UNIVERSITY and PRIVATE PROVIDER GUIDELINES

PRACTITIONER TEACHER PROGRAM

ALTERNATIVE PATH TO CERTIFICATION IN LOUISIANA

REVISED

JANUARY 18, 2013
# TABLE OF CONTENTS

## SECTION I: GENERAL INFORMATION

| I. | Overview of the Review Process and Document | 3 |
| II. | Format for Submission | 4 |
| III. | Timelines for Review Process | 4 |
| IV. | Background on Louisiana’s Practitioner Teacher Program | 5 |

## SECTION II: PROGRAM SECTION – PRACTITIONER TEACHER PROGRAM

| I. | Cover Page | 6 |
| II. | Table of Contents | 6 |
| III. | Forms | 6 |
| IV. | Overview of the Institution or Private Provider | 7 |
| V. | Overview of the Programs | 7 |
| VI. | Curriculum/Narrative Descriptions of Courses | 8 |
| VII. | Description of Field Sites and Performance Activities | 9 |
| VIII. | Assessment System and Program Evaluation | 10 |
| IX. | Provider Evaluation of Programs | 10 |
| X. | Financial Information | 11 |
| XI. | Appendices and Attachments | 11 |

## SECTION III: FORMS FOR PRACTITIONER TEACHER PROGRAMS

| Form 1: General Education Programs | 14 |
| Form 2: General Mild/Moderate: An Integrated to Merged Approach Programs | 15 |
| Form 3: Progression of Site-Based Experiences | 16 |
| Form 4: Louisiana Components of Effective Teaching | 17 |

## SECTION IV: APPENDICES

| Appendix A: The Practitioner Teacher Program Alternative Path to Certification | 21 |
| Appendix B: Practitioner Licenses | 25 |
SECTION I:  GENERAL INFORMATION

I.  OVERVIEW OF THE REVIEW PROCESS AND THE DOCUMENT

All teacher preparation programs are required by the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BoR) to design programs to address state certification requirements, state/national content standards, state/national teacher standards, Praxis expectations, and Council for the Accreditation of Educator Preparation (CAEP) requirements.  (The National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) merged to become CAEP.)

Evaluators will carefully examine programs to ensure they meet standards of quality. The review process will examine teacher preparation programs’ plans to recruit and select strong teacher candidates, prepare highly effective teachers, and support the retention of program completers as they move into new positions. Across all activities, the evaluators will look for research-based practices that have strong quantitative and qualitative support. The goal of the evaluators will be to support the efforts of the Board of Elementary and Secondary Education, Board of Regents and teacher preparation programs to increase the availability of well-prepared and highly effective educators in Louisiana. These coordinated efforts are ultimately designed to improve the achievement of students in P-12 schools.

The evaluators will review the proposals, interview teacher preparation program/district teams, provide feedback to teacher preparation programs regarding their proposals, and make recommendations to system boards, the Board of Elementary and Secondary Education, the Board of Regents, and private providers relative to acceptance of the proposal. The evaluators ask that teacher preparation programs follow the structure contained in this document and when submitting proposals to facilitate an efficient, consistent, and clear process. The structure is described in detail on the pages that follow.

INFORMATION FOR OUT-OF-STATE INSTITUTIONS

Registration and Licensure:  All public and private postsecondary, academic degree-granting institutions offering instruction in the state of Louisiana must register annually with the Louisiana Board of Regents. Regular licenses are reviewed every two years. Requests for registration forms and license applications should be made in writing and addressed to:

Commissioner of Higher Education
Louisiana Board of Regents
P. O. Box 3577
Baton Rouge, LA 70821-3677

Criteria and Requirements for Licensure: All courses/programs for teachers and educational leaders (e.g., teacher leaders, principals, school/district supervisors, superintendents, etc.), must provide evidence of attainment of national accreditation (e.g., CAEP).

II. FORMAT FOR SUBMISSION

A. General Instructions

1. All documents should be organized in the following order.
   (1) Cover Page
   (2) Table of Content
   (3) Forms
   (4) Overview of the Institution or Private Provider
   (5) Overview of the Program
   (6) Curriculum/Narrative Description of Courses
   (7) Description of Field Sites and Performance Activities
   (8) Assessment System and Program Evaluation
   (9) Provider Evaluation of Program

2. All sections of the document must be single-space, 12-point type, double spaced between paragraphs, one-inch margins, on 8 1/2 x 11 pages.

3. All pages must be numbered.

B. Submission of Proposal

Submit an electronic copy of the proposal to Barbara Burke at Barbara.Burke@la.gov, Director, Division of Certification, Preparation & Recruitment. The Division will send an e-mail to confirm the receipt of the proposals. Please contact Blanche A. Adams at blanchea.adams@la.gov if you have questions.

