

Louisiana Practitioner Teacher Program  
*An Alternate Certification Option*

Program Standards and Approval  
Process for Private Providers

February 2008



## INTRODUCTION

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 K-12 students.

The commission determined that out of 54,782 teachers in Louisiana, 7,162 teachers (13.1%) did not possess certification in the area(s) in which they taught. This was an alarming statistic when national data indicated that students taught by three highly effective teachers for three years in a row gained nearly 40 percentile points on tests when compared to students with similar ability levels who were exposed to three ineffective teachers for three years in a row. Louisiana data indicated that universities are not graduating a sufficient number of certified teachers in teacher shortage areas (e.g., mathematics, science, and special education) to address existing needs. Of teachers who do become certified to teach in Louisiana, approximately 33% of the teachers do not teach within public schools in Louisiana. Of those teachers who do teach within public schools, approximately 11-15% leave by the end of their first year of teaching and approximately 27% leave by the end of their fifth year of teaching.

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 public and private 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 adopted streamlined alternate certification path that resulted from this recommendation.

It was determined that universities, school districts, or private providers (e.g., Teach for America) 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 non-university providers will be approved, evaluated, and held accountable. (Note: Universities offering a **Practitioner Teacher Program** will follow the degree and program approval processes in place and will address the components of the Teacher Preparation Accountability system, as is required for all of their teacher preparation programs.)

The Practitioner Teacher Program was piloted during the 2001-2002 school year with seven college/university providers and two private providers. Out of the 418 candidates who began the program, there were 348 program completers by the end of the 2002 spring semester (63% completers in critical shortage areas and critical rural districts). The Practitioner Teacher Program was implemented in June 2002.

## **GENERAL PROPOSAL GUIDELINES**

### Format for Proposal

All sections of the proposal should be typed (no less than 12 point font) or duplicated on plain, 8 1/2 inch x 11 inch white paper. All proposals should be printed on one side of the paper only. Each copy of the proposal must be stapled. One proposal should be clearly marked "original"; other copies should be marked "copy". All pages, both in the body and the appendices, must be numbered consecutively.

Each proposal must contain a cover page (see Appendix C), program overview, narrative section, curriculum vitae, and financial information. Appendices and attachments should be minimal and should include only information that enhances the proposal. Total number of pages in the proposal must not exceed forty pages.

### Cover Page

All information requested on the cover page (Appendix C) must be complete. The appropriate signature(s) must be included.

### Table of Contents

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

### Program Overview

The program overview should be on a single page behind the table of contents. It should contain a brief description of the proposed practitioner teacher program, goals of the program, and the design to accomplish these goals. 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.

### Narrative Section

The narrative section must be typed, double-spaced. The narrative section should not exceed fifteen pages. Each narrative should include:

- I. Introductory Section that addresses rationale and overarching goals of the proposal;
- II. Component 1: Provider Commitment and Collaboration (See page 7.)
- III. Component 2: Admission to Practitioner Teacher Program and Requirements for Completion (See page 7.)
- IV. Component 3: Curriculum (See page 9)
- V. Component 4: Program Delivery, Evaluation, and Ongoing Support (See page 12)

Additional information relative to specifics that must be addressed in addressing the four major components of the narrative can be found in the *Practitioner Teacher Program Proposal Rubric* (available in Appendix C).

Curriculum Vitae

Include vitae of key personnel (2-page maximum per person). Vitae should stress qualifications relevant to the proposed project. Identify the organization and instructors who will be responsible for teaching each course and/or seminar during summer, fall and spring. If a position is not yet filled, a brief description of the qualifications of the position must be included.

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.

Appendices and Attachments (optional)

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

Submission of Proposal

Five (5) copies of the proposal, one of which has original signatures, should be submitted to the Division of Certification and Preparation, Louisiana Department of Education Office of Educator Support. Mail to:

Practitioner Teacher Program  
Division of Certification and Preparation  
Office of Educator Support  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064

**PROPOSAL REVIEW PROCESS AND PROJECTED TIMELINES**

Proposals may be submitted by the first of the month in January, March, May, July, September and November. Proposals received by the first of any month will be reviewed during the month submitted.

