: none"> 1. The course description for ED 310 is incomplete. <i>Please provide the remaining components of the description.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<ol style="list-style-type: none"> 1. Although the use of websites may be helpful, there should be more guidance as to how the websites can be used. Listing lengthy websites, often not peer reviewed, should be avoided (e.g., ED 425 and ED 393). 2. In Section VI, Description of Field Sites (pp. 40 and 81), there is a list of activities and description of school sites. There is also a statement concerning Louisiana College's special agreement with Rapides Parish Schools' however, no specific schools, except Slocum Elementary, are identified.

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/ Certification-Only Program Grades 1-6</i>	Meets Certification Requirements

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/ Certification-Only Program for Grades 7-12</i>	Meets Certification Requirements

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate PK-3</i>	Recommended for Approval with Stipulations*

* *This program was reviewed in the Spring 2002 cycle. However, due to a clerical error, the recommendation was omitted from that report. The recommendation from that panel has been added to this report to provide the Board of Regents and Board of Elementary and Secondary Education a vehicle for acting on the program.*

B. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels</i>	<ol style="list-style-type: none"> 1. Please see the stipulations for “All Levels” in the section for Louisiana State University – Shreveport within the June 12, 2002 report entitled: <i>Recommendations of the External Evaluators – Redesigned Teacher Preparation Programs. Please address the stipulations.</i>

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Undergraduate PK-3</i>	Meets Certification Requirements

LOUISIANA TECH UNIVERSITY

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Non-Masters/Certification-Only Program Grades PK-3</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 4-8 (Mathematics or Science)</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Recommended for Approval with Stipulations
<i>Undergraduate Grades 1-6 plus Mild/Moderate Special Education</i>	Recommended for Approval *

* *This program was reviewed in the Spring 2002 cycle. However, due to a clerical error, the recommendation was omitted from that report. The recommendation from that panel has been added to this report to provide BoR and BESE a vehicle for acting on the program.*

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. The university's commitment to make content area faculty available to support provision of content area methodology and to support candidates who are struggling with content area pedagogy is a particular strength of the program. 2. There is extensive integration of Blackboard and other electronic sources as a means of extending teaching and creating on-line learning communities in the teacher preparation program. 3. The empirical basis for the majority of the courses appears carefully crafted to emphasize current and data-based sources that are directly relevant to the course content.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels</i>	<p>1. These programs have a prescriptive plan in place. It is not clear if the nine prescriptive hours will be used for all candidates or only for those who appear to need it. This distinction should be clarified. A more clearly and specifically articulated plan for evaluating candidates' progress and responding to candidates' weaknesses through a prescriptive plan or some other procedure is needed. In the current proposal, it is not clear what data will be used to determine when a candidate exhibits a deficiency, what remediation is needed, or how the success of remediation efforts or prescriptive plans will be monitored. <i>Please identify the type of prescriptive plan that you will use – individualized prescription or program prescription. Please provide a clearly articulated plan that clarifies how the candidate assessment plan will guide development of prescriptive plans if an individualized prescriptive plan is to be used. If a program prescription is to be used, please identify the courses required for each grade level program. If the university plans to use a prescription for individual candidates, please clarify how candidate competency will be assessed and what activities will be used to remediate candidates' identified weaknesses. This assessment plan should match the design of the Non-Masters/Certification-Only Program.</i></p> <p>2. During the interview, the faculty indicated that to meet the needs of non-traditional students that some non-traditional field placements (e.g., homework tutoring at Girls' and Boys' Clubs) will be used along with videotapes of schools. Although these alternative experiences may provide important learning experiences, they are not adequate replacements for working in traditional schools and classrooms. <i>Please describe the minimum amount of fieldwork that all candidates will be required to complete in traditional school settings.</i></p>
<i>Grades PK-3</i>	<p>1. The current plan lacks any apparent preparation for candidates to teach science or social studies. This is a critical omission, especially for grades 1, 2, and 3. <i>Please revise the plan such that all candidates receive preparation from the university preparation program for teaching science and social studies.</i></p>
<i>Grades PK-3 and 1-6</i>	<p>1. The classroom management course (EDCI 471) includes material that is specific to secondary students, but not material that is specific to needs of the PK-3 and 1-6 levels of certification. <i>Please identify materials that will be used that are specific to the needs of younger learners.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	The faculty have a relatively clear vision of who the teacher candidates are who are likely to participate in this program (e.g., retiring military personnel, individuals displaced from their employment). However, the plan appears to remain more generic than specific. Building elements into the program that build on the specific needs of the population of candidates who will enter this program would strengthen the plan. For example, many retiring military personnel will have extensive teaching experience. This population of candidates may have different needs than candidates who have been displaced as a result of their employer relocating.
2.	The material provided in EDCI 424 seems quite important and well thought out in preparing candidates for the PK-3 level of certification. However, at present it appears in the prescriptive plan which all students may or may not receive. It might strengthen the preparation program to integrate this material into EDCI 431 more strongly.
3.	In some instances (e.g., EDCI 431) the breadth of proposed resources is such that it would provide a substantial basis for preparation, but covering all of those sources in a single course seems a practical impossibility. It is advised that the university review the proposed resources and limit them to those that the faculty expects to cover in one quarter.
4.	Candidates' preparation for coping with diversity in the classroom would be strengthened by some revision of EDCI 434. The inclusion of sources relevant to practical management strategies for disabled students and sources relevant to law and diversity (e.g., IDEA or Section 504) may benefit candidates.