III. TIMELINES FOR REVIEW PROCESS

<table>
<thead>
<tr>
<th>Date proposal received for review</th>
<th>Review of proposal</th>
<th>Interviews (if requested by review team)</th>
<th>Stipulations identified and sent to applicant (if applicable)</th>
<th>Rejoinders received and reviewed (if applicable)</th>
<th>Approval Recommendations to BESE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 1 – April 30</td>
<td>2 - 3 weeks after receipt of proposal</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>June meeting</td>
</tr>
<tr>
<td>May 1 – Oct 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>January Meeting</td>
</tr>
</tbody>
</table>

Evaluators will review the proposal for quality, rigor, and alignment to state/national standards and state certification policy.
IV. BACKGROUND INFORMATION ON THE PRACTITIONER TEACHER PROGRAM

In April 1999, the Blue Ribbon Commission on Teacher Quality was formed by the Board of Regents and Board of Elementary and Secondary Education for the purpose of improving teacher quality in Louisiana. The Commission was composed of state, university, district, school, and community leaders. It was given the charge to recommend policies to the Governor, Board of Regents, and Board of Elementary and Secondary Education that would lead to a cohesive PK-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving students.

The Commission established improved student achievement as a state goal to be shared by K-12 schools and higher education. It concluded that improved teacher quality was essential to achieve this state goal. State, university, and district commitments were determined to be of critical importance to successfully implement the recommendations and actions. In particular, the commission sought the development of a teacher quality system that would address:

1. **A more effective certification** structure for individuals pursuing traditional certification pathways, alternate certification pathways, and advanced/continuing certification pathways.

2. **Accountability of teacher preparation programs** with a more effective process that based state program and degree approval of teacher preparation programs upon multiple factors (e.g., national accreditation, program approval, successful performance of teachers, success of K-12 students taught by new teachers, etc.). Areas to be addressed included: (a) higher expectations for what teachers should know and be able to do in the areas of classroom management (behavioral and developmental), educational technology, and the four core content areas (English/language arts, mathematics, science, and social studies) as they exited universities and entered the teaching profession; (b) a process to assess teacher preparation programs that would align requirements for national accreditation, BoR degree approval, and BESE program approval and would use data pertaining to the demonstrated effectiveness of new teachers who graduated from teacher preparation programs; and (c) an annual report to the public with meaningful data pertaining to the effectiveness of programs in preparing new teachers.

3. **Recruitment and Retention** strategies for universities and districts to recruit and retain a greater number of quality teachers.

The Commission identified four major recommendations and 60 subsequent actions to improve teacher quality. The four major recommendations addressed: Creation of Coordinated Partnerships; Recruitment of Teacher Candidates and Certified Teachers; Preparation of Quality Teachers; and Creation of Essential Conditions and Environments.

The Recruitment of Teacher Candidates and Certified Teachers recommendation calls for state agencies, universities, and districts to work **collaboratively to actively recruit individuals into the teaching profession with a focus upon certification in teacher shortage areas**. To that end, the commission recommended the development, promotion, and implementation of a streamlined alternate certification system that would allow individuals to become certified through a combination of coursework and full-time teaching and demonstrated content knowledge,
instructional expertise, and classroom management skills. The Practitioner Teacher Program (see Appendix A) is the streamlined alternate certification path that resulted from this recommendation.

It was determined that universities, school districts, or private providers will be able to offer a Practitioner Teacher Program. This document is designed to define the standards for practitioner teacher programs and an approval process by which proposals will be evaluated and approved.

SECTION II: PROGRAM SECTION

The following should be addressed when preparing the proposal:

I. Cover Page
   All the information on the Cover Page must be complete. (See Forms)

II. Table of Contents
   A table of contents should be provided that identifies the different sections of the proposal and the corresponding page numbers.

III. Forms

   A. Identification of General Education Programs (See Form 1)
      Use Form 1 to identify programs being proposed by the university or private provider to prepare individuals. Within each component of the chart, identify the Grade Levels and Certification Area(s) (e.g., Grades 4-8 Math, Grades 6-12) and Number of Hours (e.g., 33 credit hours or equivalent contact hours).

   B. Identification of Mild/Moderate Programs (See Form 2)
      Use Form 2 for General-Special Education Mild/Moderate: An Integrated to Merged Approach.

   C. Progression of Site-based Performance Activities (See Form 3)
      Use Form 3 to identify performance activities within site-based settings that candidates will be expected to complete. Please prepare a separate form for each grade level (e.g., grades 1-5, 4-8, 6-12, etc.), and area(s) of certification when the courses/modules differ.