A panel of external and internal reviewers will assess written proposals. The *Practitioner Teacher Program Proposal Rubric* (available in Appendix C) will guide the review panel in their analysis of the proposal. If proposal team interviews are recommended by the review panels, they will be held no later than the first week of the month following the month in which the proposal was submitted.

If the review panel identifies stipulations that must be addressed by the applicant, then:

- A written copy of those stipulations will be sent to the applicant.
- The applicant must submit written responses to the stipulations.
- The recommendation to BESE will be delayed until the applicant adequately addresses the stipulations of the reviewers.

If the review panel recommends approval of the proposed program, then the provider will be notified of the recommendation and the recommendation will be brought to BESE for approval.

The BESE will make final approval decisions based on the recommendations of the review panel and LDE staff.

Date proposal received for review	Review of proposal	Interviews (if requested by review team)	Stipulations identified and sent to applicant	Rejoinders received and reviewed	Recommendations to BESE
<b>January 1</b>	Jan 5-19	Jan 26-30	No stipulations		February meeting
	Jan 5-19	Jan 26-30	Feb 2-13	Dependent upon applicant	Next available BESE meeting after reviewing rejoinders
<b>March 1</b>	March 6-20	Mar 30-Apr 3	No stipulations		April meeting
	March 6-20	Mar 30-Apr 3	April 10-17	Dependent upon applicant	Next available BESE meeting after reviewing rejoinders
<b>May 1</b>	May 8-22	June 1-5	No stipulations		June meeting
	May 8-22	June 1-5	June 12-19	Dependent upon applicant	Next available BESE meeting after reviewing rejoinders
<b>July 1</b>	July 6-24	Aug 3-7	No stipulations		August meeting
	July 6-24	Aug 3-7	Aug 14-21	Dependent upon applicant	Next available BESE meeting after reviewing rejoinders
<b>September 1</b>	Sept 7-21	Oct 1-8	No stipulations		October meeting
	Sept 7-21	Oct 1-8	Oct 15-22	Dependent upon applicant	Next available BESE meeting after reviewing rejoinders
<b>November 1</b>	Nov 6-20	Dec 1-8	No stipulations		January meeting
	Nov 6-20	Dec 1-8	Dec 14-21	Dependent upon applicant	Next available BESE meeting after reviewing rejoinders

### ADDITIONAL INFORMATION

For additional information regarding this request for proposals, please send an email inquiry to Andrew Vaughan, [Andrew.vaughan@la.gov](mailto:Andrew.vaughan@la.gov) Division Director, Certification and Preparation, Office of Educator Support, Louisiana Department of Education.

## PROPOSAL CHECKLIST

The following items are required for a complete proposal submission. Items must be submitted in the prescribed order.

1. Cover Page with required information and signatures;
2. Table of Contents
3. Proposal Overview (limited to one page)
4. Proposal Narrative (limited to fifteen pages) with five major sections clearly identified
  - Section 1: Introduction
  - Section 2: Provider Commitment and Collaboration
  - Section 3: Admission to Practitioner Teacher Program and Requirements for Completion clearly identified
  - Section 4: Curriculum
  - Section 5: Program Delivery, Evaluation, and Ongoing Support
5. Curriculum Vitae for key personnel (maximum of two pages per person)
6. Financial Information
7. Appendices (limit to essential information that enhances proposal)

## STANDARDS FOR PRACTITIONER TEACHER PROGRAMS

Standards for ***Practitioner Teacher Programs*** are designed to embrace the current standards for teacher preparation programs (national standards and state standards) and Louisiana teacher standards (Louisiana Components of Effective Teaching). All ***Practitioner Teacher Programs*** are accountable under the Louisiana Teacher Preparation Accountability System and are required to submit an annual report to the public with data pertaining to the effectiveness of programs in preparing new teachers.