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/Certification-Only Programs Grades PK-3</i>	<p>Does Not Meet Certification Requirements</p> <p>1. <i>The program lacks science and social studies methodology coursework for preparation of candidates to teacher in grades 1-3. Please address science and social studies methodology within the curriculum.</i></p>

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/Certification-Only Programs Grades 1-6</i>	Meets Certification Requirements
<i>Non-Masters/Certification-Only Programs Grades 4-8</i>	Meets Certification Requirements
<i>Non-Masters/Certification-Only Programs Grades 7-12</i>	Meets Certification Requirements
<i>Undergraduate Grades 1-6 Plus Mild/Moderate Special Education</i>	Meets Certification Requirements

LOYOLA UNIVERSITY NEW ORLEANS

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Non-Master's/Certification-Only Program Grades 1-6</i>	Not Recommended for Approval
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Not recommended for Approval

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. Provisions are made for content area methods courses at the secondary level. 2. The internship designed for full-time teachers appears to be well designed and offers sufficient support for candidates.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels</i>	<ol style="list-style-type: none"> 1. There is significant concern about the number of hours being required for these programs. Primary concerns and associated recommendations include the following: <ol style="list-style-type: none"> a. The program for grades 1-6 requires 34 credit hours, more than the number of hours allowable. There appears to be several potential approaches to reducing the number of hours. One suggestion is to collapse the psychology courses into one. This would leave one psychology course (perhaps Child or Adolescent), Multicultural Education, and Classroom Management. Another suggestion is to infuse the multicultural course into all courses to show how it supports and enriches the other courses.

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels (Cont'd)</i>	<p>b. The program for 7-12, although it is within the required number of hours for the Non-Masters/Certification-Only Program, has similar concerns as those for the 1-6 program. EDGR A705, EDGR A723, EDGR A790, and EDGR A726 are too theoretical and contain much overlap. The Non-Masters/Certification-Only Program is designed to provide well-developed coursework that will prepare candidates to teach.</p> <p><i>The number of hours being required needs to be revised. Give consideration to innovative ways to reduce the number of hours required for this certification path while providing needed preparation for candidates as they enter the classroom. In particular, courses are needed that meet the specific needs of this brief preparation program for teaching. These courses should not overlap extensively with other courses in the preparation program and should emphasize practical preparation.</i></p> <p>2. Because non-traditional students may only be available at night or on the weekend to participate in field experiences, Loyola has developed a list of placements that fits these hours. Neither a description of the sites, names of specific sites, or contact information for students was provided. Each professor places students in field sites for one hour per week. This system appears to be neither practical nor an integrated plan for preparation. Considerable time is required to make arrangements with the principal/contact and the quality of the experience is questionable. Although the Panel agrees that innovative ways must be developed for non-traditional students, the process being proposed could be improved. <i>Please present specific information to show how placement of students by individual professors by class is possible and, more importantly, offers candidates a valuable experience. Additionally, the one-hour per week proposed for field experiences does not provide for much beyond observation. Please reconsider the design of field experiences for non-traditional students.</i></p> <p>3. Course descriptions provide no specific information about how courses offered at a number of grade levels will be differentiated. Objectives, texts, assessments are the same for all levels. Some of these courses span all grade levels. <i>For each course that spans multiple certification levels, please provide information describing how differentiated preparation will be provided as needed.</i></p> <p>4. Field experiences are required throughout the certification programs; however, they do not appear to be a significant integrated part of the programs. Often neither the objectives nor the assessments for courses focus on the candidates' teaching or on the criteria by which the</p>

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels (Cont'd)</i>	<p>4. (Cont'd)</p> <p>candidates' teaching will be evaluated. <i>Please reconsider the integrated role of field preparation and clarify how it is integrated throughout the preparation program in a systematic manner that provides candidates systematic preparation in which they learn to teach by teaching.</i></p> <p>5. Review both technology courses (i.e., Grades 1-6, EDGR 899, Technology and Instruction, p.23 and Grades 7-12, EDGR A770, Instructional Design, p.10). Content is a necessary part of learning about either technology or assessment. <i>Consider restructuring the courses to blend technology and assessment. Ensure that the course descriptions clearly describe that significant content, technology, and assessments are part of the courses.</i></p>
<i>Grades 1-6</i>	<p>1. Update A722, Advanced Child Psychology. This course should be about more than gender wars. <i>Expand the text and resources lists shown on page 5 to include more recent and more scholarly materials. The scholarly level of A723 should be the model for A722. There are journals of similar quality for child development as for adolescent development.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<p>1. For many tests and classes, a grade of "C" is required. Consider ways to promote the concept of higher standards to students. The repeated use of the grade "C" may not encourage students to take courses seriously. EDGR 823 (page 16 of the Grades 1-6 document) provides an example.</p> <p>2. Resources and materials identified for many courses at grades 1-6 and 7-12 have been omitted, are not specific, or are not updated scholarly works. Examples include, but are not limited to, EDGR A726, EDGR A899a, EDGR A723. Please review and rethink resources materials to be used in each course.</p>

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/ Certification-Only Program Grades 1-6</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. The program contains too many hours (34). Program guidelines specify 24-33 hours.
<i>Non-Masters/ Certification- Only Program Grades 7-12</i>	<p>Meets Certification Requirements</p> <p>The program is in compliance with certification guidelines, although requiring 31 semester hours seems excessive in terms of duplicated course work.</p>

McNEESE STATE UNIVERSITY

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Practitioner Teacher Program Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Practitioner Teacher Program Grades 7-12</i>	Recommended for Approval with Stipulations
<i>Practitioner Teacher Program Grades Mild Moderate Special Education</i>	Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. McNeese has proposed an innovative program that aims to provide a coherent set of experiences in a block that incorporates planning, classroom management, instructional strategies, etc. to demonstrate how all of these teaching practices work together. 2. A considerable amount of thought appears to have gone into the “Teacher Recruitment and Selection Efforts” on pp. 3-5.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels</i>	<p><i>While this program appears to have the potential to be successful, insufficient detail is provided to adequately evaluate what is being proposed. The following comments refer to specific information that will be needed to recommend approval for the program.</i></p> <ol style="list-style-type: none"> 1. The lack of emphasis on pedagogical content knowledge is a primary concern. Course (block) descriptions appear to focus exclusively on classroom skills. Increasing evidence indicates that significant teacher content knowledge, including pedagogical content knowledge, is essential in the preparation of highly qualified teachers. It is likely that practitioner

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels (Cont'd)</i>	<p>1. (Cont'd)</p> <p>teachers will enter the program with no background in content-specific methods. It is unclear who will teach pedagogical content knowledge in the program or resources and materials that will be used. <i>Please provide detailed information about how candidates will acquire pedagogical content knowledge in this program. Include resources and materials that will be used.</i></p> <p>2. It was unclear from the proposal who will be teaching the courses provided as part of these practitioner programs, who will be coordinating field site work, who will coordinate the preparation of candidate cohorts, and who will oversee evaluation of practitioner candidates. <i>Please provide documentation of who will teach courses, coordinate field sites, oversee/coordinate cohort activities, evaluate candidates, and develop prescriptive plans.</i></p> <p>3. The primary empirical evidence should be expanded and updated. <i>Review current research and identify key empirical sources for the proposed course descriptions. Indicate changes being proposed.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<p>1. Because the design of this program is very novel, it is likely that the faculty have not had adequate opportunity to think through all aspects of the program. The panel recommends that, prior to submission of a rejoinder, the faculty (1) carefully consider and discuss the stipulations stated above and (2) consider offering the program initially at one certification level to test its effectiveness.</p>

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Practitioner Teacher Program Grades 1-6, 7- 12, and Mild Moderate Special Education</i>	Does Not Meet Certification Requirements In order to meet certification requirements, the following must be addressed: 1. Fall seminars appear to be too structured with planned content, allowing little, if any, flexibility for on-the-job experiences to emerge and to drive content. Also, there should be a communications tool (e.g., Blackboard on-line) for cohort members to provide networking opportunities throughout the internship year.

NORTHWESTERN STATE UNIVERSITY

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Non-Masters/Certification-Only Program Grades PK-3</i>	Not Recommended for Approval
<i>Non-Masters/Certification-Only Program Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 4-8</i>	Not Recommended for Approval
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Mild Moderate Special Education</i>	Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. The degree plan for mild/moderate special education offers candidates a choice of RDG 5010 (Reading in the Elementary School) or RDG 4080 (Teaching Reading in the Secondary School). Recognizing the need for different reading courses, the program allows candidates to select the course that is most appropriate for them. 2. The Mentor Teacher Packet is well done.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels</i>	<ol style="list-style-type: none"> 1. A more clearly and specifically articulated plan is needed for evaluating candidates' progress and developing a prescriptive plan when it is needed. In the current proposal it is unclear what data will be used to determine when and what prescriptive plan is needed, who is responsible for devising prescriptive plans, and how the success of prescriptive plans will be monitored. The prescriptive plan should be more deliberate than "if a

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels (Cont'd)</i>	<p>1. (Cont'd)</p> <p>teacher has problems.” <i>Please clarify how the prescriptive hours contribute to the development of teachers. Provide a clearly articulated plan that clarifies how the candidate assessment plan will guide development of prescriptive plans when they are needed. Please indicate who is responsible for this element of the program and how success will be monitored and determined. At grades 1-6, clarify how the program will ensure that all relevant domains are assessed (e.g., teaching in mathematics, reading, language arts, science, and social studies).</i></p> <p>2. This program does not include any content-specific methods courses. For example, the programs in grades PK-3 and 1-6 have a reading course but nothing in mathematics, science, or social studies. This is a critical omission. The lack of content-specific methods courses is especially a problem at grades 4-8 and 7-12. <i>Please revise the plan such that all candidates receive preparation for teaching mathematics, science, and social studies if they will be expected to teach those content areas as part of their certification. Please revise the 7-12 program so that all candidates have pedagogical preparation in their area of certification.</i></p> <p>3. It is unclear whether candidates could take EDUC 5410, Internship in Teaching (3 hours) in the fall and spring semesters for a total of 6 hours or EDUC 5410, Student Teaching (6 hours) both semesters for a total of 12 hours. <i>Please clarify the proposed plan for an Internship and/or Student Teaching.</i></p> <p>4. Each course description concludes with a statement such as the following: “Candidates seeking certification at a variety of grade levels will take this course.” This section then states that the course will be tailored to meet the needs of the candidates. There is no specific information about how this will be accomplished: objectives, texts, assessments are not identified. Some of these courses span all grade levels. <i>Please clarify for each course how the course will be differentiated to meet the needs of varying grade levels of certification (where relevant).</i></p>
<i>Grades PK-3</i>	<p>1. This grade range extends from PK through grade 3. The proposed program appears adequate for preparing teachers for grades PK-K; however, teachers at upper levels of this grade range need more content relevant instruction. <i>Please revise this program to ensure that PK-3 teachers in the full grade range will be adequately prepared.</i></p>

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Grades 4-8</i>	<ol style="list-style-type: none"> 1. No differences exist between the grades 4-8 and grades 7-12 programs. The grades 4-8 program should address the specific needs of teachers who will be working with students at the late elementary school grades (grades 4 and 5) and other middle school levels (grades 6-8). These teachers need to be prepared to teach all content areas and need to possess knowledge of teaching strategies that address the developmental needs of middle school students and the different content areas. <i>Please revise this program to ensure that teachers have been prepared to address the specific needs of middle school students in grades 4-8.</i> 2. The current plan lacks any apparent preparation for candidates to teach mathematics, science, or social studies. This is a critical omission given that teachers in this certification range may be called upon to teach any of these areas. <i>Please revise the plan such that all candidates receive preparation from the university preparation program for teaching mathematics, science, and social studies.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<ol style="list-style-type: none"> 1. Assessment of students should be more strongly integrated into the program evaluation plan. Examine ways to use data in the ongoing revision of teacher preparation programs.

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/ Certification-Only Program Grades PK-3</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. The program lacks reading and mathematics methodology.

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/ Certification-Only Program Grades 1-6</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. The program lacks course work in mathematics, science, and social studies methodology.
<i>Non-Masters/ Certification-Only Program Grades 4-8</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. Middle 4-8 and secondary 7-12 programs feature the same coursework. There should be meaningful differentiation between these two programs. The middle school program should overlap with elementary programs in providing for grades 4-6. 2. Middle 4-8 lacks coursework in reading, mathematics, science, and social studies methodology.
<i>Non-Masters/ Certification-Only Program Grades 7-12</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. Middle 4-8 and secondary 7-12 programs feature the same coursework. There should be meaningful differentiation between these two programs. 2. Secondary 7-12 lacks methodology coursework specific to the area of certification.
<i>Non-Masters/ Certification-Only Program Mild/Moderate Special Education</i>	<p>Meets Certification Requirements</p>

SOUTHERN UNIVERSITY AT NEW ORLEANS

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Undergraduate Grades 4-8</i>	Recommended for Approval with Stipulations
<i>Undergraduate Grades 7-12</i>	Recommended for Approval with Stipulations
<i>Practitioner Teacher Program Grades 4-8</i>	Not Recommended for Approval

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none">1. The program at grades 1-6 has notably strong mathematics content preparation. The reading and language arts methods courses at this level cite some of the most strongly substantiated sources as their empirical bases.2. The Grades 4-8 and 7-12 programs provide a rigorous plan of content area preparation.3. The faculty exhibits a strong commitment to meeting the needs of students who are attending schools in urban environments.4. The components of effective teaching are clearly and pervasively addressed throughout the preparation program and the assessments tied to those components are generally appropriate to the assessment of that component.5. A number of the methods preparation courses include student-learning gains as an indicator of candidates' proficiency.

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Undergraduate Grades 4-8</i>	<ol style="list-style-type: none"> 1. The faculty consistently noted the unique emotional, social, and developmental needs of middle grade learners in the course of the interview. However, the extent to which the proposed program deals with these issues as an integrated concept is unclear. The 4-8 and 7-12 educational professional preparation overlap entirely in all but two courses. <i>Please clarify how the university addresses the specific needs of the middle school learner and the middle school concept in this plan of preparation. Stating that field placements are differentiated is necessary, but insufficient. Please clarify the university's role in addressing these issues in a systematic manner.</i>
<i>Undergraduate Grades 7-12</i>	<ol style="list-style-type: none"> 1. The current plan does not contain content specific methods preparation for candidates in their secondary area of teaching certification. This appears to be inadequate; as many candidates will spend substantial parts of their teaching careers teaching in their secondary area of certification. <i>Please clarify where candidates will receive content specific pedagogical preparation. The general methods course appears inadequate for this purpose. Consider adding a methods course that is specific to the secondary teaching area to the plan of preparation and dropping a less crucial course.</i>
<i>Practitioner Teacher Program Grades 4-8</i>	<ol style="list-style-type: none"> 1. The program submission did not conform to the <i>Guidelines for Submission and Review of Redesigned Teacher Preparation Programs</i>. As a result, the necessary information was not provided. <i>A revised program that conforms to the guidelines should be presented for the next round of program reviews if the university wishes to move forward with this program.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<p><i>All Undergraduate Programs</i></p> <ol style="list-style-type: none"> 1. Additional clarity regarding what the university warranty for new teachers will cover and what will be provided in the event that the university is called upon to honor this warranty appears to be needed.

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D)

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION

All Undergraduate Programs (Cont'd)

2. As the university moves forward to implement this program, additional clarity and specificity will be needed to implement the institutional evaluation plan.
3. Additional clarity is needed regarding how the university assures quality control in the selection of mentor teachers and the supervision of field training.
4. Additional clarity and organization is needed to clarify how field experiences will be integrated and managed. It is noteworthy that in the undergraduate preparation programs that candidates will be expected to complete as many as 180 hours of field placement work while maintaining a full time course load. Careful planning of these activities will be needed.
5. Courses dealing with Philosophy and Organization, Psychology of the Learner, Educational Psychology and Diverse Learner appear to have a great deal of overlap in content. It might be profitable to collapse two of these courses to create space for an additional course. Given the university's stated mission, a course directly addressing the urban education research, the African American experience in education, or specific methods for creating effective inclusive classrooms for high incidence mildly disabled students might be more beneficial.
6. The material dealing with classroom management in all three programs (Organization and Management of Instruction) would be strengthened by placing greater emphasis on candidates doing rather than just knowing.

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p><i>Undergraduate Program Grades 1-6</i></p>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. General Education Coursework: <p style="margin-left: 40px;"><i>English, listing of “ELECT—(3)” must be specified. Please provide course prefix, number, and description for any course that could be elected by a student to fulfill this requirement.</i></p> <p style="margin-left: 40px;"><i>Science, listing of “Biological Science Sequence (9)” must be specified. Please provide course prefix, number, and description for any course that could be elected by a student to fulfill this requirement.</i></p> <p style="margin-left: 40px;"><i>Arts, listing of “Art 101 or Music 191” must be described. Please provide catalog descriptions for these courses.</i></p> 2. Flexible Hours—JRDV 111 was not described. <i>Please provide catalog description for this course.</i>

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p><i>Undergraduate Program Grades 4-8 Mathematics and Science Program</i></p>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. General Education Coursework: <u>English</u>, listing of “ELECT—Literature Elective (3)” must be specified. <i>Please provide course prefix, number, and description for any course that could be elected by a student to fulfill this requirement.</i> 2. Under Flexible Hours, descriptions were not provided for the following courses: JRDV 111 and SCIENCE SEQUENCE I, II. <i>Please provide the necessary descriptions.</i>
<p><i>Undergraduate Program Grades 4-8 English and Social Studies Program</i></p>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. Under General Education Coursework, Math, listing of “MATH—Elective (3)” must be specified. <i>Please provide course prefix, number, and description for any course that could be elected by a student to fulfill this requirement.</i> 2. Under Flexible Hours, descriptions were not provided for the following courses: JRDV 111—FRESHMAN SEMINAR (1), and LABS—NATURAL SCIENCE SEQU (3). <i>Please provide the necessary descriptions.</i>

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p><i>Undergraduate Program Grades 7-12</i></p>	<p>Does Not Meet Certification Requirements</p> <p><i>All Programs: Biology, Chemistry, English, Mathematics, and Social Studies</i></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. <i>Across all programs, descriptions were not provided for the following courses: ART 101; BIOL 105, 106; CHEM 101, 242 and LAB; ENG 231; GEOL 131; JRDV III; MATH 151; MUSIC 101; PHYS 101, 211, and 150; SCI SEQ and/or LABS. Please provide the necessary course descriptions.</i> 2. <i>Across all programs, course titles/descriptions from which students could choose ELECTIVES (SOCIAL SCIENCE and HUMANITIES) were not shown. Please provide course prefix, number, and description for any course that could be elected by a student to fulfill this requirement.</i> 3. <i>Across all programs, Adolescent Psychology is listed as EDSN 255 in the grid, but EDSN 245 in the course descriptions. Please reconcile this discrepancy.</i> 4. <i>Across all programs, Student Teaching is mislabeled in places on the grid or on curriculum sheets (shown as #273, for 3 hours). Please correct this in all programs as needed.</i> 5. <i>Across all programs, under Methodology and Student Teaching in the grid, EDMS 470 is listed as student teaching for secondary programs. In the narrative description, EDMS 470 is shown as “Student Teaching: Elementary Schools.” Please explain this discrepancy and provide the proper narrative course description.</i>

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p><i>Undergraduate Program Grades 7-12 (Cont'd)</i></p>	<p>Does Not Meet Certification Requirements (Cont'd)</p> <p>6. <i>Across all programs, Student Teaching Seminar is listed as EDSN 473 in the grid but as EDMS 473 in description. Additionally, course numbers for Student Teaching Seminar and Student Teaching are reversed on some grids and on some curriculum sheets. Please reconcile these differences.</i></p> <p>7. <i>Across all programs, under Methodology and Student Teaching in the grid, EDMS 470 is listed as student teaching for secondary programs. In the narrative description, EDMS 470 is shown as “Student Teaching: Elementary Schools.” Please explain this discrepancy and provide the proper narrative course description.</i></p> <p>8. <i>Across all programs, Student Teaching Seminar is listed as EDSN 473 in the grid but as EDMS 473 in description. Additionally, course numbers for Student Teaching Seminar and Student Teaching are reversed on some grids and on some curriculum sheets. Please reconcile these differences.</i></p> <p><i>Secondary (7-12) Chemistry</i></p> <p>1. <i>There appears to be an insufficient number of required hours in the Chemistry program, overall. The grid indicates that if the secondary focus area only requires 10 hours, the total program hours will be 121. Please ensure that the total program hours will be 124.</i></p>

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p><i>Undergraduate Program Grades 7-12 (Cont'd)</i></p>	<p>Does Not Meet Certification Requirements (Cont'd)</p> <p>In order to meet certification requirements, the following must be addressed:</p> <p><i>Secondary (7-12) Social Studies</i></p> <ol style="list-style-type: none"> 1. Louisiana geography is shown in the grid and on the curriculum sheet as GEOG 210, but as GEOG 220 in the course descriptions. <i>Please reconcile these differences.</i> 2. <i>Please provide course descriptions for POLIC 110, 220.</i> <p><i>Secondary (7-12) Programs, Secondary Teaching Focus Areas of Biology, Chemistry, English, Mathematics, and Social Studies</i></p> <ol style="list-style-type: none"> 1. For English, Mathematics, and Social Studies, hours shown are sufficient. However, for Biology and Chemistry—course listing shows insufficient total numbers of hours—Biology (16) and Chemistry (15). <i>Please identify another three hours of biology coursework and another four hours of chemistry coursework to satisfy requirements for a pure content 19-hour secondary focus.</i>
<p><i>Practitioner Teacher Program Grades 7-12</i></p>	<p>Does Not Meet Certification Requirements</p> <p><i>This program could not be evaluated for certification compliance because no course descriptions were provided.</i></p>

UNIVERSITY OF LOUISIANA AT LAFAYETTE

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 4-8</i>	Recommended for Approval
<i>Non-Masters/Certification-Only Program Grades PK-3</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 4-8</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Recommended for Approval with Stipulations
<i>Non-Masters-Certification-Only Program Mild/Moderate Special Education</i>	Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. The undergraduate middle grades program has a clear middle grades focus and appears to have been thoughtfully designed. 2. The continuing effort of the university to obtain needed faculty with appropriate expertise at middle school has strengthened the undergraduate middle grades program. 3. Across programs there is a strong emphasis on the Professional Development Schools and fieldwork generally. Additionally, the College of Education has committed staff to work with faculty and schools to assure coordinated high quality field placement work. 4. The faculty express a strong commitment to having students who complete the Non-Masters/Certification-Only Programs to be as well prepared as students completing the traditional undergraduate programs. 5. The Non-Masters/Certification-Only Programs include some courses that were specifically developed for this certification pathway. The faculty have made conscious choices to focus their efforts on preparation in areas they perceive to be most critical.

B. STRENGTHS (CONT'D)

OVERALL STRENGTHS OF THE PROGRAM(S)	
6.	The faculty have acknowledged that completion of the PRAXIS is necessary, but insufficient to be adequately prepared for entry into their program. They have planned interviews and credential/transcript reviews to assure that candidates have the necessary content background and experiences to prepare them to be successful in the Non-Masters/Certification-Only Programs.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p><i>Non-Masters Certification-Only Program Grades PK-3, 1-6, 4-8, 7-12, and Mild/Moderate Special Education</i></p>	<ol style="list-style-type: none"> 1. A more clearly and specifically articulated plan is needed to evaluate candidates' progress and competence. The candidate assessment system presented in the proposal appears to be the assessment system for the undergraduate program and does not match the design of the Non-Masters/Certification-Only Programs. Additionally, since it appears that the university has elected to pre-prescribe the prescriptive plan, it is imperative that the proposal clarify how it will address the needs of candidates who exhibit weaknesses. <i>Please provide a clearly articulated assessment plan that matches the design of this type of certification program. Please clarify how this assessment plan will guide development of prescriptive plans when they are needed and if these will be provided to individuals. In responding to this stipulation, please clarify how often faculty will observe candidates teaching in PK-12 schools. Also, please clarify how the program will ensure that all relevant domains are assessed (e.g., teaching in mathematics, reading, language arts, science, and social studies for grades 1-6).</i> 2. During the interview the faculty indicated that to meet the needs of non-traditional students that some non-traditional field placements (e.g., homework tutoring at Girls' and Boys' Clubs) will be used. Although these alternative experiences may provide important learning experiences, they are not adequate replacements for working in traditional schools and classrooms. <i>Please describe the minimum amount of fieldwork that all candidates will be required to complete in schools.</i>
<p><i>Non-Masters/ Certification-Only Program Grades PK-3</i></p>	<ol style="list-style-type: none"> 1. The current plan lacks any apparent preparation for candidates to teach science or social studies. This appears to be a critical omission, especially for grades 1, 2, and 3. <i>Please revise the plan such that all candidates receive preparation from the university preparation program for teaching science and social studies.</i>

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Non-Masters/ Certification-Only Program Grades 1-6</i>	<ol style="list-style-type: none"> 1. The current plan lacks any apparent preparation for candidates to teach social studies. <i>Please revise the plan such that all candidates receive preparation from the university preparation program for teaching social studies.</i> 2. The current plan does not clearly address candidates' needs to understand and master a number of assessment techniques. By way of comparison, all of the other Non-Masters/Certification-Only Programs proposed by the university contain an assessment course. <i>Please clarify how the candidates will receive appropriate assessment preparation. Revising the courses offered or explicitly embedding assessment in management, methods, and special education offerings might accomplish this.</i>

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/Certification-Only Program Grades PK-3</i>	<p style="text-align: center;">Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. The PK-3 program requires a three-hour reading course as a prerequisite plus a nine-hour program prescription, for 36 total hours. The program design limits the total number of hours to 33. The prerequisite course should be included as part of the total 33 program hours since it will be required of all students.

SECTION II: CERTIFICATION EVALUATION (CONT'D)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/Certification-Only Program Grades 1-6</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. Despite the nine-hour program prescription, the Elementary 1-6 program lacks a methodology course for reading.
<i>Non-Masters/Certification-Only Program Grades 4-8</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> 1. Despite the nine-hour program prescription, the Middle 4-8 program lacks methodology in English, Social Studies, and Science.
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Meets Certification Requirements
<i>Non-Masters/Certification-Only Program Mild/Moderate Special Education</i>	Meets Certification Requirements
<i>Undergraduate Grades 4-8</i>	Meets Certification Requirements

UNIVERSITY OF LOUISIANA AT MONROE

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Masters Degree Grades 7-12</i>	Not Recommended for Approval

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. The proposal contains a well-developed section on the screening process for mentors and supervisors. 2. The program recognizes the need for students to become familiar with research in education.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Grades 7-12</i>	<ol style="list-style-type: none"> 1. The primary reason for not approving this program is the fact that the sequencing and integration of coursework is not coherent. It appears that candidates will be asked to complete competencies that will not be covered until later in the program. The progression of competencies taught, assessments, and field experiences do not appear to provide a coherent preparation plan. It is not clear from the proposal that the plan will prepare candidates to be effective teachers in grades 7-12. <i>Please revise the program such that candidates will receive a systematic plan of preparation in which field experiences provide the opportunity to practice skills taught by faculty. Additionally, please reexamine the expectations across courses to consider whether they provide students a coherent plan such that candidates are prepared for the competencies targeted in each successive course and that these experiences are a coherent plan of preparation.</i>

D. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p><i>Grades 7-12 (Cont'd)</i></p>	<ol style="list-style-type: none"> 2. Another concern for this program is that it offers no content-specific methods courses. The panel understands that the challenge of offering specific methods courses for all disciplines will have to be approached in innovative ways. This instruction, however, is essential to prepare high quality teachers and must go beyond generic courses. Perhaps the program could begin with fewer disciplines or work collaboratively with surrounding universities to offer a full range of content-specific courses. As the program is currently proposed, it appears that instruction in content-specific methods is left to the classroom teachers. Assessments in the course description don't focus significantly on assessment of teaching practices. <i>The inclusion of content-specific methods must be addressed for this program to be approved.</i> 3. Field experiences are required throughout the programs; however, they do not appear to be a significant part of the programs. It is unclear whether the faculty observe candidates teaching. Often neither the objectives nor the assessments focus on the candidates' teaching or on the criteria by which the candidates' teaching will be evaluated. <i>Please reconsider the integrated role of field preparation and clarify how it is integrated throughout the preparation program in a systematic manner that provides candidates systematic preparation in which they learn to teach by teaching.</i> 4. Course descriptions provide no specific information about how courses offered at a number of grade levels will be differentiated for grades 7-12. For example, will EDFN 524 be differentiated in any way for elementary and secondary teachers? Objectives, texts, assessments are the same for all levels. Some of these courses span K-12. <i>For each course that spans multiple certification levels please provide information describing how differentiated preparation will be provided as needed.</i>

E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<ol style="list-style-type: none"> 1. The program would be strengthened by continuing to work to update Resources and Materials being proposed for courses as well as the Empirical Bases on which the courses are developed.

E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D)

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
2. It is unclear whether this program is well designed for its target audience. It is unclear that the program was designed with specific target audiences in mind. Redesigning it around one or several target audiences may strengthen the program. Additionally, devising a system by which the entering characteristics of candidates contribute to the design of their preparation program would strengthen the program.

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Masters Degree at Grades 7-12</i>	Meets Certification Requirements

UNIVERSITY OF NEW ORLEANS

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Non-masters/Certification-Only Program Grades PK-3</i>	Recommended for Approval with Stipulations
<i>Non-Master/Certification-Only Program Grades 1-6</i>	Recommended for Approval with Stipulations
<i>Non-Masters Certification-Only Program Grades 4-8</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Grades 7-12</i>	Recommended for Approval with Stipulations
<i>Non-Masters/Certification-Only Program Mild/Moderate Special Education</i>	Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> 1. The programs demonstrate creative thinking about alternate certification programs that have a real likelihood of producing effective teachers 2. UNO faculty have taken the task of redesigning their teacher preparation program seriously. They have examined information about what they have or have not achieved and used this data to improve their program. PK-12 faculty are being involved in significant ways. 3. Concurrent enrollment in internship credits for some courses emphasizes the importance of fieldwork and allows candidates to examine the integration of content and pedagogy. 4. This program appears to de-emphasize faculty as the center of learning, placing emphasis on the use of research literature and cohort groups. This model seems to set the stage for conducting professional development for the rest of teachers' lives.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Levels</i>	<ol style="list-style-type: none"> 1. There are no provisions made for differentiation in courses that span a number of grade levels (e.g., EDCI 4400, EDUC 4001, EDUC 4200, etc.). <i>Please reexamine courses being proposed for multiple certification levels and describe how differentiation will be addressed regarding texts, activities, and performance objectives for each course.</i>
<i>Grades 1-6</i>	<ol style="list-style-type: none"> 1. The course descriptions for EDCI 4150 and EDCI 4160 are almost identical. <i>Please re-examine these courses and provide an explanation or modification in the descriptions.</i> 2. There is no science instruction being proposed for grades 1-6. <i>Please identify where science is included or modify the program to correct the omission.</i>
<i>Grades 4-8</i>	<ol style="list-style-type: none"> 1. There are no objectives, primary empirical bases, or assessments included in the course description for EDCI 4310, Developmentally Responsive Curriculum and Instruction for Young Adolescents. <i>Please provide this information.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<ol style="list-style-type: none"> 1. Technology appears to play an insignificant role in this program. Please continue to examine ways that greater use of technology can be integrated into the program. 2. In each course description, the sections addressing existing faculty to teach the course and any gaps in faculty have been omitted in each of the course descriptions. These are required parts of the course descriptions. 3. The proposal provides an excellent overall description of the audience being addressed, the need for sequenced field experiences, and changes in performance expectations over time. However, additional clarity regarding the specific activities of the field experiences, assessments to be used, or how the performance expectations will change over time would be valuable.

SECTION II: CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>Non-Masters/ Certification-Only Program Grades PK-3</i>	Meets Certification Requirements
<i>Non-Masters/ Certification-Only Program Grades 1-6</i>	Meets Certification Requirements
<i>Non-Masters/ Certification-Only Program Grades 4-8</i>	Meets Certification Requirements
<i>Non-Masters/ Certification-Only Program Grades 7-12</i>	Meets Certification Requirements
<i>Non-Masters/ Certification-Only Program Mild/Moderate Special Education</i>	Meets Certification Requirements

APPENDIX A

NEW UNDERGRADUATE CERTIFICATION STRUCTURE

NEW CERTIFICATION STRUCTURE

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

Adopted by BESE May 2001
Effective July 1, 2002

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 (e.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)
Grades 7-12 (Focus: Greater Depth in Content - Primary Teaching Area and Secondary Teaching Area)

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

Secondary Teaching Area: Pre-service 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 EDUCATI ON 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:	3 hours	In-depth Teaching Area #1	7 or more hours	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		English/ Social Studies/ Mathematics OR Science			
Mathematics (Additional Content and Teaching Methodology)	9 hours	Mathematics	General Education and Focus Area hours should equal 19 total hours.								
		Mathematics (Additional Content and Teaching Methodology)	9 hours			In-depth Teaching Area #2:	7 or more hours	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		
						English/ Social Studies/ Mathematics OR Science	4 or more hours	General Education and Focus Area hours should equal 19 total hours.			

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 ENVIRONME NT <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
METHODOLO GY 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 pre-service 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 pre-service 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 pre-service 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 Social Studies Mathematics <p style="text-align: right;">6 Hours 6 Hours 3 Hours</p>	15 Hours
GRADES 1-6	GRADES PK - 3	Content Emphasis: Nursery School and Kindergarten <p style="text-align: right;">12 Hours</p>	12 Hours
GRADES 1-6	GRADES 4-8 (Generic)	Content Emphasis: English Mathematics Science Social Studies <p style="text-align: right;">3 Hours 3 Hours 4 Hours 3 Hours</p>	13 Hours
GRADES 4-8	GRADES 1-6	Reading/Language Arts and Math Emphasis: Reading/ Language Art Mathematics <p style="text-align: right;">9 Hours 3 Hours</p>	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 <p style="text-align: right;">12 Hours</p> 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.) <p style="text-align: right;">3 Hours</p> *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 B

MASTERS DEGREE PROGRAM ALTERNATIVE PATH TO CERTIFICATION

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. 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
<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> | 15 credit hours |
| 2. Methodology and Teaching
Methods courses and field experiences | 12 - 15 credit hours |
| 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.

Certification Requirements (Cont'd)

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 *Principles 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 C

NON-MASTERS/CERTIFICATION- ONLY PROGRAM ALTERNATIVE PATH TO CERTIFICATION

Approved by SBESE for Notice of Intent April 2002

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. A college or university may offer this program only in those certification areas in which that institution has a State-approved teacher education program. Non-Master's/ Certification-Only Programs may offer certification in PK-3, 1-6, 4-8, 7-12, 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 2.2 GPA, or higher, on undergraduate coursework. [An overall 2.5 GPA is required for certification. Those candidates with a GPA lower than 2.5 may have to take additional courses in the program to achieve a 2.5 GPA.];
3. pass the PRAXIS Pre-Professional Skills Test (PPST); 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 exam;
 - b. Candidates for Grades 1-6 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty exam;
 - c. Candidates for Grades 4-8 (regular and special education): pass the Middle School Education: Content Knowledge (#0146) specialty exam;
 - d. Candidates for Grades 7-12 (regular and special education): pass the content specialty examination(s) (e.g. English, Mathematics, etc.) on the PRAXIS in the content area(s) in which they intend to teach.

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, 1-6, 4-8, and 7-12:

Child/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 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 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. <u>Methodology and Teaching</u> | 6 hours |
| Methods courses to include case studies and field experiences | |
| 3. <u>Internship</u> | 6 hours |

Will include methodology seminars that are participant-oriented

4. Prescriptive Plan

The candidate for this program who demonstrates areas of need will complete an individualized prescriptive plan, 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-Degree/Certification-Only** 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 (including the certification program) with an overall 2.5 or higher GPA.
3. Passed the specialty examination (PRAXIS) for the 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 Principles 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 the Non-Master's/Certification-Only alternative certification option are required to begin implementation of the newly adopted paths on or before January 2003.

No students should be accepted into the "old" post-baccalaureate alternate certification program after January 2003. Candidates already in the "old" alternative certification program would be given until January 2006 to complete their programs.