      List the courses/modules/etc. in the order in which it will be recommended that the experiences occur. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the program.
D. Louisiana Components of Effective Teaching (See Form 4)

Use Form 4 to identify the primary courses/modules/seminars/etc., which address the elements for the Louisiana Components of Effective Teaching. Include performance objectives and performance assessments. A list of the Louisiana Components of Effective Teaching can be found at the following URL:


IV. Overview of the Institution or Private Provider

The institution or private provider overview should clearly state the mission of the teacher preparation program. It should address outcomes the institution or private provider seeks to produce; be aligned with Louisiana’s reform mandates (e.g., Common Core State Standards, Teacher Effectiveness), and address the institution’s/provider's role in addressing local and state needs.

V. Overview of the Programs

The Practitioner Teacher Program (PTP) should address the state certification requirements (Appendix A); Common Core State Standards; CAEP standards, Praxis™ exams expectations; Louisiana Components of Effective Teaching and No Child Left Behind mandates.

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

A. Structure of Programs

Provide a brief but thorough overview of the proposed PTP. The description should provide sufficient information to enable the evaluators to understand who will be participating in the program and how they will progress through the program.

B. University/Program Provider Commitment and Collaboration

The university/program provider shall show commitment to support and promote educator certification, (including other stakeholders when appropriate). The university/program provider shall adequately prepare candidates to meet certification standards and shall be accountable for the quality of programs to ensure candidates will become certified and demonstrate effective teaching to promote student success.

An advisory committee/council with members representing stakeholders (e.g., school districts/systems, charter schools, businesses, parents, professional organizations, national organizations) shall assist in the design and delivery, organization, management and operation and program evaluation of the PTP.

In the proposal, discuss the process used to create an advisory committee/council to develop the programs. Identify the diverse membership of the committee/council and the process that was used for members to provide input as the program was designed.
Identify other forms of collaboration that occurred as faculty/instructors met to develop courses that addressed national content standards, CAEP standards, Praxis examination expectations, Common Core State Standards and the Louisiana Components of Effective Teaching.

Discuss collaborative agreements that have been created to allow candidates to engage in learning experiences and be mentored/supervised by highly effective teachers within partner schools/districts. Discuss the process that will be used by the university/program provider and districts as collaboration occurs to improve and support the programs once implemented.

C. Recruitment and Selection
Address each of the following areas to describe efforts to recruit and select candidates for the PTP.

1. Recruitment
Describe the collaborative process that will be used by the university/program provider and districts to recruit individuals for the PTP.

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

3. Support of Program Completers
Describe efforts that will occur to support program completers once they complete their programs and apply new knowledge within schools.

VI. Curriculum and Narrative Descriptions of Courses
Educator proficiencies and standards, as adopted by the Louisiana Board of Elementary and Secondary Education and prescribed in the Louisiana Component of Effective Teaching shall provide the curricular basis for the educator preparation program. The curriculum must address the relevant content standards (e.g., Common Core, etc.) relative to content knowledge and skills required of teachers.

Curriculum design and content must be consistent with curriculum content outlined in the Practitioner Teacher Program description (Appendix A).

For all courses/modules listed on Forms 1 and 2, provide a narrative description that includes the items listed below.

A. Course number, course title, and length of sessions (semester hours or quarter hours). (Private program providers provide the name of the module, seminar, etc., and the number of contact hours for the module, seminar, etc.)
B. The form of delivery (e.g., lecture, seminar, web-based, field-based, etc.) of the course.

C. A list of 8-10 measurable objectives and goals (student outcomes) that clearly identify the most critical competencies the candidates will demonstrate in the course, module, etc. and a thorough description of the instruments and/or processes that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities. There should be a very clear alignment between the objectives, assessments, and site base performance activities identified on Form 3. (Note: if an objective addresses an element for the Louisiana Components of Effective Teaching, please list the element number at the end of the objective.)

D. The empirical basis for educational practices and teaching methods covered in the course, module, seminar, etc. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals; names with no citations, etc.).

E. Textbooks, resources, and materials that will be used to teach the course, module, seminar, etc.

F. Name(s) of faculty/instructors to teach the course, module, seminar, etc. If sufficient numbers of faculty/instructor or adequate expertise are not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty/instructor members, hiring additional faculty/instructors, or other appropriate measures.

VII. Description of Field Sites and Performance Activities

Describe the work sites that will be used in the preparation of the candidates participating in the program. This information should be aligned with the information provided in Form 3.

A. Describe the criteria that will be used to select sites for an internship/practicum if required for the program.

B. Describe the screening process and criteria that will be used to select mentors who will work with candidates at work sites. Should include, but not limited to evidence and/or confirmation of exemplary teaching and school leadership; the ability to model and counsel the alternative teacher; and a valid license and endorsement in the candidates’ content area.