Private providers seeking to offer a ***Practitioner Teacher Program*** must design a plan that offers all of the essentials as defined in the program description adopted by the Board of Elementary and Secondary Education and found in Appendix A. Additionally, in the program proposal, prospective providers must address how they will meet or exceed all standards as they relate to the following four major areas:

1. Provider Commitment and Collaboration to Promote Educator Certification
2. Admission to an Educator Preparation Program and Requirements for Completion
3. Curriculum
4. Program Delivery, Evaluation, and Ongoing Support

The *Practitioner Teacher Program Standards Matrix* (Appendix B) provides a sketch of each component. The standards matrix (a) identifies the standard for each of these components, (b) specifies particulars that must be addressed in the proposal, (c) lists sample indicators and measures, and (d) offers a brief correlation with NCATE

standards, state supplement standards, and the Louisiana Components of Effective Teaching.

### Component 1: Provider Commitment and Collaboration to Promote Educator Certification

The provider shows commitment to support and promote educator certification, including other stakeholders when appropriate. The provider shall adequately prepare candidates to meet certification standards and shall be accountable for the quality of programs so that the candidates will be certified. An advisory committee/council with members representing stakeholders (such as school districts/systems, businesses, parents, professional organizations, national organizations) shall assist in the design and delivery of the preparation program, major policy decisions of the program, and program evaluation.

Since a key component of the **Practitioner Teacher Program** curriculum (see Appendix A) is the actual teaching assignment/internship in a Louisiana classroom, it is essential that the provider identify and describe the school system partnerships and collaborations that are in place and planned to implement the proposed practitioner program.

### Component 2: Admission to an Educator Preparation Program and Requirements for Completion

The provider shall clearly delineate procedures to determine the candidate's appropriateness for the certification sought. Procedures must be consistent with those outlined in the **Practitioner Teacher Program** description (Appendix A). To be admitted candidates must, as a minimum:

- Possess a non-education baccalaureate degree from a regionally accredited university.  
Have a 2.50 or higher grade point average (GPA).
- Pass the PRAXIS Pre-Professional Skills Tests (PPST) in reading, writing, and mathematics. Individuals who already possess a graduate degree will be exempted from this requirement. In addition, an ACT composite score of 22 or a SAT combined verbal/critical reading and math score of 1030 may be used in lieu of the PPST.
- Pass the content specific examinations for the PRAXIS:
  - (1) Practitioner candidates for Grades PK-3: Pass the *Elementary Education: Content Knowledge* examination (#0014);
  - (2) Practitioner candidates for Grades 1-5 (regular and special education): Pass the *Elementary Education: Content Knowledge* examination (#0014);
  - (3) Practitioner candidates for Grades 4-8 (regular and special education): Pass the middle school subject-specific examination(s) for the content areas to be certified;
  - (4) Practitioner candidates for Grades 6-12 (regular and special education): Pass the secondary subject-specific *examination(s)* on

the PRAXIS in the content area(s) to be certified. 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;

(5) Practitioner 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;

- Meet other non-course requirements established by the program providers.
- Meet background checks required by employing agency (school or school systems).

The provider shall establish policies and procedures that provide (a) clearly articulated criteria for admission that are published and applied consistently to all candidates, (b) recruitment strategies for the program, and (c) evidence of degree or other academic and/or job-related credentials.

Additionally, the provider shall define requirements for successful completion of the program. Policies must be consistent with those outlined in the **Practitioner Teacher Program** description (Appendix A). Program providers will submit signed statements to the Louisiana Department of Education which indicate that the practitioner teachers completed the Practitioner Teacher Program and met the following requirements within a three year time period:

- Passed the PPST components of the PRAXIS. (*Note: This test was required for admission.*)
- Completed the Teaching Preparation and Teaching Internship segments of the program with a 2.5 or higher GPA (If grades are not awarded, a comparable measure of satisfactory completion must be provided).
- Completed prescriptive plans (if weaknesses were demonstrated).
- Passed the specialty examination (PRAXIS) for their area(s) of certification. (*Note: This test was required for admission.*)

(1) Grades PK-3: *Elementary Education: Content Knowledge*

(2) Grades 1-5: *Elementary Education: Content Knowledge*

(3) Grades 4-8: *middle school subject -specific licensing examination(s) in area to be certified.*

(4) Grades 6-12: *secondary subject-specific examination(s) in content areas to be certified.*

- (5) All-Level K-12: *subject-specific examination(s) for content area(s) to be certified.*
- (6) Mild/Moderate Special Education: *core subject area exam (English/language arts, foreign language, mathematics, the sciences, or social studies).*
- Passed the Pedagogy examination(s) of the PRAXIS.
  - (1) Grades PK-3: *Principles of Learning and Teaching Early Childhood (#0521)*
  - (2) Grades 1-5: *Principles of Learning and Teaching K-6 (#0522)*
  - (3) Grades 4-8: *Principles of Learning and Teaching 5-9 (#0523)*
  - (4) Grades 6-12: *Principles of Learning and Teaching 7-12 (#0524)*
  - (5) All-Level K-12: *Principles of Learning and Teaching K-6, 5-9 or 7-12*
  - (6) Mild/Moderate Special Education: *Education of Exceptional Students: Core Content Knowledge (#0353) and Education of Exceptional Students: Mild to Moderate Disabilities (#0542)*
- 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:
  - (1) successfully complete the same number of semester hours in reading as required for undergraduate teacher preparation programs:
    - (a) early childhood PK-3 or elementary 1-5 programs, nine hours;
    - (b) middle grades 4-8 programs, six hours;
    - (c) secondary 6-12 or all-level K-12 programs, three hours;
    - (d) special education areas, nine hours; or
  - (2) pass a reading competency assessment.

### Component 3: Curriculum

Educator proficiencies and standards, as adopted by BESE and prescribed in the *Louisiana Components of Effective Teaching* (Appendix D), shall provide the curricular basis for the educator preparation program. The curriculum must address the relevant Louisiana Content Standards and Blue Ribbon Consortium recommendations 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).

- *Teaching Preparation Summer or Fall* (9-12 credit hours or 135–180 equivalent contact hours, 5-8 weeks)

All teachers will participate in field-based experiences in school settings while completing the summer or fall courses (or equivalent contact hours).

Grades PK-3 practitioner teacher 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.

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

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.

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

- *Teaching Internship and First Year Support* (12 credit hours or 180 equivalent contact hours throughout the year.)

Practitioner teachers will assume full-time teaching positions in districts. It is a primary responsibility of the program provider, in collaboration with school systems and state approved schools, to facilitate and coordinate the placement of program participants in stable, supportive teaching situations. Practitioner teachers are issued a one-year Practitioner Certificate, renewable on a yearly basis for a maximum of three years. The participant signs a one-year renewable contract with the school system and/or approved state school.

During the first school year, practitioners will participate in two seminars (one seminar during the fall and 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. Practitioner teachers participating in the LaTAAP will receive support from school-based mentor teachers provided by the Louisiana Teacher Assistance and Assessment Program (LaTAAP) and principals. Practitioner teachers who are not participating in the LaTAAP or who have successfully completed the LaTAAP will be provided a mentor by the program provider.

- *Teaching Performance Review (End of First Year)*

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

If weaknesses are cited, the teams will identify additional types of instruction needed to address the areas of need. Prescriptive plans that require from 1 to 9 credit hours (or 15-135 equivalent contact hours) of instruction will be developed for practitioner teachers.

- *Prescriptive Plan Implementation, Louisiana Assessment Program, PRAXIS Review (Year Two)*

Practitioner teachers who demonstrate areas of need will complete prescriptive plans during the second year. Practitioner teachers enrolled in LaTAAP will be assessed during the fall or spring of year two, depending on teaching proficiencies. Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the PRAXIS.

- *Ongoing Support (Years Two and Three)*

Program providers will give support services to practitioner teachers during their second and third years of teaching. Types of support may include on-line support, internet resources, special seminars, etc.

Program providers will submit signed statements and supporting documentation to the Louisiana Department of Education, which indicate that a practitioner teacher has completed the Practitioner Teacher Program. Upon completion of all requirements of the program, the practitioner teacher will receive a Level 1 Professional teaching certificate. After three years of teaching in the area of certification and successful completion of the Louisiana Teacher Assistance and Assessment Program, he/she will be eligible for a Level 2 teaching certificate.

The provider shall identify levels and areas of certification to be delivered within the proposed **Practitioner Teacher Program**. These areas of certification must be clearly delineated in the proposal. Providers should provide rationale for selected areas of certification and target certification areas identified as areas of need.

The provider shall establish benchmarks and structured assessments of the candidate's progress throughout the program. The **Practitioner Teacher Program** provider will:  
(a) describe procedures for ensuring that the curriculum is aligned with the Louisiana

Components of Effective Teaching, and the Louisiana Content Standards, and (b) describe benchmarks to show how the candidates' progress toward the mastery of standards will be assessed.

#### Component 4: Program Delivery, Evaluation, and Ongoing Support

The provider shall establish a system for program delivery and improvement. On-going support of the certification candidates must be a part of the program design. The proposal must clearly identify the type and the level of mentoring/supervising support that will be supplied by the provider. Specifically the proposal should state the mentor/supervisor to practitioner ratio (i.e. how many practitioner teachers will be served by a single monitor/supervising teacher?). The mentor offered by the program provider is in addition to the mentor that is provided through the Teacher Assistance and Assessment Program.

The applicant must describe how the program will be delivered. Program delivery details should include logistics (including dates, time, location, facilities) and methods of delivery (face to face, electronic, etc.). Program experiences shall allow for ongoing, relevant teaching experiences in a variety of educational settings with diverse student populations and faculties.

The program provider will provide indicators of the systematic use of data, follow-up of candidates' teaching success, and retention in the profession for continuous program improvement. Program evaluation will utilize internal and external criteria. Program providers will submit annual reports to the Department of Education, will be subject to site audits/monitoring, and will respond to all requests for data from the Department of Education Office of Educator Support. Data requests will include, but not be limited to: information on selection criteria of candidates and success of those criteria; success rate of candidates on the PRAXIS pedagogy exams; success rate of the candidates in the assessment component of the Assistance and Assessment Program; and survey responses of program participants.

**All approved programs are accountable under the Louisiana Teacher Preparation Accountability System.** Each approved program will be subject annually to a rating issued under this system. The rating system will address indicators related to both teacher quantity and provider performance (including, but not limited to):

#### *\*Teacher Quality\**

- Number of **Practitioner Teacher** program completers
- Number of **Practitioner Teacher** program completers in critical certification shortage areas (mathematics, science, mild/moderate special education, middle school certification) and critical rural district shortage areas
- Number of racial minority **Practitioner Teacher** program completers and number of teaching minority **Practitioner Teacher** program completers

*\*Institutional Performance\**

- Percentage of **Practitioner Teacher** program completers who passed PRAXIS (all portions as defined in Practitioner Teacher Program requirements for entrance and program completion)
- Retention rates of program completers

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## APPENDICES

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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.

**Appendix B: Practitioner Teacher Program Standards Matrix**

The *Practitioner Teacher Program Standards Matrix* (Appendix B) (a) identifies the standards for each of these areas, (b) specifies components that must be addressed in the proposal, (c) offers a brief correlation with NCATE standards, state supplement standards, and the Louisiana Components of Effective Teaching, and (d) lists sample indicators and measures.

**Appendix C: Practitioner Teacher Program Proposal Forms**

The Cover Sheet for the proposal and the *Practitioner Teacher Program Proposal Rubric* is available in Appendix C.

**Appendix D: Louisiana Components of Effective Teaching**

# **APPENDIX A**

## **Practitioner Teacher Program Description & Guidelines**

## APPENDIX A

### **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 Mild-Moderate Special Education. 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 Pre-Professional Skills Tests (PPSTs) 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);
    - b. candidates for grades 1-5 (regular education and mild/moderate): pass Elementary Education: Content Knowledge (#0014);
    - 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. 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. Mild/Moderate Special Education practitioner teachers will successfully complete courses or equivalent contact hours that focus on special needs of the mild/moderate exceptional child, classroom management,

## APPENDIX A

behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, and vocational and transition services for students with disabilities. (9 credit hours or equivalent 135 contact hours)

5. 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 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. Practitioner teachers participating in the LaTAAP will receive support from school-based mentor teachers provided by the Louisiana Teacher Assistance and Assessment Program (LaTAAP) and principals. Practitioner teachers who are not participating in the LaTAAP or who have successfully completed the LaTAAP will be provided a mentor by the program provider.
3. For all-level areas (art, dance, foreign language, health and physical education, and music), field experiences should be provided across grades K-12.

### 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. 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.

### F. Prescriptive Plan Implementation (Second Year)—One to nine credit hours, or 15 to 135 contact hours. Candidates who demonstrate areas of need will complete prescriptive plans.

### 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), and Mild/Moderate Special Education Programs—21-30 credit hours (or equivalent 315-450 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 PPST 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);

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- 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. 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 (#0521)**;
  - b. grades 1-5: Principles of Learning and Teaching K-6 (#0522);
  - c. grades 4-8: Principles of Learning and Teaching 5-9 (#0523);
  - d. grades 6-12: Principles of Learning and Teaching 7-12 (#0524);
  - e. all-level K-12 Certification: Principles of Learning and Teaching K-6, 5-9, or 7-12;
  - f. mild/moderate special education: Education of Exceptional Students: Core Content Knowledge (#0353) and Education of Exceptional Students: Mild to Moderate Disabilities (#0542);
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 or elementary 1-5 programs, nine hours;
    - ii. middle grades 4-8 programs, six hours;
    - iii. secondary 6-12 or all-level K-12 programs, three hours;
    - iv. special education areas (Early Interventionist, Hearing Impaired, Mild/Moderate 1-12, Significant Disabilities, or Visually Impaired), nine hours; or
  - b. pass a reading competency assessment.
- 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 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. After three years of teaching in the area of certification and successful completion of the Louisiana Teacher Assistance and Assessment Program, he/she will be eligible for a Level 2 license.
- 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), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1790 (October 2006).

# **APPENDIX B**

## **Practitioner Teacher Program Standards Matrix**

APPENDIX B

**Practitioner Teacher Program Standards Matrix**

All approved programs are accountable under the Louisiana Teacher Preparation Accountability System. Each approved program will be subject annually to a rating issued under this system.

Standards	Proposal Specifications	Sample Indicators and Measures	Correlation with NCATE, State Supplement for Program Approval, Louisiana Components of Effective Teaching
<b>Component 1: Provider Commitment and Collaboration to Promote Educator Certification</b>			
<p>The provider shows commitment to support and promote educator certification, including other stakeholders where appropriate. The provider shall adequately prepare candidates to meet certification standards and shall be accountable for the quality of programs so those candidates will be certified.</p>	<ul style="list-style-type: none"> <li>• Provide evidence of organizational and professional commitment</li> <li>• Describe existing and proposed collaboration and partners (e.g. school districts and/or schools; Regional Educational Service Centers; Teaching, Learning, and Technology Centers; universities, business, etc) giving evidence of nature of collaboration</li> <li>• Identify composition of advisory board/committee that will assist with design/delivery of program, major policy decisions, and evaluation</li> </ul>	<p>Evidence of commitment to providing a quality certification program may include a description of:</p> <ul style="list-style-type: none"> <li>• Issues and needs evidenced during the planning process.</li> <li>• Previous teacher training/preparation experiences.</li> <li>• Management and stakeholder roles and responsibilities (e.g., for improving the program during and after implementation).</li> <li>• Meeting schedules, minutes, memorandums of agreement or documents showing accomplished collaborative work with school districts and what the plans are to sustain this collaboration and communication and support of program completers over time.</li> </ul>	<ul style="list-style-type: none"> <li>• NCATE Conceptual Framework Professional Commitments and Dispositions</li> <li>• NCATE Standard 3 Field Experiences and Clinical Practice: Collaboration</li> <li>• Louisiana State Supplement Standards: Standard A 7</li> <li>• LCET Domain V: School Improvement</li> </ul>
<b>Component 2: Admission to an Educator Preparation Program</b>			
<p>The provider develops, maintains, and disseminates procedures to determine the candidate's appropriateness for the certification sought.</p>	<ul style="list-style-type: none"> <li>• Describe screening and acceptance policies and procedures</li> <li>• Describe recruitment strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Description of recruitment procedures, goals, and objectives</li> <li>• Admission criteria as required in the Practitioner Teacher Program description</li> <li>• Description of any additional non-course requirements established by the program providers (e.g. letters of recommendation, portfolios, interviews, etc.</li> <li>• Evidence that policies and procedures for admission are disseminated and applied consistently</li> </ul>	

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Standards	Proposal Specifications	Sample Indicators and Measures	Correlation with NCATE, State Supplement for Program Approval, Louisiana Components of Effective Teaching
<b>Component 3: Curriculum</b>			
<p>Teacher proficiencies and standards adopted by BESE (i.e. Louisiana Components of Effective Teaching) shall be the curricular basis for educator preparation and must address the relevant Louisiana Content Standards.</p>	<ul style="list-style-type: none"> <li>• Identify areas of certification to be delivered</li> <li>• Describe procedures for ensuring that curriculum is aligned with teacher certification standards, Louisiana Components of Effective Teaching (LCET), and the Louisiana Content Standards</li> <li>• Describe benchmarks to show how the candidates will progress toward the mastery of the LCET; provide example/sample of Benchmarks and Assessment of Candidates Successful Attainment of Standards including the standard, the associated training topic/curriculum, and the associated assessment/benchmark.</li> <li>• Describe how curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Provide example of the curriculum's alignment with the appropriate content and pedagogy certification standards and Louisiana Content Standards</li> <li>• Provide sample benchmark(s) to show how the program will determine that candidates for certification are meeting the standards required to be certified</li> <li>• Provide examples of diversity in curriculum opportunities (e.g. lessons that incorporate diversity, classroom environments that value diversity, interactions with other practitioners, faculty and students from diverse ethnic, racial and gender groups)</li> </ul>	<ul style="list-style-type: none"> <li>• NCATE Conceptual Framework Commitment to Technology; Conceptual Framework Candidate Proficiencies Aligned with Professional and State Standards</li> <li>• NCATE Standard I. Candidate Knowledge, Skills, and Dispositions: Content Knowledge, Pedagogical Content Knowledge, Pedagogical Skills, Dispositions, Student Learning</li> <li>• NCATE Standard 3. Field Experiences and Clinical Practice</li> <li>• NCATE Standard 4: Diversity</li> <li>• Louisiana State Supplement Standards: Standard A 1-5, B 1-2</li> <li>• LCET Domains I-III: Planning, Management, and Instruction</li> </ul>
<b>Component 4: Program Delivery, Evaluation and Ongoing Support</b>			
<p>The entity develops and maintains an effective system for program delivery, program evaluation, and improvement. On-going support of the certification candidates are part of the program design.</p>	<ul style="list-style-type: none"> <li>• The preparation provider will describe how the program will be delivered including program logistics (dates, time, location, facilities) of program delivery and methods of program delivery (face to face, electronic, etc.)</li> <li>• