



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

**GENERAL-SPECIAL EDUCATION
MILD/MODERATE: AN INTEGRATED TO
MERGED APPROACH FOR GRADES 1-5,
GRADES 4-8, & GRADES 6-12**

**BACCALAUREATE DEGREES AND ALTERNATE
CERTIFICATION DEGREES/PROGRAMS**

MARCH 30, 2010

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PART I: DESCRIPTION OF THE PROCESS FOR THE TENTH EVALUATION CYCLE

I. EVALUATION OF QUALITY

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (SBESE) selected external consultants who possessed knowledge of current research and effective practices to review and evaluate Integrated to Merged Mild/Moderate Special Education Programs. In addition, state evaluators from the Louisiana Department of Education reviewed all undergraduate teacher preparation programs and alternate certification programs to determine if they met all state certification requirements. Personnel from the Board of Regents also examined all undergraduate and alternate programs to ensure consistency across programs.

The evaluators were charged with reviewing the redesign plans, providing feedback to universities and private providers regarding their proposals and making recommendations to universities, private providers, BoR, and BESE relative to acceptance of the redesigned plans. The primary responsibility of the evaluators was to identify quality programs that should be recommended for state approval and provide recommendations to universities and private providers to enhance the quality of all programs in the state.

Submission

All universities and private providers were required to submit proposals that met specifications identified within the documents entitled *Guidelines for the General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5, Grades 4-8, & Grades 6-12 (August 23, 2009)*. The guidelines identified the specific structure that teacher preparation programs were required to follow when presenting information within the proposals and specific questions that teacher preparation programs were required to answer when describing their programs. Teacher preparation programs were also required to follow new state certification requirements for special education programs. All universities and private providers were required to submit proposals by February 8, 2010.

Review

The review process was used as a first step to help create high quality programs across the state. The evaluators used a two-stage review process to (1) assess written proposals and (2) conduct interviews via conference calls with key teacher preparation and district representatives. Prior to the interviews, the evaluators were provided copies of the proposals to read. The evaluators reviewed the proposals and jointly identified questions to ask during the interviews. Teams composed of state evaluators and external evaluators conducted 45-minute interviews with teacher preparation representatives including key administrators, faculty, and K-12 school partners. At the conclusion of the interviews, each proposal was evaluated based upon written information within the proposals and responses during the interviews. After all proposals had been reviewed, the evaluators discussed their recommendations and stipulations to ensure that consistency existed across proposals. Consensus was reached by the evaluators to determine final recommendations and areas in need of further development. The three recommendations were the following:

Review (Cont'd.)

- *Recommended for Approval:* Programs that exhibited many strengths and had no stipulations.
- *Recommended for Approval with Stipulations:* Programs that had areas in need of further development.
- *Not Recommended for Approval:* Programs that were in need of major program redesign.

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

A. Program Recommendation

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

B. Strengths

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

C. Program Stipulations

A list of stipulations teacher preparation program are required to address for the program(s) to be approved.

D. Specific Recommendations for Future Improvement

A list of recommendations for teacher preparation programs to consider when further developing the program. Teacher preparation programs are not required to address the recommendations in order for their programs to be approved.

Evaluators

The national consultants responsible for the external evaluation of the special education programs were the following:

Dr. Linda Blanton	Miami International University
Dr. Betty Epanchin	University of North Carolina at Greensboro
Dr. Patty McHatton	University of south Florida
Dr. Linda Morrow	Muskingrum University in Ohio

The Louisiana Department of Education staff responsible for the evaluation of the program were the following:

Blanche Adams	Division of Certification, Leadership and Preparation
Kristina Braud	Special Education Improvement

Frances Davis
Debra Dixon

Division of Certification, Leadership and Preparation - LDE
Special Education Improvement - LDE

The Board of Regents staff responsible for examining consistency across programs was:

Dr. Jeanne Burns Louisiana Board of Regents

II. 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 indicated if all certification requirements were met for proposed programs. If certification requirements were not met, areas that needed to be addressed for program approval were identified.

III. WRITTEN DOCUMENTS

All recommendations of the external evaluators and the Louisiana Department of Education are available on the Board of Regents web site at the following URL.

<http://regents.state.la.us/Academic/TE/redesign.aspx>

IV. FINAL APPROVAL PROCESS

The final approval process was created to ensure that institutions addressed the stipulations in order for high quality programs to exist across the state.

Public Universities

For public universities, all programs recommended for approval by the evaluators are recommended to the Board of Regents and Board of Elementary and Secondary Education for full approval.

Programs recommended for approval with stipulations are required to address the areas cited and required to submit program rejoinders to their system board. System boards are required to review the rejoinders and determine if the rejoinders have fully addressed the stipulations. If the rejoinders have not meet system expectations, public universities are required to rewrite the rejoinders to meet the expectations of the system boards.

Once expectations are met, the system boards submit the rejoinders to the Board of Regents. A BoR/SBESE/LAICU Program Review Committee composed of staff from the Board of Regents, State Board of Elementary and Secondary Education (i.e., Louisiana Department of Education), and LAICU reviews the evaluators' stipulations and university rejoinders to ensure that all proposed programs addressed certification requirements and evaluation stipulations.

Based upon the review of this committee, recommendations are made to the Board of Regents and State Board of Elementary and Secondary Education to approve the programs. Once the two

boards approve the programs, universities are allowed to start implementing the redesigned programs.

Private Universities and Private Providers

For private universities and private providers, key personnel review the recommendations of the evaluators and determine how stipulations should be addressed. They prepare rejoinders and submit them to the Board of Regents/Louisiana Department of Education for review by the BoR/BESE/LAICU Program Review Committee. The committee reviews the external evaluators' recommendations and rejoinders to ensure that the programs have addressed certification requirements and evaluation stipulations.

Based upon the review of this committee, recommendations are made to the Board of Elementary and Secondary Education to approve the programs. Once the board approves the programs, private universities and private providers are allowed to start implementing the redesigned programs.

V. CURRICULUM CHANGES TO REDESIGNED PROGRAMS

The redesigned teacher preparation programs approved by the Board of Regents and/or Board of Elementary and Secondary Education are considered to be the basic framework for the programs. The Board of Regents and Board of Elementary and Secondary Education fully expect teacher preparation programs to improve upon the basic framework as they fully develop and continue to improve course syllabi, institutes, seminars, site-based experiences, evaluations, and other aspects of the redesigned programs. Both boards realize that changes will need to be made to proposed programs as these improvements are made. In addition, changes will need to be made as universities submit the redesigned Official 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 teacher preparation programs have the flexibility to make changes in the types of courses to be offered within their Official Plans at the following points in time.

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

Universities and private providers may use the recommendation of the evaluators to identify changes that they want to make to the Official Plans. These changes must be described within the rejoinders submitted to the system boards. If new courses, seminars, etc. are being proposed, full descriptions must be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval.

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 Official Plan due to decisions made by Curriculum Committees at universities or decisions made by other personnel to strengthen the program. These changes should be made prior to the point that teacher preparation programs submit their Official Plans to the Board of Regents/Louisiana Department of Education. The changes will be reviewed by staff within the Board of Regents and/or Louisiana Department of Education.

SECTION VI. PROGRAM DOCUMENTATION

Initial Degree Plans. A copy of the redesigned programs and rejoinders will be kept by the Board of Regents/Louisiana Department of Education and serve as initial documentation for all approved redesigned teacher preparation programs.

Official Plans. Once final changes are made to the Official Plans and courses, seminars, institutes, etc. have been approved by appropriate committees and personnel, copies of the Official Plans must be submitted to the Board of Regents/Louisiana Department of Education. The Board of Regents and Louisiana Department of Education will review the plans, sign the documents, and provide universities and private providers with copies of the signed documents to indicate official approval of the plans.

Changes in Degree Plans. As universities and private providers make future changes to the Official Plans to strengthen the programs, they must submit a form to the Board of Regents/Louisiana Department of Education identifying the courses that will be changed. These changes will be reviewed for approval by staff within the Board of Regents and Louisiana Department of Education once the changes are submitted. Universities and private providers will be provided signed documents indicating approval of the changes.

SECTION VII: REQUESTS FOR ADDITIONAL INFORMATION

For questions and information regarding the **program evaluation**, please e-mail the following individual within the Board of Regents:

Dr. Jeanne Burns at jeanne.burns@la.gov

For questions and information regarding **certification requirements**, please e-mail the following individual within the Louisiana Department of Education:

Blanche Adams at blanchea.adams@la.gov.

PART II: PROGRAM REVIEWS
(Listed Alphabetically)

GRAMBLING STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 6-12 (English, Mathematics, and Social Studies)</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p>
2. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5</p> <p style="text-align: center;"><i>Not Recommended for Approval</i></p> <p>b. Grades 4-8</p> <p style="text-align: center;"><i>Not Recommended for Approval</i></p> <p>c. Grades 6-12</p> <p style="text-align: center;"><i>Not Recommended for Approval</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<p>Baccalaureate Degree:</p> <ul style="list-style-type: none"> • There appears to be a strong focus on collaboration, both internally among the faculty (including faculty in the Arts & Sciences) and externally with K-12 schools. An overarching philosophy relating to inclusive practices seems evident in written and oral descriptions of the program. • It is good to see that faculty will assume the responsibility of modeling collaboration (e.g., co-teaching) for their candidates. • Evaluators appreciated Grambling’s approach to expanding their field placements so that schools involved with the redesigned program model exemplary collaboration and inclusive teaching practices. The criteria noted for identifying sites were very thoughtful. • The selection of cooperating teachers included finding teachers, where possible, who themselves are dually certified in general and special education. • The knowledge bases reflected in the majority of the courses seem to reflect current trends and issues.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>a. Within the proposal and during the interview, it was noted that students visit the Louisiana School for the Visually Impaired to observe assessment/screening processes for children with low vision. Those interviewed did not seem to be knowledgeable of the Assistive Technology Center funded in their region. Collaboration with this center would allow students to observe the latest in technology that may be used with a range of students with disabilities. A visit to the Assistive Technology Center would be more time efficient than a visit to the Louisiana School for the Visually Impaired in Baton Rouge, LA. <i>Please identify how the university will integrate the use of the Assistive Technology Center into the program.</i></p> <p>b. During the interview, it was noted that the university is only addressing Level 1 Response to Interventions and Level 2 Response to Interventions and not focusing on Level 3 (the most intensive interventions). There is much need for pre-service teachers, particularly those with a future in serving students with disabilities, to be very knowledgeable about the most intensive interventions. <i>Please identify how the university will prepare new teachers to address Level 1, Level 2, and Level 3 Response to Interventions.</i></p>
<p>2. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>a. The forms completed for the Practitioner Teacher Program were incomplete and confusing. Only one Form 6 was submitted and it listed all grade bands: 1-5, 4-8, and 6-12. Moreover, Form 8 did not match Form 6. Further, Form 8 also listed all three grade bands – 1-5, 4-8, and 6-12. Neither the courses nor the field experiences for the three grade bands were differentiated. Insufficient information was provided in the proposal for the program to be fully evaluated. <i>Please submit a proposal in the future that includes all forms and all program materials for each grade band so that the proposal can be fully evaluated.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
<p>1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>None</p>
<p>2. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>a. It is recommended that ED 328 be reviewed and consideration be given to changing the title. The concern of evaluators is that the term “diagnosis” carries a negative connotation and assumes a “diagnosis of problems.” However, evaluators noted that the course content does not convey this negative connotation.</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	
<p>1. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. Universities were required to develop programs that would have around 126 total credit hours. The Board of Regents is also currently questioning all programs that have more than 128 credit hours and is encouraging campuses to reduce programs to 120 credit hours. The proposed program has a total of 131 credit hours. <i>Please re-examine the program to determine if all 131 credit hours are needed. If so, please provide a justification for requiring candidates to complete 131 credit hours.</i></p>
<p>2. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (English, Mathematics & Social Studies)</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. Universities were required to develop programs that would have around 123 total credit hours and could use 6-9 credits for flexible hours. The Board of Regents is also currently questioning all programs that have more than 128 credit hours and is encouraging campuses to reduce programs to 120 credit hours. The proposed English program has a total of 131 hours with 14 flexible hours; the Math program has a total of 135 hours with 17 flexible hours; and the Social Studies program has 128 total hours with 11 flexible hours. <i>Please reexamine the programs to determine if the total numbers of hours are needed. If so, please provide a justification for requiring candidates to complete these credit hours for each program.</i></p>
<p>3. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. Practitioner candidates for grades 1-5, 4-8 and 6-12 are all taking the same courses. Although practitioners are assigned to teach in their area of certification, it is not clearly differentiated in the course descriptions that candidates will gain the knowledge and skills aligned to their appropriate grade level and subject content. Please provide evidence of how courses are differentiated for grades 1-5 candidates.</p>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>3. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5 (Cont'd.)</p>	<p>(Cont'd.)</p> <p>b. The certification policy requires candidates to complete 9 credit hours in reading in grades 1-5. There are only 3 credit hours of reading listed. Please respond to how the required reading hours will be met.</p> <p>c. The Practitioner Teacher Program policy allows a total of 33 credit hours. The propose program has a total of 36 credit hours. Please reexamine the courses to align with the total hours allowed in policy.</p>
<p>4. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. Practitioner candidates for grades 1-5, 4-8 and 6-12 are all taking the same courses. Although practitioners are assigned to teach in their area of certification, it is not clearly differentiated in the course descriptions that candidates will gain the knowledge and skills aligned to their grade level and subject content. <i>Please provide evidence of how courses are differentiated for grades 4-8 candidates.</i></p> <p>b. The certification policy requires 4-8 candidates to complete 6 credit hours in reading. There are only 3 credit hours of reading courses listed. <i>Please respond to how the required number of reading hours will be met.</i></p> <p>c. On Form 6 the specific content areas (e.g., math, science) are not listed. <i>Please identify the middle grades content areas on Form 6.</i></p> <p>d. The Practitioner Teacher Program policy allows a total of 33 credit hours. The proposed program has a total of 36 credit hours. <i>Please reexamine the courses to align with the total hours allowed in policy.</i></p>
<p>5. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. Practitioner candidates for grades 1-5, 4-8 and 6-12 are all taking the same courses. Although practitioners are assigned to teach in their area of certification, it is not clearly differentiated in the course descriptions that candidates will gain the knowledge and skills aligned to their grade level and subject content. <i>Please provide evidence of how courses are differentiated for grades 6-12 candidates.</i></p> <p>b. The certification policy requires grades 6-12 candidates to complete 6 credit hours in reading. There are only 3 credit hours of reading courses listed. <i>Please respond to how the required number of reading hours will be met.</i></p>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>5. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (Cont'd.)</p>	<p>(Cont'd.)</p> <p>c. On Form 6 the specific content areas are not listed. Please identify the secondary content areas on Form 6. NOTE: <i>Please identify the specific science 6-12 area (e.g., Biology, Chemistry, General Science, Physics) being offered.</i></p> <p>d. The Practitioner Teacher Program policy allows a total of 33 hours. The propose program has a total of 36 hours. <i>Please reexamine the courses to align with the total hours allowed in policy.</i></p>

LOUISIANA RESOURCE CENTER FOR EDUCATORS

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5 <i>Not Recommended for Approval</i></p> <p>b. Grades 4-8 <i>Not Recommended for Approval</i></p> <p>c. Grades 6-12 <i>Not Recommended for Approval</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The program provides an intensive summer institute with an embedded field component that allows for application of learned content. • General education and special education specific learning seminars are scheduled bi-weekly during the first year of practice. The seminars provide content specific information and support. • Program participants are provided Practitioner Advisors who provide mentoring and conduct six site visits during the year. • Practitioner Advisors are provided training and meet regularly to discuss progress and issues faced by participants. • Input from a variety of stakeholders (e.g., administrators, classroom teachers, instructional strategists, etc.) was obtained in the redesign process. • Field placements are determined through collaborative agreements with Louisiana school districts and non-public schools and include urban and rural settings. • This program’s location has a multitude of clients needing certification coursework.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL
<p>1. The redesign guidelines require programs to demonstrate an alignment with standards, course objectives, and field activities. Although the narrative states that various standards (e.g., CEC, LDOE) guided the structure of the program, this was not clearly evident in the course descriptions for either the summer institute or the learning seminars. <i>Please align all pertinent standards with the Summer Institute and Learning Seminar topics.</i></p>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2. Program design guidelines require institutions to include an empirical research basis for educational practices and teaching methods covered in each course and seminar. The empirical basis should include specific research articles. *Please include relevant empirical base for the Summer Institute.*
3. The redesign guidelines also require programs to indicate in course descriptions measurable objectives, critical competencies to be demonstrated by the candidates, and a description of how the candidates will be assessed. An outline of the topics to be addressed during the summer institute is provided that does not clearly articulate these items. *When resubmitting the proposal, please ensure compliance with the requirements stipulated in the guidelines.*
4. The program prepares participants to teach students with and without disabilities. As a result, participants are required to attend the learning seminars for both general education and special education. Only the learning seminar topics pertaining to special education are listed. There is no indication regarding what specifically is addressed in the general education seminars. *Please specify what the participants are required to attend and indicate what content/topics are addressed in the general education Learning Seminars being sure to include pertinent empirical base and adhere to guidelines for narrative description.*
5. The submission includes information under program evaluation regarding impact on student achievement through various assessment strategies and progress monitoring. It is not evident where participants gain in-depth instruction/understanding on these topics. *Please revise the Summer Institute and Learning Seminars to clearly denote when and where these topics are addressed.*
6. There is no content information for the summer institutes dates July 6th-9th, only headings (Special Education [early childhood – high] and Impact Teaching [early childhood – high]). *Please expand on what content/topics are specifically addressed in these sessions. Align objectives with standards as required and provide pertinent empirical base.*
7. Field experiences are embedded within the summer institute. Specifics on competencies/assignments to be completed during these experiences are lacking. *Please expand on what participants are expected to accomplish during these experiences and the credentials of the supervising teachers.*
8. On page 36, item 2, Follow-up Assessment of Field Experiences, there is a sentence that reads “Practitioners will be exposed to meaningful and useful experiences that will further develop their skills as educators.” *Define what meaningful and useful experiences are and/or provide examples.*
9. Phase I of the program contains a field component in which participants are placed in “experienced teachers’ classrooms” but there is no information on what is meant by experienced. *Please provide the qualifications necessary to be deemed an experienced teacher able to supervise program participants (e.g., credentials, years of experience, etc.).*
10. Only one faculty is identified for the learning seminars. Although guest speakers and expert special educators will be brought in as deemed appropriate, the lack of additional faculty who can teach the full seminar is problematic. *Please indicate additional faculty that are able to deliver the course content.*
11. There is insufficient information to determine how content is differentiated based on level (i.e., grades 1-5, 4-8, 6-12) beyond what the participants themselves bring to the seminar. *Please revise so there is a clear indication of how content has been differentiated during sessions based on level beyond the participants’ major. Strategies, assessments, instructional resources, and behavioral support approaches may vary by grade level. (e.g., differences in instructional approaches/needs, classroom management, etc based on level – elementary aged students versus adolescents) How will these variations be taught?*

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

12. There is no reference to working with culturally and linguistically diverse students which is embedded in several of the CEC standards. *Please revise the Summer Institute and Learning Seminars to include standards that should address this concern.*
13. Terminology that was consistent with current LDE /national terminology relevant to students with disabilities was not consistently used in the proposal. For example, there are no “power GLEs”, “bad” is not an educational term for students with behavior/conduct disorders. “Teaching to abilities”, achievement levels, and interests” suggests students are taught at functioning level and may not have access to grade level content. *Please use terminology that is consistent with current LDE/national terminology relevant to students with disabilities.*
14. The Summer Institute schedule does not seem feasible for so many topics to be listed in any one morning or afternoon sessions and to be more than mentioned. *Please explain how these topics will be addressed in the Learning Team Seminars.*
15. Learning Team Seminars appear to be driven by needs of practitioners’ current teaching setting. *Please provide more structure regarding topics of these weekly/biweekly sessions that assure all topics covered in Summer Institute will be covered in more depth.*
16. Information about field experiences is not clear. *Please be specific about composition of students during summer field experiences; there must be a balance of students with and without disabilities.*
17. It is not clear how related services personnel are integrated into the program as teachers are prepared. *Please include use of related services personnel as essential partners in collaboration that maximize access to the curriculum and provide disability specific resources for all team members.*
18. A large number of faculty members are used for the summer institute, and it is not clear how candidates are attaining consistent information and addressing similar expectations across presenters. *Please relate how continuity of information is preserved when so many presenters are utilized. Include current teaching status; last date of employment/field of employment, etc.*

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

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

1. Participants are required to compile a portfolio that is used to assess proficiency in 10 goals. Interview response indicated that the artifacts and rubrics are based on what is required by the state. *In the resubmission expand on this to clearly indicate how the artifacts are selected. Please clarify minimum rating (i.e., no more than two areas of a rating of 1 – does this refer to a criterion or the mean score for the rubric?).*

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 General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5, 4- 8, & 6-12</i>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>All universities and private providers were required to submit proposals in accordance with the redesign guidelines. Sufficient information was not provided in the proposal. Forms 6 and 9 were not completed to show the courses, number of contact hours required for each segment and the progression of field experiences. Form 10 did not clearly show which courses/topics were aligned to the Louisiana Components of Effective Teaching. <i>Please review the redesign guidelines to develop the proposal and resubmit at the next submission cycle.</i></p>

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach	Elementary Grades 1-5 <i>Recommended for Approval with Stipulations</i>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The Student Handbook is very well developed, clear, structured, and useful. • The program has paid considerable attention to selecting clinical sites and mentors whose practice is consistent with the on-campus instruction. Such a match between theory and practice is essential to coherence in a program. • The redesign work has strengthened the collaborative relationships between general and special education as well as with the local schools. • The organization Families Helping Families and the candidates' involvement in their work provides excellent experience.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL
<ol style="list-style-type: none"> 1. The faculty stated during their phone interview that this program currently is a special education add-on to the elementary program. They explained that the narrative course descriptions submitted for their new integrated program are preliminary. At this point, the submitted narrative course descriptions do not sufficiently detail the assignments, and in some cases the content, that is needed in order to be confident that the program will be an integrated special education/elementary one. For example: EDCI 4710 and COMD 4382 are skeletons of what is needed in a solid description. EDCI 3XXX (student teaching) has not been aligned with the standards, and none of the descriptions detail the assignments clearly, thus it is hard to assess what candidates will actually perform. Additionally, several of the narrative course descriptions contain a preponderance of dated references with one or two texts that have recent dates and almost all the readings are traditional special education texts. References to many of the current initiatives in the field are missing such as culturally relevant practice, universal design and differentiation of instruction. <i>Please fully develop and update the narrative course descriptions for the program and resubmit. Please examine the guidelines for the redesign and submit all designated information for the narrative course descriptions. Faculty need to consider the major assignments in the required courses to ensure that candidates have broad and deep experiences aligned with the national standards.</i> 2. The philosophical perspective of this program is narrow and limits the program's potential for becoming a genuinely inclusive program that welcomes diverse students, families, and ideas. For example: <ul style="list-style-type: none"> ○ EDCI 4710 contains a statement about the limited knowledge base of co-teaching, citing a 2001 reference. Much has been published about this topic since 2001. In contrast, EDCI 3701, 3702, 3703, 4705 all contain very strong, positive statements about the empirical support for direct instruction and applied behavior analysis. While undoubtedly this philosophical approach is a strong one, there has been a great deal of criticism about its limitations. The opposition to this perspective should also be included.

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. (Cont'd.)	<ul style="list-style-type: none"> o EDCI 3703, The “recent” texts may be described as classics in the field (Carnine et al, 5th ed; Mercer and Mercer (2004) in their 7th edition). Without question, these are excellent texts but they are traditional special education texts. Candidates also need s broader exposure to current thinking so they will be prepared to teach in general classroom settings. <p><i>Please review the curriculum and incorporate readings and activities into the course narrative descriptions that provide candidates with a more balanced approach to current practice.</i></p>
3.	<p>Limited information was provided about the use of assistive technology. <i>When revising the narrative course descriptions, please place more of an emphasis on assistive technology and the technology options available to address the needs of students with disabilities.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

1.	Faculty should continue their collaborative work with the schools and families.
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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>Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5</i>	<i>Does Meet Certification Requirements</i>

LOUISIANA TECH UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach	a. Grades 1-5 <i>Recommended for Approval with Stipulations</i> b. Grades 6-12 (English) <i>Not Recommended for Approval</i>
2. Mater of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	a. Grades 1-5 <i>Not Recommended for Approval</i> b. Grades 6-12 (English) <i>Not Recommended for Approval</i>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The program redesign team reflected the “diversity of stakeholders involved in all aspects of special education,” as well as representation from general education and from relevant Arts/Sciences/Humanities departments for the 6-12 English program. The redesign team also included representation from local education agencies and personnel in teacher certification from the Louisiana State Department of Education. • Multiple recruitment strategies were provided, including a dual enrollment program with north Louisiana high schools which has its own director and liaison. • A multi-faceted screening process was described with admission criteria clearly delineated for both Baccalaureate and MAT Alternate Programs. • Field-based experiences are provided in ten designated partner school districts that were selected to insure that candidates gain knowledge and skills in a variety of diverse settings and are carefully matched to particular field-based components of courses. • The University Laboratory School provides an opportunity for candidates to observe research-based strategies and a large pool of National Board Certified teachers. • Multiple assessment measures at the candidate, program, and institutional program review levels are clearly explained with a summary of most recent findings and recommendations for improvement included. • In the Baccalaureate Degree - Grades 1-5 Program, content-specific pedagogy in all four content areas is included in relevant “materials and methods courses,” as well as specific practicum experiences in reading/language arts and mathematics.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. All Programs	<p>a. Page 5 indicates that the two “Grades 1-5 programs” are designed to prepare candidates to be licensed in grades 1-5 Mild/Moderate Special Education and the two Grades 6-12 programs to prepare candidates to be licensed in 6-12 Mild/Moderate Special Education. Program design guidelines indicate that new programs need to prepare candidates to be both general and special education teachers for the appropriate grade levels. This program submission is not designed to accomplish the goal of providing integrated to merged general-special education mild to moderate programs. However, the Baccalaureate Degree, Grades 1-5 Program does contain both content and field experiences consistent with an integrated to merged program as defined in the program guidelines. Thus, it is approved with the stipulations noted in this report, while the other programs are not approved.</p> <p>b. Program design guidelines indicate that the CEC Standards are to be addressed throughout the program. Program narrative course descriptions include an alignment to the LCET standards, but not to the CEC Standards. <i>Please provide a clear description of how your program courses and field experiences are aligned with the CEC Standards.</i></p> <p>c. On page 38 there is a description of support for program completers. <i>Please describe the mechanisms that are in place in order to provide the types of support listed and indicate how a determination is made that a candidate is in need of additional/remedial training in one or more areas.</i></p> <p>d. It appears that a number of Baccalaureate and MAT courses are cross-listed. <i>If so, please describe how they are differentiated for undergraduate and MAT candidates.</i></p> <p>e. More information is needed pertaining to the teaching of general and special education students enrolled in the same classes in field-based experiences. <i>Please provide evidence that classes are merged and teacher candidates are being prepared to teach general education classes having students with and without disabilities. Please be specific that field experience, including student teaching, will be at sites where co-planning and co-teaching are common practices.</i></p> <p>f. More information is needed in EDCI 484. <i>Please include use of related services personnel as essential partners in collaboration that maximize access to the curriculum and provide disability specific resources for all team members.</i></p>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. All Programs (Cont'd.)	<p>g. The narrative course description for EDUC 485 seems narrower than the measurable objectives, which include several highly aligned field-based assignments. <i>Please consider expanding the course description for this course to more fully reflect the breadth and depth of knowledge and skills that the course addresses.</i></p>
2. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Both Programs	<p>a. EDCI 400 Human Exceptionalities is a course that was previously approved by the Board of Regents and Board of Elementary and Secondary Education. It is assumed that several of the courses for which narrative course descriptions are provided build on the EDCI 400 foundation. <i>Please provide documentation that the basic laws and principles of special education, as well as a basic understanding of the nature and needs of students with exceptionalities are included in EDCI 400.</i></p> <p>b. EDCI 4161 Student Teaching is listed on Form 3 as already approved by the Board of Regents and the Board of Elementary and Secondary Education, so a narrative course description was not included in this program submission. <i>However, since this course now will require candidates to teach both students with and without disabilities, please submit a revised narrative course description.</i></p> <p>c. On Form 5 for the Baccalaureate Degree program: Grades 1-5, EDCI 485 is listed as “Assessment and Evaluation of Students with Disabilities.” On Form 5 for the Grades 6-12 program, EDCI 485 is listed as “Transitional and Vocational Procedures.” <i>Please clarify if both of these courses “Assessment and Evaluation of Students with Disabilities” and “Transitional and Vocational Procedures” are in both the grades 1-5 and grades 6-12 programs and then make any needed corrections to the forms. Please also clarify in which of the MAT Alternate Programs EDCI 485 is required.</i></p> <p>d. The course EDCI 473 Education Strategies and Methods for Teaching Students with Mild/Moderate Disabilities is designed for candidates in both the grades 1-5 and 6-12 programs. <i>For course objectives other than objectives 2, 6, and 7, please indicate how the course is differentiated to meet the specific needs of learners in different grade bands.</i></p>
3. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5	<p>a. As noted above, the “Overview of the Program” (p. 35) does not indicate that candidates will be prepared for both general and special education certifications. <i>For the Baccalaureate Degree: Grade 1-5 Program, please resubmit the course overview making the integrated to merged nature of the grades 1-5 program explicit.</i></p> <p>b. The narrative course description for EDUC 485 seems narrower than the measurable objectives, which include several highly aligned field-based assignments. <i>Please consider expanding the course description for this course to more fully reflect the breadth and depth of knowledge and skills that the course addresses.</i></p>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>4. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 6-12</p>	<p>a. The program is designed to prepare candidates to work with students with disabilities. <i>Please re-design all aspects of the program to ensure that candidates are prepared to teach English to students without disabilities.</i></p> <p>b. EDUC 485 is listed as “Transitional and Vocational Procedures on the Form 5 for the Grades 6-12 program and listed as “Assessment and Evaluation of Students with Disabilities for the grades 1-5 program. <i>Please recheck the course numbers and course names for the two programs to make sure that the correct information is listed.</i></p>
<p>5. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate; An Integrated to Merged Approach –Both Programs</p>	<p>a. Both programs require 42 credit hours, which is the maximum permitted. <i>As a result of the current focus in Louisiana on eliminating excessive hours in programs for degrees, please carefully examine the courses in the program to determine if more than 36 credit hours are essential. If they are essential, please provide a justification for requiring the additional hours.</i></p> <p>b. EDCI 530 Internship in Teaching is listed on Form 3 as already approved by the Board of Regents and the Board of Elementary and Secondary Education, so a narrative course description was not included in this program submission. <i>However, since this course now will require candidates to teach both students with and without disabilities, please submit a revised narrative course description.</i></p>
<p>6. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5</p>	<p>a. The program is designed to prepare candidates to work with students with disabilities. It also needs to prepare candidates to provide instruction in all content areas to students without disabilities. Although the current program submission includes content-specific pedagogy classes in reading/language arts and mathematics, it does not include content-specific pedagogy classes in science and social studies. <i>Please re-design relevant aspects of the program to ensure that candidates are prepared to provide instruction in all content areas to students without disabilities.</i></p> <p>b. On Form 7, EDCI 473 Education Strategies and Methods for Teaching Students with Mild/Moderate Disabilities is not listed as a requirement for this program. <i>Please provide documentation regarding how the knowledge and skills included in this course are otherwise addressed in the program.</i></p>
<p>7. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 6-12 – English</p>	<p>a. The program is designed to prepare candidates to work with students with disabilities. <i>Please re-design all aspects of the program to ensure that candidates are prepared to teach English to students without disabilities.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
a.	Page 76 includes a description of a PRAXIS Action Plan. In the future, please consider providing additional details about this process.

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	
1. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements</i>
2. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach Secondary - Grades 6-12 (English)	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>Universities were required to develop 6-12 programs that would align with the guidelines to prepare candidates to teach general education and mild to moderate special education students. Candidates enrolled in this program will be pursuing dual certification in a secondary core area and Mild/Moderate 6-12. <i>Please review Board of Regents redesign guidelines and resubmit proposal to align with certification structure in Bulletin 746: Louisiana Standards for State Certification of School Personnel, Baccalaureate Degree in General-Special Education Mild/Moderate.</i></p>
3. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>Universities were required to develop 1-5 programs that would align with the guidelines to prepare candidates to teach general education and mild to moderate special education students. Candidates enrolled in this program will be pursuing dual certification in Elementary Grades 1-5 and Mild/Moderate 1-5. <i>Please review Board of Regents redesign guidelines and resubmit proposal to align with certification structure in Bulletin 746: Louisiana Standards for State Certification of School Personnel, §235 The Master's Degree Program Alternate Path to Certification.</i></p>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>4. Master of Arts in Teaching Alternate Program General- Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>Universities were required to develop 6-12 programs that would align with the guidelines to prepare candidates to teach general education and mild to moderate special education students. Candidates enrolled in this program will be pursuing dual certification in a secondary core area and Mild/Moderate 6-12. <i>Please review Board of Regents redesign guidelines and resubmit proposal to align with certification structure in Bulletin 746: Louisiana Standards for State Certification of School Personnel, §235 The Master's Degree Program Alternate Path to Certification.</i></p>

MCNEESE STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5 <i>Not Recommended for Approval</i></p> <p>b. Grades 4-8 <i>Not Recommended for Approval</i></p> <p>c. Grades 6-12 <i>Not Recommended for Approval</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The program is aligned with standards (CEC, LCET). • The program redesign included a wide range of stakeholders (e.g., faculty from all levels, instructional coaches, regional area educators in planning program redesign, etc.). • The specific assessments are situated at strategic points and serve as gatekeepers to ensure participants have the necessary knowledge and skills to proceed in the program. • The program requires participants in all levels to complete a specific course (SPED 545) on prevocational, vocational, and transitional services for students with disabilities. • The program provides extensive opportunities for participants to take part in field experiences. • The program provides support for participants of the program who are currently in-stream or who have graduated through the Teacher Warranty program. Supports include site visits, technical assistance, and the opportunity to audit a course. • Interventions, prescriptive lessons, and technology was supported in the coursework • Excellent utilization of Making Connections.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1.	The redesign guidelines required programs to prepare graduates to be certified in both general education and special education. The program only addresses special education. <i>Please resubmit the proposal so that it meets the required expectations.</i>
2.	All specified courses overlap levels. There is insufficient information to determine how content is differentiated based on level (i.e., grades 1-5, 4-8, 6-12). <i>Revise so there is a clear indication of how content has been differentiated during course sessions based on level beyond the participants' major. Strategies, assessments, instructional resources, behavioral support approaches may vary by grade level. (e.g., differences in instructional approaches/needs, classroom management, etc based on level – elementary aged students versus adolescents) How will these variations be taught?</i>
3.	Participants are required to compile a portfolio demonstrating successful completion of performance based assessments. There is no information regarding how these assessments are evaluated (e.g., specific rubric) or what constitutes successful completion. <i>Please revise the Assessment System and Program Evaluation sections so that portfolio assignments are listed as well as how they are scored and what constitutes successful completion of the tasks.</i>
4.	Participants must pass a comprehensive exam at the end of their program in order to successfully complete the program. Additional information on the exam is needed including what is the required minimum score. <i>Please provide specifics on the exam and the required minimum score for passing.</i>
5.	Participants are provided instruction on assessing and teaching students with disabilities. It is unclear where participants gain an understanding of the foundations of special education (e.g., legislation, litigation, etc.). <i>Please specify how and where this content is being provided within the program of study.</i>
6.	SPED 603 has an objective where students will develop an IEP. It is not clear where participants learn about the IEP process, procedural safeguards, etc. <i>Please indicate where this is addressed (connects to previous item regarding foundations of special education).</i>
7.	SPED 602 is listed as Assessment and Evaluation on Form 7 and as Assessment Practicum with Exceptional Students. It is not clear to what extent participants will learn about Response to Intervention, progress monitoring, state-wide/district assessments, or alternate assessments. <i>Please address discrepancy in titles and describe in greater detail how participants will gain understanding of RTI, progress monitoring, state-wide/district assessments, and alternate assessments.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	In addition to elementary, middle and high school settings, sites for field experiences also may include homes, work training areas and adult community service programs. Additional information is needed on who will provide supervision for some of the settings. <i>Please provide information about other types of settings, and provide specifics on the qualifications of individuals who would serve as supervising teachers in these settings.</i>
2.	Courses should reflect content-specific pedagogy instruction in content areas across all levels.
3.	The program provides a Teacher Warranty that uses various strategies to support program completers. Applicant may want to delineate how these supports may be accessed (e.g., auditing a course).

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
(Cont'd.)	
4.	SPED 545 objective 6 is assessed by “incorporating sensitivity to the multicultural issues in all projects completed.” Revise for clarity (e.g., what does incorporating sensitivity mean?).
5.	SPED 573 focuses on Functional Behavior Assessments. Expansion to include effective classroom management as a tier one intervention is warranted.
6.	Review submission to ensure consistency in course names, etc.
7.	Clarify mentor criteria on page 44 which reads “A minimum of five years of special childhood experience.” Should this read “experience in special education?”
8.	Provide a more detailed description of what is included in the seminar provided to mentors.

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>1. Master of Arts in Teaching Degree Program in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5, 4-8 and 6-12</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>The proposed programs did not align with the structure of the General-Special Education Mild/Moderate: Integrated to Merged Approach Program. <i>Please review the Board of Regents redesign guidelines and resubmit proposal to align with the certification structure in Bulletin 746: Louisiana Standards for State Certification of School Personnel, §235 The Master’s Degree Alternate Program Path to Certification. (found at www.teachlouisiana.net)</i></p>

NICHOLLS STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5 <i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 <i>Recommended for Approval with Stipulations</i></p> <p>c. Grades 6-12 (Mathematics, Science, Social Studies, and English) <i>Recommended for Approval with Stipulations</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • Candidates are placed in inclusive classrooms. Since the surrounding school systems in which teacher candidates are sent for observation and practicum experiences have few pull-out classes the candidates have the opportunity to see in action inclusive practices. • Faculty are co-teaching and modeling collaborative practice. • A Demonstration Room has been created to which elementary classrooms from the Lafourche Parish School System are transported, with their teacher, for a week at a time. The room is equipped with a one-way mirror and sound system. Faculty, teacher candidates and parents observe unobtrusively while faculty and teacher candidates teach demonstration lessons. Faculty, teacher candidates and the classroom teacher plan collaboratively for the week.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Many of the courses (numbers, titles, descriptions) in the MAT are the same for all levels/grade bands – 1-5, 4-8, and 6-12. There is little differentiation within the narrative course descriptions pertaining to how teachers will be prepared for the different grade bands. Differentiation was not provided for texts, resources, activities, etc. Candidates within the programs are expected to engage in different activities based on the grade levels they are interested in teaching. It is critical that narrative course descriptions show that completers of programs leave with sufficient depth of knowledge at the different grade levels. Further, each of the courses proposed must cover content grade levels. <i>Please provide clear differentiation for the various grade bands in all of the narrative course descriptions that were submitted for the MAT degree. Strategies, assessments, instructional resources, behavioral support approaches may vary by grade level. How will these variations be taught?</i></p>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>(Cont'd.)</p> <p>b. Program of study - On Form 7, under the Electives heading, EDCI 547 is listed. In the middle and secondary programs EDCI 587, 588, 589, and 590 are also listed as electives. Program faculty report that these are required courses. <i>Program faculty need to correct the forms and clarify the program of study.</i></p> <p>c. More information is needed regarding clinical settings for secondary sites. It is not clear how internships will change in the new program, especially for secondary candidates. The program report indicates that candidates who are currently employed by local school systems complete field experiences within their own classrooms and within other classrooms at their respective schools. For elementary candidates, the Demonstration Room provides additional exposure to a variety of teaching approaches and good models. It is not clear how the program ensures that middle and secondary candidates are exposed to a variety of teaching approaches and good models outside their own classrooms. <i>Clinical experiences for middle and secondary sites need to be clarified and more fully developed.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
<p>1. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5, 4-8, and 6-12.</p>	<p>a. Form 2 indicates programs are merged. In other forms, the program is described as an integrated to merged program. The program faculty need to be consistent. Faculty report they have no history of compartmentalization; thus, a good many things are done together. For example, both general and special education faculty review portfolios across the special education and general education students. Further, they want their candidates to function in many settings. They feel like they have a collaborative environment.</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	
<p>1. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach Elementary Grades 1-5</p>	<p><i>Does Meet Certification Requirements</i></p>
<p>2. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8</p>	<p><i>Does Meet Certification Requirements</i></p>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
3. Master of Arts in Teaching Alternate Program General- Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>On Forms 6, 9a and 10a the specific science areas for Grades 6-12 are not identified. <i>Please identify the specific science areas (e.g., General Science, Biology, Chemistry, etc.) on these forms.</i></p>

NORTHWESTERN STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<p>1. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>a. Grades 1-5 <i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 (Mathematics, Science, Social Studies, & English) <i>Recommended for Approval with Stipulations</i></p> <p>c. Grades 6-12 (Mathematics, Science, Social Studies, & English) <i>Recommended for Approval with Stipulations</i></p>
<p>2. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>a. Grades 1-5 <i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 (Mathematics, Science, Social Studies, & English) <i>Recommended for Approval with Stipulations</i></p> <p>c. Grades 6-12 (Mathematics, Science, Social Studies, & English) <i>Recommended for Approval with Stipulations</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The faculty and administration seems committed to the importance of preparing their candidates to work with the diversity of learners in today’s classrooms. • The faculty in general and special education plan to co-teach courses.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach (Grades 1-5, 4-8, and 6-12) and Master of Arts in Teaching (Grades 1-5, 4-8, and 6-12)</p>	<p>a. All of the courses (numbers, titles, descriptions) in the Master of Arts in Teaching and all of the courses in the Practitioner Teacher Program have been created for all levels/grade bands – 1-5, 4-8, and 6-12. Within most of the courses, there is little differentiation within the narrative course descriptions pertaining to how teachers will be prepared for the different grade bands. Differentiation was not provided for texts, resources, activities, content pedagogy, etc. Differentiation was discussed during the interview, and it was noted that candidates within the programs are expected to engage in different activities based on the grade levels they are interested in teaching. However, the narrative course descriptions do not fully reflect what was discussed verbally. It is critical that narrative course descriptions show that completers of programs leave with sufficient depth of knowledge at the different grade levels. Further, each of the courses proposed must cover content grade levels. <i>Please provide clear differentiation for the various grade bands in all of the narrative course descriptions that were submitted for the MAT degree and for all courses submitted for the Practitioner Teacher Program. Strategies, assessments, instructional resources, behavioral support approaches may vary by grade level. How will these variations be taught?</i></p> <p>b. Numerous field experiences were outlined in the proposal and it seemed clear that the university has partnerships with many parishes. However, it was unclear how the program will assure that students will have experiences in school sites representative of inclusive practices, and also of various service deliveries in special education. <i>In a future proposal, the university needs to provide information about how they will align their program components with inclusive school practices. Further, this information needs to include their criteria for selecting inclusive sites and how they will work with school partners to identify them.</i></p> <p>c. There was little reference to current educational trends such as tiered instruction (Response to Intervention), culturally relevant pedagogy, and universal design for learning (UDL) in courses. <i>Please provide more specific information in a future proposal.</i></p> <p>d. The secondary program was mostly geared to SIM strategies (University of Kansas Model). The Louisiana Department of Education supports this model and it was “one” of the SIP strategies in the past; however, the new teachers need to be exposed to additional models/methodology. <i>Please provide information about additional models being used to prepare the teachers at the middle and secondary level and indicate how the grades 1-5 teachers will be fully prepared to address the five basic components of reading plus writing.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

<p>1. Provide more information about summer internship opportunities for students.</p>
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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	
1. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements</i>
2. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8 (Math, Science, Social Studies & English)	<i>Does Meet Certification Requirements.</i>
3. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (Math, Science, Social Studies & English)	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>On Forms 6, 9a and 10a the specific science areas for Grades 6-12 are not identified. <i>Please identify the specific science areas (e.g., Biology, Chemistry, etc.) on these Forms.</i></p>
4. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements</i>
5. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 4-8 (Math., Science, Social Studies & English)	<i>Does Meet Certification Requirements</i>
6. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 6-12 (Mathematics, Science, Social Studies, & English)	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>On Forms 7, 9 and 10, the specific science areas for Grades 6-12 are not identified. <i>Please identify the specific science areas on these forms.</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 (English, Mathematics, Science, and Social Studies)</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • Southeastern Teacher Warranty is a clever way to stay involved with graduates through the induction phase of teaching as well as a partner with school districts. • Faculty are co-teaching some courses and providing candidates with models of instruction. • The program faculty have worked extensively with stakeholders to get feedback about the program and their redesign is based on this feedback. • There is a structured, coherent system of selecting and preparing field mentors and supervisors. • In spite of a tightly structured curriculum, a course on Developing Family and Professional Partnerships is included. This is important information, often treated rather superficially at the undergraduate level. • Throughout the syllabi that were submitted are current topics and materials – RTI, Universal Design, differentiation, the Iris modules, etc.

C. PROGRAM STIPULATION

STIPULATION THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL
<p>Although the program description states that CEC and INTASC standards were used in developing the programs, the proposal fails to explicitly show an alignment between CEC standards and course/experience offerings. <i>Please show this alignment via matrices/charts, narrative course descriptions, and descriptions of field experiences. Evaluators recommend that the CEC Common Core and Individualized General Curriculum standards be used.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	Program faculty report that candidates are taught to work with diverse students in EDUC 203 and then the content is infused in a number of courses. The course narrative description for 203 was not included in these materials, but it is a two-hour course on Foundations of Education. It appears that there is minimal emphasis on candidates acquiring knowledge and skills to be culturally competent. There is emerging consensus regarding the content that all teacher candidates should have about diversity. Faculty should carefully review the program to identify areas where more content about diversity may be infused.
2.	Program faculty report that the Coordinator of Field Experiences tracks all candidates' placements to ensure they have experience in different settings. They also report that different schools are associated with various courses, thus in one semester candidates may have field experiences in two or more schools. Further, they describe a 9-hour block in which candidates spend two weeks in a practicum and then change and have another two-week practicum. On Form 9 student teaching is described as 90 hours taking place in special education settings and 90 hours taking place in general education settings. In reviewing Form 9 and considering the above, candidates appear to have numerous short-term experiences and engage in considerable observation. This structure may not provide the in-depth clinical experiences needed for learning about and understanding children. In reviewing their program, faculty should carefully consider the extent to which candidates have the opportunity to work in-depth with students over time.

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	
1. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach Elementary Grades 1-5	<i>Does Meet Certification Requirements</i>
2. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8 (English, Math, Science & Social Studies)	<i>Does Meet Certification Requirements</i>

SOUTHERN UNIVERSITY AND A&M COLLEGE

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach	a. Grades 1-5 <i>Recommended for Approval with Stipulations</i> b. Grades 4-8 (Mathematics and Science) <i>Recommended for Approval with Stipulations</i>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The program is aligned with standards (CEC, LCET, etc.). • The program redesign included a wide range of stakeholders including faculty from the College of Education (COEDU) and the College of Arts and Sciences (CAS) along with district personnel. • The program has an online recruitment network that links high schools with faculty from the COEDU to identify high schools students interested in becoming a teacher. • Specific assessments are situated at strategic points and serve as gatekeepers to ensure participants have the necessary knowledge and skills to proceed in the program. • The program requires participants in all levels to complete a specific course (SPED545) on prevocational, vocational, and transitional services for students with disabilities providing participants at each level an understanding of the transitional needs at each level. • The program provides extensive opportunities for participants to take part in field experiences. • The program provides support for participants of the program who are currently in-stream or who have graduated through the Teacher Warranty program. Supports include site visits, technical assistance, and the opportunity to audit a course. • There is clear evidence of working with families. • Emphasis is placed on planning for instruction.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1. There are several areas within the document which may be typographical errors. For example, the internship for elementary education should read CRIN 443 not CRIN 445 (pg. 12). Also, several course descriptions overlap both levels but have verbiage specific to middle/high school students (see page 29 item 5, page 30 item 8, and page 33 item 4 as examples). *Please thoroughly review the document and identify changes that are needed in the document to ensure accuracy.*
2. Participants are required to “achieve acceptable rating on Candidate Disposition Scale” and “demonstrate appropriate knowledge of the College of Education’s Conceptual Framework”. It is unclear by what criteria these are judged. *Please indicate what constitutes an acceptable rating and appropriate knowledge and how these are assessed.*
3. All specified SPED courses overlap levels. There is insufficient information to determine how content is differentiated based on level (i.e., grades 1-5, 4-8). *Please revise the narrative course descriptions so there is a clear indication of how content has been differentiated during course sessions based on level beyond the participants’ major. Strategies, assessments, instructional resources, behavioral support approaches may vary by grade level. (e.g., differences in instructional approaches/needs, classroom management, etc based on level – elementary aged students versus adolescents) How will these variations be taught?*
4. SPED 301 does not list a field component in section B yet course objective 7 refers to a field observation. *Please clarify whether this course contains a field component and what that would entail.*
5. The evidence base listed for SPED 306 – Understanding and Interpreting Assessment Data for Instructional Planning needs to be expanded. The focus seems to be on data for IEP development and planning. It is not clear to what extent participants will learn about Response to Intervention, progress monitoring, state-wide/district assessments, or alternate assessments (beyond the one objective listed in SPED 301). *Please provide expanded empirical base and describe in greater detail how participants will gain understanding of RTI, progress monitoring, state-wide/district assessments, and alternate assessments.*
6. The evidence base listed for SPED 405 – Teaching Core Content to Students with Special Needs in Elementary and Middle School Inclusive Classrooms needs expansion. The use of Marzano’s text is questionable as the text does not specifically address students with disabilities. There is no mention of specific evidence-based or research supported practices. *Please provide expanded empirical base. Justify the use of Marzano’s text or identify a text that has a stronger focus on students with disabilities.*
7. The evidence base listed for SPED 406 – Reading in the Content Areas for Elementary and Middle School Students with Mild/Moderate Disabilities needs expansion. Differentiation in addressing the reading challenges across levels (elementary aged students versus adolescents) is not clearly evident. *Please provided expanded empirical base and describe how differentiation of reading instruction will be provided.*
8. There is need for some expansion on the embedded field experiences within several courses. Several courses list an hour requirement for the field experience but there is no specific information on what is to be accomplished. Further, some courses do not indicate a field component but when reading the course description there seems to be assignments that are done in the field (e.g., SPED 408 – use FBA assessments to develop a positive behavior support plan for a student). *Please denote what is to be accomplished during the field experience for all courses that require field-based experiences.*

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

9. Participants have opportunities to earn field experience hours in non-traditional settings (e.g., LIGO, College of Education Student Ambassadors) but it is unclear who is responsible for supervision and his/her credentials. *Please clarify who is responsible for supervision and his/her credentials.*
10. There is no course description provided for student teaching. Submission indicates this course (CRIN 445) was previously approved as part of the general education program submissions. It is unclear how student teaching has been revised to ensure opportunities to demonstrate mastery of teaching students with and without disabilities. *Provide a course description that articulates how the student teaching experience is structured so that participants are able to demonstrate mastery as required.*
11. There is little reference to working with culturally and linguistically diverse students beyond a reference to field experiences in diverse settings. *Please indicate where this content is provided within the program.*
12. A portfolio assessment system has been implemented. It is unclear if the performance based assessments listed on pages 13 and 18 comprise the documents that are part of the portfolio system since it indicates, "As the unit moves its assessment system into LiveText, it will ensure that assessments are developed around the principles of "No Child Left Behind." There are several measures listed under program evaluation that are required by participants. It is unclear how or if these connect to the portfolio. *Revise the Assessment System and Program Evaluation sections so that portfolio assignments are listed as well as how they are scored and what constitutes successful completion of the tasks.*
13. There is a reference under Institution Level Evaluation of Programs indicating one measure used for tracking first year performance of graduates to be "acceptable impact on student learning gains." *Please indicate what this means and how you gather these data.*
15. Special Education Courses, page 5, need further clarification. *Please clarify if these courses have been previously approved by BoR and BESE during previous teacher preparation program evaluations. They currently do not have asterisks.*
16. The preparation process (p.44) outlines the field experience mentor and mentoring booklet. *Please clarify if mentors are co-teaching and if the mentoring booklet outlines best practice for co-planning and co-teaching.*
17. Additional information is needed pertaining to related services. *Please include use of related services personnel as essential partners in collaboration that maximize access to the curriculum and provide disability specific resources for all team members.*
18. "RTI is the foundation of Special Education" was quoted during the interview. *Please ensure that RTI language is dispersed throughout all coursework and reflects Response to Intervention as a foundation of general education utilizing strategic and intensive interventions. RTI is not a special education initiative but rather data driven tiered interventions where movement between tiers is fluid within the general education setting.*
19. Additional information is needed for CBM and progress monitoring. *Please elaborate and strengthen these components as integral components of good instruction and RTI.*

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	The document needs to be thoroughly proofed.
2.	Participants are able to take part in student teaching with no more than 6 hours remaining during the teaching experience. In light of the intensity of student teaching, having to take 6 hours of coursework in addition to student teaching seems challenging. In addition, applicants may want to stipulate which courses may be taken during student teaching (e.g., it would be prudent for participants to have completed all reading courses prior to student teaching).
3.	Review course field requirements and stipulate hours to ensure sufficient time is allotted for the assignment expectations.
4.	Several of the references cited in the empirical base for courses seem dated. There are of course seminal works that should be included, a review to ensure inclusion of the current empirical base would strengthen the courses.

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.

<p>1. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ul style="list-style-type: none"> a. On Form 2, it is not indicated with an “X” where the grades 1-5 program falls on a continuum. <i>Please review the redesign guidelines on page 5 to assist with revising information on Form 2.</i> b. The certification policy requires candidates to complete 15 credit hours under Knowledge of the Learner. The proposed program only list 12 credit hours. <i>Please add a 3 hour course to meet this requirement.</i> c. The proposed program has 16 credit hours under flexible hours; the policy only recommends three credit hours. <i>Please re-examine the flexible hours to determine if the total numbers of hours are needed. If so, please provide a justification for requiring candidates to complete an additional 13 credit hours.</i>
<p>2. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8 (Mathematics & Science)</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ul style="list-style-type: none"> a. On Form 2 it is not indicated with an “X” where the 4-8 programs falls on a continuum. <i>Please review the redesign guidelines on page 5 to assist with revising information on Form 2.</i>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

<p>2. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8 (Mathematics & Science) (Cont'd.)</p>	<p><i>In order to meet certification requirements, the following must be Addressed (Cont'd.):</i></p> <p>b. It appears that Form 4 lists the courses that candidates are required to take in <u>two</u> middle school content focus areas: math and science. In the General-Special Education Mild/Moderate program policy, candidates are required to complete <u>one</u> middle school content area. For example, upon successful completion of the program, the candidate will be eligible for dual teacher licensure in Middle Grades 4-8 Math and Mild/Moderate Grades 4-8. <i>Please resubmit the proposal to include separate forms for each content focus area.</i></p> <p>c. A note on page 8 indicates that “The university’s approved official plan requires 9 credit hours of Teaching Methodology and Strategies in the methodology and teaching section.” & “The university’s approved official plan requires 19 or more credits of flexible hours.” <i>Please provide clarity regarding these statements.</i></p>
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THE NEW TEACHER PROJECT

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
2. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5 <i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 <i>Recommended for Approval with Stipulations</i></p> <p>a. Grades 6-12 (English, Math, Biology, Chemistry, Physics, General Science, Social Studies, Spanish and French) <i>Recommended for Approval with Stipulations</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • A wide variety of recruitment strategies have been provided that yield “large and competitive applicant pools” and are tailored to meet individual district needs. • Direct linkage exists between school-based experiences and coursework in both the Teaching for Student Achievement (TfSA) and Teach for Results (TfR) components of The New Teacher Project. • Experience-based, content-centered seminars serve as the vehicle through which Teaching for Results (TfR) content is provided. • TfSA curriculum instructors and TfR content seminar leaders are “experienced, highly effective” classroom teachers, selected using a competitive process that is based on numerous criteria related to effective teaching. • The description of instructor training details how their preparation to serve as New Teacher Project faculty is aligned with the program’s courses and performance expectations. • The description of the instructor evaluation system details criteria on which instructors are assessed. • Program evaluation includes a three stage curriculum review process and candidate surveys which address multiple aspects of their preparation. • Sufficient infrastructure exists to support the design and development of multiple programmatic evaluation measures. • Institutional level evaluation has been provided which includes multiple candidate, employer, and instructor measures, as well as feedback from candidates’ Performance Assessment System “PAS” portfolios.

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none">• An explicit goal of “eliminating the achievement gap” exists and the establishment of three initial measures to measure progress in reaching that goal.• Support of program completers encourages continuation of professional growth through face-to-face and electronic methods.• Technology integration in planning and delivery of instruction is evident.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL
<ol style="list-style-type: none">1. The program is designed around three major components (i.e., Teaching for Student Achievement, Teaching for Results, and Teaching for Results Prescriptive Plan) for teacher candidates being prepared to teach grades 1-5, 4-8, and 6-12. There is little differentiation within the narrative descriptions pertaining to how teachers will be prepared for the different grade bands. Differentiation was not provided for texts, resources, activities, etc. Candidates within the programs are expected to engage in different activities based on the grade levels they are interested in teaching. It is critical that completers of programs leave with sufficient depth of knowledge at the different grade levels. <i>Please provide clear differentiation for the various grade bands in all of the narrative descriptions that were submitted for the Practitioner Teacher Program. Strategies, assessments, instructional resources, behavioral support approaches may vary by grade level. How will these variations be taught?</i>2. The program design guidelines indicate an emphasis on foundations of reading is to be included in the initial “summer or fall preparation.” The only reference to providing such a foundation in reading instruction during the TfSA course is on page 19: “What does good literacy instruction look like?” <i>Please elaborate on how this course will provide a solid foundation in reading.</i>3. Program design guidelines indicate that the CEC Standards are to be addressed throughout the program. CEC Standards are not listed as one of the sets of professional standards reviewed by the design team (see page 13). <i>Please provide a detailed description of how your program courses, seminars, and field experiences are aligned with the CEC Standards.</i>4. Page 22 provides a “Selected Research Base” for both TfSA and TfR that addresses meeting the needs of all learners. However, to further support the development of depth of knowledge in the field of special education, <i>please add to your listing relevant empirical research studies/articles from the special education knowledge base.</i>5. Pages 15-16 provide a list of “examples of selection criteria.” <i>Please include a list of common required selection criteria across programs from which candidates are selected (Louisiana Teaching Fellows, teachNOLA, Teach for America, and Teach Baton Rouge.)</i>6. Although page 16 lists a wide range of supports for program completers, it also indicates that the supports vary by program partners and “may include the following.” <i>Please specify which supports are ensured across programs or within each program.</i>7. Page 18 of the report indicates that Teach for America candidates use the “Teaching for Leadership curriculum that follows a similar model to TfSA.” <i>Please describe how you will ensure that the content and performance expectations of that summer curriculum are aligned with the TfSA expectations and both programs are fully addressing the needs of teachers who will be teaching regular and special education students.</i>8. The use of language that emphasizes the need to teach ALL students and to close the achievement gap is consistently used through the submission. However, less explicit is some of the language typically used to talk about special education’s role in providing needed supports to students, e.g., universal design for learning, assistive technology, response to intervention, etc. <i>Please identify how this will be integrated into the curriculum.</i>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
9.	On page 23, you provide a general reference to course instructors. Program design guidelines require the names of faculty to be specified. <i>Please include a list of course instructors and explain what qualifications are required to be “experienced and highly effective teachers.”</i>
10.	A list of 10 critical competencies for the TfSA course and an overview of the goals of the TfR course are included in the narrative course descriptions. A list of six work projects for TfSA and five summative assessments for TfR are also included in that same section and on Form 9. Program design guidelines indicate that “there should be a very clear alignment between the objectives, assessments, and site-based performance activities.” <i>Please consider making that alignment more explicit.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	None.

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	
1. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements.</i>
2. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8	<i>Does Not Meet Certification Requirements.</i> <i>In order to meet certification requirements, the following must be addressed:</i> On Forms 9 and 10, the list of certification areas for grades 4-8 included Biology, Chemistry, Physics, General Science, Spanish and French. These are all secondary teaching areas. <i>Please revise Forms 9 and 10 with the certification areas aligned with grades 4-8.</i> Form 6 does not show grades 4-8. <i>Please add grades 4-8 to Form 6.</i>
3. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (English, Math, Biology, Chemistry, Physics, General Science, Social Studies, Spanish and French)	<i>Does Meet Certification Requirements.</i>

UNIVERSITY OF LOUISIANA AT LAFAYETTE

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

<i>TYPE(S) OF PROGRAM(S)</i>	<i>RECOMMENDATIONS</i>
3. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 6-12 (English, Mathematics, General Science, Biology, Chemistry, Physics, and Social Studies)</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The original team that attended the state supported institutes continued to work together in the development of the new MAT programs. As members changed, new team members were added; however, a core of faculty and PK-12 persons were reported as being involved consistently throughout program development. • Courses making up the curriculum include up-to-date information (e.g., RTI) and in some cases, there appear to be clear links between special education content and the general education curriculum (e.g., SPED 535). • Faculty from both general and special education appear to have worked together in the development of courses for the program. The program group reports that general and special education faculty plan to co-teach courses.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL
<ol style="list-style-type: none"> 1. Although faculty reported to evaluators in the interview that the CEC core standards were used in developing the MAT programs, the proposal fails to explicitly show an alignment between CEC standards and course/experience offerings. <i>Please provide matrices/charts, narrative course descriptions, and descriptions of field experiences that show the alignment to the CEC standards. Evaluators recommend that the CEC Common Core and Individualized General Curriculum standards be used.</i> 2. The program faculty needs to make key current trends (i.e., UDL and culturally relevant pedagogy) more prominent in course descriptions and syllabi. <i>Please reexamine SPED 540 and identify how it could be strengthened.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1.	A number of the courses in the program have titles that convey that the content of the course is restricted to special education when, in fact, the course content does not show this restriction and, in some cases, should not (e.g., Assessment and Evaluation for Elementary Students with Mild/Moderate Disabilities; Intervention in Math for Students with Disabilities). Because this is an integrated program and needs to focus on both general and special education, course titles should convey the actual intent of the course. Review course titles and content and consider making title changes (and any corresponding content changes) that reflect the intention of each course, and the fact that the program prepares candidates for dual certification.
2.	The evaluators encourage program faculty to carefully articulate their philosophical perspectives relating to inclusive practices so that their collective philosophy is prominent in materials and presentations about the program.
3.	Field experiences that represent inclusive practices seem to be available in a few sites, but program faculty need to work in partnership with schools to expand the availability of these sites, as well as the identification of practices they expect to see in the classrooms at these sites.
5.	The program faculty needs to continue their efforts to include approaches to examine the impact of their candidates on PK-12 student performance.
6.	The evaluators recommend that the program develop more formal plans for supporting program completers.

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	
1. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements</i>
2. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (English, Mathematics, General Science, Biology, Chemistry, Physics, and Social Studies)	<i>Does Meet Certification Requirements</i>

UNIVERSITY OF LOUISIANA AT MONROE

A. Program Recommendations

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach	a. Grades 1-5 <i>Recommended for Approval with Stipulations</i> b. Grades 6-12 (Biology, Chemistry, English, Mathematics, and Social Studies) <i>Recommended for Approval with Stipulations</i>
2. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	a. Grades 1-5 <i>Recommended for Approval with Stipulations</i> b. Grades 6-12 <i>Recommended for Approval with Stipulations</i>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • Collaboration with PK-12 schools and with faculty, including faculty in the Arts & Sciences, appears strong. • The faculty and partners seemed comfortable in articulating a contemporary philosophy about inclusive practices, to include modeling practices such as co-teaching themselves. • Admission requirements give excellent attention to depth of content knowledge in the subject matter that candidates will teach. • Pairing candidates in field experiences is an approach that should show excellent results.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5 and Grades 6-12	a. For the Baccalaureate Degree Programs (both grades 1-5 and 6-12), program faculty need to make current trends and issues (e.g., RTI, culturally relevant pedagogy) more prominent in course descriptions and course objectives/assessments. Please reexamine SPED 310, 415, 420, and 425 and determine how they can be strengthened.
Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5	a. KINS 442 is counted in the courses that make up the Special Education Focus Area for the Baccalaureate Degree Program for grades 1-5. The course description does not mention special education or adaptive considerations for students who have disabilities. <i>Please reexamine KINS 442. This course needs to be reconsidered and removed from the special education focus area as currently written. If the course is continued as a component of the program, the content should be updated, with some emphasis on adaptive physical education.</i>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<ol style="list-style-type: none"> 1. For the Baccalaureate Degree Programs, continue to work on curricular coherence to assure that all courses, including those offered early in the program (e.g., CURR 285 and 201) connect and build upon one another. 2. For all programs, continue to develop sites that represent exemplary inclusive practices. Faculty seem confident that several schools (4 were mentioned) where they place candidates represent good models of inclusive practice. 3. For the MAT programs, SPED 502 is offered in both. The title for this course, Diagnostic/Prescriptive Teaching, connotes a medical model of practice for special education and is not reflective of current trends relating to inclusive practices. The evaluators strongly recommend changing the course title to better align with the redesigned program goals and with the course content itself.

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	
1. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach Elementary - Grades 1-5	<i>Does Meet Certification Requirements</i>
2. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (Biology, Chemistry, English, Mathematics & Social Studies)	<i>Does Meet Certification Requirements</i>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>3. Master of Arts in Teaching Degree Program in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>The certification policy requires 9 credit hours of reading at the Elementary Grades 1-5 level. There are 6 credit hours in the proposed program. <i>Please respond to how the required reading hours will be met.</i></p>
<p>4. Master of Arts in Teaching Degree Program in General-Special Education Mild/Moderate: An Integrated to Merged Approach Secondary Grade 6-12</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>On Form 7 the specific content area (e.g., Mathematics, English, etc.) is not listed. <i>Please identify the secondary grades content areas on Form 7.</i></p>

UNIVERSITY OF NEW ORLEANS

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p>
2. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 (Math and Science)</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p> <p>c. Grades 6-12 (Mathematics, Biology, Chemistry, Earth Science, Physics & General Science)</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p>
3. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 (English, Math, Science, & Social Studies)</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p> <p>c. Grades 6-12 English, Mathematics, Biology, Chemistry, Earth Science, Physics & General Science)</p> <p style="text-align: center;"><i>Recommended for Approval with Stipulations</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The program has a history of collaboration with the district which was expanded with the program redesign to ensure inclusion of stakeholders that reflected diversity in race, gender, ethnic, age, background, etc. A thorough discussion of activities and monitoring of collaboration efforts is provided. • Mentor teacher credentials are clearly articulated and site visits are conducted to determine congruence of site and mentor with the intent of the program. • The program requires participants in the Baccalaureate and MAT programs to complete a specific course (EDSP 3640) on prevocational, vocational, and transitional services for students with disabilities.

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • The program makes use of technology to provide support to participants. • The grades 1-5 Baccalaureate program contains content specific course work and the program is working on developing a specialized cadre of supervising teachers for the field experiences. • Multiple paths are available for candidates. • A Candidate Prescriptive Plan is individualized and carefully tracks success and supports needed. • Creative and collaborative use of funding and staffing was demonstrated.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. All Programs</p>	<ul style="list-style-type: none"> a. Although the narrative described how standards have been used to inform course development, course descriptions do not include CEC standards (applicable to all programs submitted). <i>Please revise so that standards are clearly aligned with course objectives.</i> b. There is little reference to working with culturally and linguistically diverse students beyond a reference to field experiences in diverse settings. <i>Please indicate where this content is provided within the program.</i> c. Several courses have only one faculty member identified. <i>Please indicate additional faculty that are able to deliver the course content.</i> d. For all pathways, funding for supervision/mentoring is dependent on award of grant. <i>Please explain what contingency plan is in place if candidate needs exceed funding source.</i>
<p>2. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5</p>	<ul style="list-style-type: none"> a. The Baccalaureate program does not clearly demonstrate where or how participants will gain an in-depth understanding of assessment procedures for identification, planning instruction, and determining mastery including Response to Intervention, progress monitoring, state/district wide assessments, and alternate assessments. <i>Specify how and where this content is being provided within the program of study.</i>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>3. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5, Grades 4-8, & Grades 6-12</p>	<p>a. Some clarification is required in the performance activities listed for the Practitioner Program (EDUC 4700G, EDSP 4721G, pgs. 25-27). <i>Please revise so that these activities are clearly described.</i></p> <p>b. Practitioner programs do not clearly demonstrate where or how participants will gain an in-depth understanding of assessment procedures for identification, planning instruction, and determining mastery including Response to Intervention, progress monitoring, state/district wide assessments, and alternate assessments. <i>Specify how and where this content is being provided within the program of study.</i></p> <p>c. The majority of objectives and related assessments/activities in EDSP 4721G, EDSP 4722G and EDSP 4723G focus on students with disabilities and the text is a special education text. In this integrated to merged program, candidates also are to be prepared to teach student without disabilities. <i>Please detail how this course addresses general education topics and also prepares candidates to begin field work and/or temporary positions in which they will be working with students who are not identified with disabilities and do not have IEPs.</i></p> <p>d. Information about reading coursework is limited. These students are likely to have reading deficits of several years in grades 4-8 and even greater in 6-12. <i>Please include how foundations of reading or reading in the content area will be included in the practitioners’ seminars (I, II, or III) for grades 4-8 and 6-12.</i></p>
<p>4. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>a. The majority of the objectives and related assessments/activities in the MAT course work focus on students with disabilities and the text is a special education text. In this integrated to merged program, candidates also are to be prepared to teach student without disabilities. <i>Please detail how courses address general education topics and also prepares candidates to begin field work and/or temporary positions in which they will be working with students who are not identified with disabilities and do not have IEPs.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<p>1. Course assessments have been left purposefully open-ended to allow for faculty selection. While this is understandable, assessments could be more clearly aligned to specific objectives.</p> <p>2. Review some of the course numbers on Form 7 – there seem to be some typographical errors.</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	
1. Baccalaureate Degree in General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements</i>
2. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements</i>
3. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8 (Math & Science)	<i>Does Meet Certification Requirements</i>
4. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (Math, Biology, Chemistry, Earth Science, Physics & General Science)	<i>Does Meet Certification Requirements</i>
5. Master of Arts in Teaching General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5	<i>Does Meet Certification Requirements</i>
6. Master of Arts in Teaching General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8 (English, Math, Science, & Social Studies)	<i>Does Meet Certification Requirements</i>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
7. Master of Arts in Teaching General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6- 12 (English, Math, Biology, Chemistry, Earth Science, Physics & General Science)	<i>Does Meet Certification Requirements</i>

XAVIER UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5 <i>Not Recommended for Approval</i></p> <p>b. Grades 4-8 (English, Mathematics, Science & Social Studies) <i>Not Recommended for Approval</i></p> <p>c. Grades 6-12 (Mathematics, Biology, Chemistry, English, French, Spanish, Physics & Social Studies) <i>Not Recommended for Approval</i></p>
2. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach	<p>a. Grades 1-5 <i>Recommended for Approval with Stipulations</i></p> <p>b. Grades 4-8 (English, Mathematics Science & Social Studies) <i>Recommended for Approval with Stipulations</i></p> <p>c. Grades 6-12 (Math, Biology, Chemistry, English, French, Spanish, Physics & Social Studies) <i>Recommended for Approval with Stipulations</i></p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none"> • Collaboration with districts is evident through practitioner questionnaires, an advisory committee comprised of area educators and administrators, and memorandums of understanding to formalize collaborative partnerships. • Multiple recruitment efforts exist through the Xavier University Teacher Alumni Network (XUTAN) program and partnerships with stakeholders and a “Lead Mentor” who will focus on recruiting for the alternate certification program. • Support for program completers was provided including XUTAN, which provides a support network and a Blackboard site which provides professional development opportunities and forums. • Assessment and accountability system (i.e., PASS-PORT) is being used which serves multiple purposes, including systematic data analysis and reports at the student, course, and program level; resources for faculty, e.g., e-mailing services, survey distribution and analysis; and resources for students, e.g., portfolio development, field experience documentation.

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
<ul style="list-style-type: none">• Decision-making body, PECC, and advisory council collaborate to process feedback from PASS-PORT system to inform program improvement.• Technology is infused in the courses.• The text selection is current and varied.• Commendable supporter completion network that targets increased retention of special education teachers.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. All Programs (MAT & Practitioner Teacher Program)</p>	<ul style="list-style-type: none">a. Program design guidelines indicate that the CEC standards are to be addressed throughout the program. Program Narrative Course Descriptions only make general reference to the CEC Standards in the Empirical Basis or the Proposed Resources/Materials/Course Textbook sections. <i>Please provide a more detailed description of how your program courses, seminars, and field experiences are aligned with the CEC Standards.</i>b. Many of the courses (numbers, titles, descriptions) in the two programs are the same for all levels/grade bands – 1-5, 4-8, and 6-12. There is little differentiation within the narrative course descriptions pertaining to how teachers will be prepared for the different grade bands. Differentiation was not provided for texts, resources, activities, etc. Candidates within the programs are expected to engage in different activities based on the grade levels they are interested in teaching. It is critical that narrative course descriptions show that completers of programs leave with sufficient depth of knowledge at the different grade levels. Further, each of the courses proposed must cover content grade levels. <i>Please provide clear differentiation for the various grade bands in all of the narrative course descriptions that were submitted for the MAT degree and for all courses submitted for the Practitioner Teacher Program. Strategies, assessments, instructional resources, behavioral support approaches may vary by grade level. How will these variations be taught?</i>c. Program design guidelines require institutions to include an empirical research basis for educational practices and teaching methods covered in each course and seminar. The empirical basis should include specific research articles. <i>Please include relevant research articles in the Empirical Basis (section 3) for each course and seminar.</i>d. In your description of the preparation process that you will use to train mentors, you mention having an orientation session at the beginning of each semester. There is no mention of the specific supervisory practices you will use and how they will support the needs of teachers prepared to work with students with and without IEPs. <i>Please provide a more detailed description of the topics addressed in this session, how the prospective mentors and supervisors are trained to evaluate candidates, and what supervisory practices are to be utilized.</i>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. All Programs (MAT & Practitioner Teacher Program) (Cont'd.)</p>	<p>e. In your description of the screening process and criteria that you will use to select mentors/supervisors, you focus on the need for the mentors/supervisors to model the dispositions of Xavier's Conceptual Framework. <i>Please provide a list of additional criteria that you use, (e.g., years of teaching experience, recommendations of building principal, etc.).</i></p>
<p>2. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach (Grades 1-5, 4-8, and 6-12)</p>	<p>a. The information submitted for the Practitioner Teacher Program was incomplete. Four courses were listed for the program (i.e., EDCI 5800, EDCI 5560, EDCI 472A/472B, and EDCI 5474). However, a course narrative description was submitted for just one course (i.e., EDCI 5800). Since this was an integrated to merged program that prepares regular and mild/moderate special education students, courses previously approved would not have been appropriate for this program. Either new courses should have been created or old courses should have been adapted to address the new needs of candidates within the program. Without descriptions of all four courses, it was not possible to determine how both areas of certification had been integrated throughout the program. Thus, insufficient information was available to determine if the program fully addressed the program requirements. <i>In a future proposal for an integrated to merged program, please concentrate on one grade band or broaden their program/course offerings to show evidence that sufficient depth of pedagogical content knowledge is offered for each of the grade bands in each program, and sufficient depth of knowledge for both general and special education is offered for each of the grade bands in each program, so that teachers enter the field highly qualified at specific grade bands in both general and special education.</i></p> <p>b. More information is needed for EDCI 5800, The Professional Special Educator Seminar. <i>Please elaborate on the range of topics to be discussed and correlated to field experiences and discussion. Please delineate how many weeks/hours of lecture, field observation, and discussion.</i></p> <p>c. Additional information is need for foundations of reading and/or reading in the content area. <i>Please include more information regarding instruction in reading. Is this to be included in the summer or fall preparation?</i></p>
<p>4. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach</p>	<p>a. The only direct reference to teaching diverse student populations is in EDCI 5900, Methods of Teaching Students with Learning and Behavior Problems. <i>Please make your objectives, assessments, and activities related to working with diverse student populations more explicit in your narrative course descriptions.</i></p> <p>b. EDCI 5372A/B, Internship and EDCI 5060A, Student Teaching, are listed as already approved by the Board of Regents and the Board of Elementary and Secondary Education, so no narrative course descriptions were included in this program submission. <i>However, since these courses will require candidates to teach both students with and without disabilities, please submit narrative course descriptions.</i></p>

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>4. Master of Arts in Teaching Alternate Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach (Cont'd.)</p>	<p>(Cont'd.)</p> <p>c. Two sentences in the second half of the empirical base (section 3) for EDCU 6055, Vocation[al] and Transition Services, appear to be identical to the same section of the empirical base for EDCI 5910. <i>Please revise the Empirical Basis for EDUC 5910, as well as adding relevant research articles as noted above.</i></p> <p>d. The site-based performance activities for EDCI 6055 Vocational and Transition Services for the grades 1-5 and grades 4-8 programs indicate that “candidates will interview two instructors who prepare elementary/middle school students for work or post-secondary options. <i>Please clarify how that performance activity is relevant for candidates in elementary and middle school certification areas.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
<p>1. Selected measurable objectives B and D for EDCI 5440, The Exceptional Child (listed in section 2) do not seem to be aligned with their respective assessments/activities. Please check for alignment.</p> <p>2. The section Portfolio Assessment of System indicates that candidates complete portfolios that contain course/seminar assessments and field experience activities. Consider indicating which assessments/activities noted in the MAT narrative course descriptions and your revised EDUC 5800 and EDCI 5560A/B EDUC CI 5472A/5472B and EDCI 5474 are included in the “portal portfolios.”</p> <p>3. Course titles and descriptions in both the MAT programs and the Practitioner Teacher programs are greatly influenced by traditional special education language. Please consider how course titles and descriptions might better reflect the preparation that candidates in these general-special education integrated to merged programs complete to work with students who are not on IEPs.</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	
<p>1. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. The proposed programs did not align with the structure of the General-Special Education Mild/Moderate: Integrated to Merged Approach Program. <i>Please review the Board of Regents redesign guidelines and resubmit proposal to align with the certification structure in Bulletin 746: Louisiana Standards for State Certification of School Personnel, §235 The Practitioner Teacher Program Alternative path to Certification. (found at www.teachlouisiana.net)</i></p>

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. Practitioner Teacher Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5 (Cont'd.)</p>	<p>(Cont'd.)</p> <p>b. Candidates completing the proposed program will be eligible for dual certification in Elementary Grades 1-5 and Mild/Moderate 1-5. A description of EDCI 5560A/B Internship was not provided. <i>Please provide a description of EDCI 5560A/B to show that elementary candidates will have experience with general and special education students in an elementary school.</i></p> <p>c. There were no descriptions provided for EDCI 5472A/5472B Seminar IA/IB and EDCI 5474 Seminar II. <i>Please provide descriptions of the seminars and show differentiation among grade levels.</i></p>
<p>2. Practitioner Teacher Program Grades 4-8 (English, Mathematics, Science & Social Studies)</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. The proposed programs did not align with the structure of the General-Special Education Mild/Moderate: Integrated to Merged Approach Program. <i>Please review the Board of Regents redesign guidelines and resubmit proposal to align with the certification structure in Bulletin 746: Louisiana Standards for State Certification of School Personnel, §235 The Practitioner Teacher Program Alternative path to Certification. (found at www.teachlouisiana.net)</i></p> <p>b. Candidates completing the proposed program will be eligible for dual certification in a Middle Grades 4-8 core content area and Mild/Moderate 4-8. A description of EDCI 5560A/B Internship was not provided. <i>Please provide a description of EDCI 5560A/B to show that middle grade candidates will have experience with general education students in a core content area and special education students in a middle school.</i></p>
<p>3. Practitioner Teacher Program Grades 6-12 (Mathematics, Biology, Chemistry, English, French, Spanish, Physics & Social Studies)</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. The proposed programs did not align with the structure of the General-Special Education Mild/Moderate: Integrated to Merged Approach Program. <i>Please review the Board of Regents redesign guidelines and resubmit proposal to align with the certification structure in Bulletin 746: Louisiana Standards for State Certification of School Personnel, §235 The Practitioner Teacher Program Alternative path to Certification. (found at www.teachlouisiana.net)</i></p> <p>b. Candidates completing the proposed program will be eligible for dual certification in a Secondary Grades 6-12 core content area and Mild/Moderate 6-12. A description of EDCI 5560A/B Internship was not provided. <i>Please provide a description of EDCI 5560A/B to show that secondary candidates will have experience with general education students in a core content area and special education students in a high school.</i></p>

SECTION II.

CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>4. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 1-5</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>A description of EDST 5372A/B or EDUC 5060A was not provided in the proposal. <i>Please provide a description of EDST 5372A/B and EDUC 5060A to show that elementary candidates will have experience with general education students and special education students in an elementary school.</i></p>
<p>5. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8 (English, Mathematics, Science, & Social Studies)</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. Candidates enrolled in the 4-8 and 6-12 programs are taking the same courses. <i>Please provide evidence of how differentiation in instruction will be provided for middle grades candidates.</i></p> <p>b. A description of EDST 5372A/B or EDUC 5060A was not provided in the proposal. <i>Please provide a description of EDST 5372A/B and EDUC 5060A to show that middle grade candidates will have experience with general education students and special education students in a middle school.</i></p>
<p>6. Master of Arts in Teaching Alternate Program General-Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 6-12 (Mathematics, Biology, Chemistry, English, French, Spanish, Physics & Social Studies)</p>	<p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>a. Candidates enrolled in the 4-8 and 6-12 programs are taking the same courses. <i>Please provide evidence of how differentiation in instruction will be provided for secondary grades candidates.</i></p> <p>b. A description of EDST 5372A/B or EDUC 5060A was not provided in the proposal. <i>Please provide a description of EDST 5372A/B and EDUC 5060A to show that middle grade candidates will have experience with general education students and special education students in a middle school.</i></p>