C. Describe the preparation process and the type of training that will be used for mentors to support and evaluate candidates. Provide a checklist of the duties of the mentor.
VIII. **Assessment System and Program Evaluation**

Identify how the program’s outcomes will be assessed. This must include:

A. Candidates’ acquisition of skills. Candidates’ acquisition of skills can include candidates’ self-evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.

B. Impact of candidates on school improvement and student achievement. The evaluators are particularly interested in how the programs will determine if candidates have had an impact upon improved student achievement in school programs.

C. Perceptions of PK-12 consumers of candidates’ skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).
   1. Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).
   2. Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.
      a. Describe methods and timelines for the following: (1) Data collection and the responsible parties involved; (2) Program review and the responsible parties involved; and (3) Dissemination of findings and the responsible parties involved.
      b. Describe the process that will be used to document that university/program provider and district personnel have used evaluation feedback to improve the program curriculum.

IX. **Provider Evaluation of Programs**

Describe the provider’s plan for evaluation of the overall teacher preparation program. The evaluators are particularly interested in seeing evaluation plans for the areas listed below.

A. The provider’s success in recruiting candidates.

B. The provider’s success in supporting and retaining candidates as they progress through the program.

C. The provider’s success in preparing completers who are successful in district schools.

D. The institution’s success in supporting program completers who teach within the schools after they complete the program.
E. The institution’s success in using program evaluation data to improve the program.

X. Financial Information

Include program provider financial and corporation information. An audited financial statement should be included with the proposal; if one is not currently available, the applicant should submit a written assurance that one will be provided within the first year of the program. Additionally the proposal should delineate the cost to individual program participants and procedures for handling of all fees.

XI. Appendices and Attachments (optional)

Appendices and attachments should include only information that enhances the proposal.

All approved programs are accountable under the Louisiana Teacher Preparation Accountability System. This system is currently undergoing revisions by the Board of Regents and Louisiana Department of Education to integrate results from a new value-added assessment for teacher preparation.
FORMS FOR
PRACTITIONER TEACHER
PROGRAM
**Practitioner Teacher Program – Alternative Path to Certification**

Name of University or Private Provider:  

<table>
<thead>
<tr>
<th>Official(s) Primarily Responsible For the Overall Implementation of the Practitioner Teacher Program:</th>
<th>#1</th>
<th>Name &amp; Title:</th>
<th></th>
<th>Address:</th>
<th>Telephone:</th>
<th>E-mail:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#2</td>
<td>Name &amp; Title:</td>
<td></td>
<td>Address:</td>
<td>Telephone:</td>
<td>E-mail:</td>
</tr>
</tbody>
</table>

Delivery Method of Program:  

- Face-to-Face  
- Online  
- Hybrid

**Practitioner Teacher Program Approved Certification Areas:**  

- Early Childhood Education PK-3  
- Art (K-12)  
- Elementary Education 1-5  
- Dance (K-12)  
- Middle Grades English 4-8  
- Instrumental Music (K-12)  
- Middle Grades Mathematics 4-8  
- Vocal Music (K-12)  
- Middle Grades Science 4-8  
- Health & P.E. (K-12)  
- Middle Grades Social Studies 4-8  
- Mild/Moderate 1-5/Elementary 1-5  
- Biology (6-12)  
- Mild/Moderate 4-8/English 4-8  
- Chemistry (6-12)  
- Mild/Moderate 4-8/Mathematics 4-8  
- Earth Science (6-12)  
- Mild/Moderate 4-8/Science 4-8  
- Environmental Science (6-12)  
- Mild/Moderate 4-8/Social Studies 4-8  
- General Science (6-12)  
- Mild/Moderate 6-12/English 6-12  
- Physics (6-12)  
- Mild/Moderate 6-12/Mathematics 6-12  
- English (6-12)  
- Mild/Moderate 6-12/Social Studies  
- Mathematics (6-12)  
- Mild/Moderate 6-12/Biology 6-12  
- Social Studies (6-12)  
- Mild/Moderate 6-12/Chemistry 6-12  
- Speech (6-12)  
- Mild/Moderate 6-12/Earth Science 6-12  
- Agriculture (6-12)  
- Mild/Moderate 6-12/Environmental Science 6-12  
- Business Education (6-12)  
- Mild/Moderate 6-12/General Science 6-12  
- Family & Consumer Sciences (6-12)  
- Mild/Moderate 6-12/Physics 6-12  
- Technology Education (6-12)  
- Mild/Moderate 6-12/Chinese 6-12  
- Chinese (6-12/K-12)  
- Mild/Moderate 6-12/French 6-12  
- French (6-12/K-12)  
- Mild/Moderate 6-12/German 6-12  
- German (6-12/K-12)  
- Mild/Moderate 6-12/Spanish 6-12  
- Spanish (6-12/K-12)  
- Mild/Moderate 6-12/Latin 6-12  
- Latin (6-12/K-12)  

*The Mild/Moderate Program Structure 1-5, 4-8 & 6-12: General-Special Mild/Moderate: An Integrated to Merged Approach*

By signing and submitting this proposal, the signator is certifying the program: (1) has been jointly developed by the university or private provider faculty and P-12 schools; (2) addresses the LA Components of Effective Teaching, NCATE/TEAC (CAEP) accreditation standards, state standards, and Praxis expectations; and (3) is based upon empirical research pertaining to effective practices.

Name and Title Campus Head/Authorized Campus Representative or Private Provider Head:

Date:  

Telephone Number:

E-mail Address:

13
(Form 1 – Practitioner Teacher)

PRACTITIONER TEACHER PROGRAM
OFFICIAL PLAN

<table>
<thead>
<tr>
<th>Name of University/Private Provider/District:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of College Offering the Program (e.g., College of Education, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Certification &amp; Content Area(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>List type of certification (e.g., Elementary Education – Grades 1-5; Secondary Education – Grades 6-12, etc.):</td>
</tr>
<tr>
<td>List the content area(s) for certification – if appropriate (e.g., French, Vocal Music, English, Biology, etc.):</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university/private provider for the Practitioner Teacher Program.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Semester Hours Required</th>
<th>Course Prefixes and Numbers (if appropriate)</th>
<th>Course Titles/Module Names/Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING PREPARATION (SUMMER OF FALL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9 hours or 135 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHING INTERNSHIP AND FIRST YEAR SUPPORT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(12 hours or 180 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRESCRIPTIVE PLAN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(0-9 hours or 0 to 135 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS (21-33 hours or 315 -495 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRACTITIONER TEACHER PROGRAM
OFFICIAL PLAN (GENERAL SPECIAL EDUCATION
MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH)

| Name of University/Private Provider/District: | |
| Name of College Awarding the Degree: | |
| Major: | |
| Minor/Concentration - if appropriate: | |
| Type of Certification & Content Areas: | List type of certification (e.g., Elementary Education & Special Education Mild/Moderate – Grades 1-5; Secondary Education & Special Education Mild/Moderate – Grades 6-12, etc.): |
| | List the content area(s) for certification – if appropriate (e.g., Biology, English, Mathematics, etc.): |

**Directions:** Please list the course hours/contact hours, prefixes, numbers, and titles that have been approved by your university/private provider for the Practitioner Teacher Program – General Special Education Mild/Moderate: An Integrated to Merged Approach.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Semester hours Required</th>
<th>Course Prefixes and Numbers (if appropriate)</th>
<th>Course Titles/Module Names/Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER OR FALL PREPARATION (12 semester hours or 180 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHING INTERNSHIP FIRST YEAR (12 semester hours or 180 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>END OF FIRST SCHOOL YEAR AND SUBSEQUENT TWO YEAR PRESCRIPTIVE PLAN (3-9 semester hours or 45 to 135 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS (27-33 semester hours or 405-495 contact hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE SEQUENCE
PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES

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

<table>
<thead>
<tr>
<th>PATHWAY:</th>
<th>Practitioner Teacher Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>Certification Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-5</td>
<td></td>
</tr>
<tr>
<td>Grades 4-8</td>
<td>Areas (e.g., English):</td>
</tr>
<tr>
<td>Grades 6-12</td>
<td>Areas (e.g., Math):</td>
</tr>
<tr>
<td>Grades K-12</td>
<td></td>
</tr>
<tr>
<td>General/MM</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Numbers or Names of Modules/Seminars/Etc.</th>
<th>Listing of Site-Based Performance Activities</th>
<th>Number of Hours Required for Site-Based Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Please make additional copies of this page if needed.
PRACTITIONER TEACHER PROGRAM: (CHECK ONE – Note: Use a separate form for each type of certification.)

<table>
<thead>
<tr>
<th>✓</th>
<th>Grades</th>
<th>Areas of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades 1-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 4-8</td>
<td>Areas (e.g., English)</td>
</tr>
<tr>
<td></td>
<td>Grades 6-12</td>
<td>Areas (e.g., Math)</td>
</tr>
<tr>
<td></td>
<td>Grade K-12</td>
<td>Areas (e.g., Art)</td>
</tr>
<tr>
<td></td>
<td>General/MM</td>
<td></td>
</tr>
</tbody>
</table>

Directions: For each grade level of certification and content area(s), identify the primary courses that include a performance objective and performance assessment which address the element. Type the course/module number(s) (e.g., EDUC 201) that address the element(s) in that column. Description of each domain and element can be found at the following URL: [http://www.louisianabelieves.com/docs/teaching/research-paper---the-framework-for-teaching-evaluation-instrument.pdf?sfvrsn=2](http://www.louisianabelieves.com/docs/teaching/research-paper---the-framework-for-teaching-evaluation-instrument.pdf?sfvrsn=2)

**DOMAIN 1: PLANNING AND PREPARATION**

<table>
<thead>
<tr>
<th>Component</th>
<th>Elements</th>
<th>Course Numbers or Module/Seminar/Etc. Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1c. Setting Instructional Outcomes</td>
<td>• Value, sequence and alignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clarity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Balance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Suitability for diverse students</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Elements</th>
<th>Course Numbers or Module/Seminar/Etc. Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>2c. Managing Classroom Procedures</td>
<td>• Management of instructional groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management of transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management of materials and supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performance of non-instructional duties</td>
<td></td>
</tr>
</tbody>
</table>
## LOUISIANA COMPONENTS OF EFFECTIVE TEACHING (CONT’D)

### DOMAIN 3: INSTRUCTION

<table>
<thead>
<tr>
<th>Component</th>
<th>Elements</th>
<th>Course Numbers or Module/Seminar/Etc. Names</th>
</tr>
</thead>
</table>
| 3b. Questioning and Discussion Techniques | • Quality of questions/prompts  
• Discussion techniques  
• Student participation | |
| 3c. Engaging Students in Learning | • Activities and assignments  
• Grouping of students  
• Instructional materials and resource  
• Structure and pacing | |
| 3d. Using Assessment in Instruction | • Assessment criteria  
• Monitoring of student learning  
• Feedback to students  
• Student self-assessment and monitoring of progress | |
APPENDICES
The following appendices are available for reference in the development of a Practitioner Teacher Program proposal.

**Appendix A: Practitioner Teacher Program Description & Guidelines**

Practitioner Teacher Program description and guidelines, as recommended by the Blue Ribbon Commission on Teacher Quality and approved by the Board of Elementary and Secondary Education. (Policy extracted from Bulletin 746: Louisiana Standards for State Certification of School Personnel)

**Appendix B: Practitioner License**

Practitioner License 1 (PL1) may be issued for one school year, renewed annually, and held a maximum of three years of employment while the holder completes a Practitioner Teacher Program.
APPENDIX A

§233. The Practitioner Teacher Program Alternative Path to Certification (Minimum Requirements)

A. State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a practitioner teacher program for certification in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), or general-special education mild/moderate: an integrated to merged approach for grades 1-5, grades 4-8 and grades 6-12. The practitioner teacher program is a streamlined certification path that combines intensive coursework and full-time teaching.

B. Admission to the Program. Program providers work with district personnel to identify practitioner teacher program candidates who will be employed by districts during the fall and spring semesters for candidates admitted in a summer preparation session and during the spring semester and successive fall semester for candidates admitted in a fall preparation session. For admission, candidates must:

1. possess a non-education baccalaureate degree from a regionally accredited university;
2. have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program;
3. have 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program;
4. pass the Praxis core academic skills for educators in reading, writing, and mathematics. Candidates who already possess a graduate degree will be exempted from this requirement;
5. pass the Praxis content-specific examinations:
   a. candidates for grades PK-3, pass elementary education: content knowledge (0014 or 5014);
   b. candidates for grades 1-5 (regular education and mild/moderate), pass elementary education: content knowledge (0014 or 5014);
   c. candidates for grades 4-8 (regular education and mild/moderate) pass the middle school subject-specific licensing examination(s) for the content area(s) to be certified;
   d. candidates for grades 6-12 (regular education and mild/moderate) pass the secondary subject-specific examination(s) for the content area(s) to be certified. General-special education mild/moderate candidates seeking admission to an alternate program must pass a Praxis core subject area exam (English/language arts, foreign language, mathematics, the sciences, or social studies). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area;
   e. candidates for all-level K-12 areas of art, dance, foreign language, health and physical education, and music pass the subject-specific examination for content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. The provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area;
6. meet other non-course requirements established by college or university.

C. Teaching Preparation (Summer Preparation Session or Fall Preparation Session)

1. All teachers will participate in field-based experiences in school settings while completing the summer/fall courses (or equivalent contact hours).
2. Grades PK-3 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child development or psychology, family and community relationships, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships (12 credit hours or equivalent 180 contact hours).
3. Grades 1-5, 4-8, and 6-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships (9 credit hours or equivalent 135 contact hours).
4. General-Special Education Mild/Moderate. An integrated to merged approach for grades 1-5 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundation of reading, foundations of special education, and child psychology before starting their teaching internships (12 credit hours or equivalent 180 contact hours).

5. General-Special Education Mild/Moderate. An integrated to merged approach for grades 4-8 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, reading and literacy, foundations of special education, child and adolescent psychology before starting their internships (12 credit hours or equivalent 180 contact hours).

6. General-Special Education Mild/Moderate. An integrated to merged approach for grades 6-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, reading and literacy, foundations of special education, adolescent psychology before starting their internships (12 credit hours or equivalent 180 contact hours).

7. All-level K-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child and adolescent psychology, the diverse learner, classroom management and organization, assessment, instructional design, and instructional strategies across grade levels K-12 before starting their teaching internships (9 credit hours or equivalent 135 contact hours).

D. Teaching Internship and First-Year Support (12 credit hours or equivalent 180 contact hours)

1. Practitioner teachers assume full-time teaching positions in districts. During the school year, candidates participate in two seminars (during the fall and during the spring or the spring and fall, depending on entry point) that address immediate needs of the Practitioner Teacher Program teachers, and receive one-on-one supervision through an internship provided by the program providers.

2. For all-level areas (art, dance, foreign language, health and physical education, and music), field experiences should be provided across grades K-12.

3. For general-special education mild/moderate grades 1-5, grades 4-8 and grades 6-12 seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans development and implementation; assessment; collaboration between special education and general education (e.g., co-planning, co-teaching, behavior intervention, accommodations, services/support); collaboration with parents; and data-driven decision making or any other identified needs. Technology will be addressed in all grade levels.

4. For general-special education mild/moderate grades 1-5, grades 4-8 and grades 6-12 seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans development and implementation; assessment; collaboration between special education and general education (e.g., co-planning, co-teaching, behavior intervention, accommodations, services/support); collaboration with parents; and data-driven decision making or any other identified needs. Technology will be addressed in all grade levels.

E. Teaching Performance Review (End of First Year)

1. Program providers, principals, mentors, and practitioner teachers form teams to review first-year teaching performance of practitioner teachers and determine the extent to which the practitioner teachers have demonstrated teaching proficiency.

2. Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12 and All-Level K-12. If weaknesses are cited, teams will identify additional types of instruction to address areas of need. Prescriptive plans that require from one to nine credit hours of instruction, or 15 to 135 equivalent contact hours, will be developed for practitioner teachers.

3. General-Special Education Mild/Moderate Special Education Candidates. If weaknesses are cited, teams will identify additional types of instruction to address areas of need. Prescriptive plans that require from three to nine credit hours of instruction, or 45 to 135 equivalent contact hours, will be developed for practitioner teachers.

F. Prescriptive Plan Implementation (Second Year)
1. Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12 and All-Level K-12 (1 to 9 credit hours, or 15 to 135 contact hours). Candidates who demonstrate areas of need will complete prescriptive plans.

2. General-Special Education Mild/Moderate Special Education (3 to 9 credit hours, or 45 to 135 contact hours). Candidates who demonstrate area of need will complete prescriptive plans. Practitioner teachers will use prescriptive hours to meet the reading competency requirements by completing the same number of semester hours in reading as required for undergraduate teacher preparation programs: (1) elementary 1-5 programs, nine hours; middle grades 4-8 programs, six hours; secondary grades 6-12 programs, three hours or (2) pass a reading competency assessment.

G. Total hours required in the program:
1. grades PK-3 Program—24-33 credit hours (or equivalent 360-495 contact hours);
2. grades 1-5, 4-8, 6-12, all-level (K-12) programs—21-30 credit hours (or equivalent 315-450 contact hours);
3. general-special education mild/moderate grades 1-5, grades 4-8, and grades 6-12 programs—27-33 credit hours (or equivalent 405-495 contact hours).

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

I. Program requirements must be met within a three year time period. For certification purposes, private providers and colleges or universities will submit signed statements to the Department of Education indicating that the student completing the Practitioner Teacher Program alternative certification path met the following requirements:
1. passed the core academic skills for educators components of the Praxis;
   NOTE: This test was required for admission.
2. completed all program requirements including the internship with a 2.50 or higher GPA (this applies to candidates in a university program);
3. completed prescriptive plans (if weaknesses were demonstrated);
4. passed the Praxis specialty examination for the area(s) of certification;
   NOTE: This test was required for admission.
   a. grades PK-3—Elementary Education: Content Knowledge (#0014);
   b. grades 1-5 (regular and special education)—Elementary Education: Content Knowledge (#0014);
   c. grades 4-8 (regular and special education)—middle school subject-specific licensing examination(s) for the content area(s) to be certified;
   d. grades 6-12 (regular and special education)—secondary subject-specific examination(s) for the content area(s) to be certified. General-special education mild/moderate candidates must pass a Praxis core subject area exam (English/language arts, foreign language, mathematics, the sciences, or social studies). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program;
   e. all-level K-12 areas (art, dance, foreign language, health and physical education, and music)—Subject-specific examination(s) for content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program;
5. passed the pedagogy examination (Praxis):
   a. grades PK-3—Principles of Learning and Teaching Early Childhood (#0621);
   b. grades 1-5—Principles of Learning and Teaching K-6 (#0622);
   c. grades 4-8—Principles of Learning and Teaching 5-9 (#0623);
   d. grades 6-12—Principles of Learning and Teaching 7-12 (#0624);
   e. all-level K-12 certification—Principles of Learning and Teaching K-6, 5-9, or 7-12;
   f. general-special education mild/moderate—Special Education: Core Knowledge and Mild to Moderate Applications (#0543); in addition to one of the following aligned to candidates grade level:
i. grades 1-5—Principles of Learning and Teaching K-6 (#0622);
ii. grades 4-8—Principles of Learning and Teaching 5-9 (#0623);
iii. grades 6-12—Principles of Learning and Teaching 6-12 (#0624);

6. All candidates entering an alternate certification program after May 1, 2004, must demonstrate proficiency in the reading competencies as adopted by the BESE through either of the following:

a. successfully complete the same number of semester hours in reading as required for undergraduate teacher preparation programs:
   i. early childhood PK-3, elementary 1-5 or general-special education mild/moderate 1-5 programs, nine hours;
   ii. middle grades 4-8 programs or general-special education mild/moderate 4-8, six hours;
   iii. secondary 6-12 all-level K-12 or general-special education mild/moderate 6-12 programs, three hours;
   iv. special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired), nine hours; or
b. pass a reading competency assessment.

7. The reading competency assessment for early childhood PK-3, elementary 1-5, and special education candidates is the Praxis Teaching Reading exam (#0204). (Middle grades 4-8 and secondary grades 6-12 will be required to take the required reading course credit hours or equivalent contact hours until an appropriate reading competency assessment is developed and adopted.)

J. Ongoing support (second and third year) program providers will give support services to practitioner teachers during their second and third years of teaching. Support types may include online support, internet resources, special seminars, etc.

K. Professional License. A practitioner teacher will be issued a practitioner license in a specific level and area upon entrance to the program and completion of the summer or fall teacher preparation session. The practitioner teacher is restricted to the specific level and area as designated on the practitioner license. He/she will be issued a level 1 professional license upon successful completion of all program requirements.

L. Undergraduate, Graduate Courses; Graduate Programs. Universities may offer the practitioner teacher program courses at the undergraduate or graduate-level. Efforts should be made to allow students to use graduate hours as electives if they are pursuing a graduate degree.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

§313. Practitioner Licenses

A. Practitioner Licenses 1 and 2 may be issued for one school year, renewed annually, and held a maximum of three years while the holder completes an alternate program. Upon completion of the three years of employment on this certificate, the holder must fulfill guidelines for a Level 1 or higher-level certificate for continued employment in a Louisiana school system. The Practitioner License 3 may be issued for one school year, renewed annually, and held a maximum of four years while the holder completes an alternate program. Upon completion of the four years of employment on this certificate, the holder must fulfill guidelines for a Level 1 or higher-level certificate for continued employment in a Louisiana school system.

B. Practitioner License 1—issued to a candidate who is admitted to and enrolled in a state-approved Practitioner Teacher Program.

1. Eligibility requirements:
   a. baccalaureate degree from regionally accredited college or university;
   b. 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program; or a 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program; and
   c. passing scores on Praxis core academic skills for educators and current Praxis content area exam(s). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. Candidates possessing a graduate degree from a regionally accredited college or university will be exempted from the core academic skills for educators requirement.

   NOTE: Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam. Secondary education candidates (grades 6-12) must pass a Praxis core subject area exam. If there is no content Praxis exam adopted by the State in the specific secondary core subject area, candidates must demonstrate content mastery by presenting 31 semester credit hours in the core subject area.

2. The approved teacher preparation program provider must submit the request for the initial practitioner license directly to the Louisiana Department of Education.

3. Renewal Requirements. The candidate must remain enrolled in the Practitioner Teacher Program and fulfill a minimum of six semester hours of coursework or equivalent contact hours per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

4. Program requirements must be completed within the three year maximum that the license can be held.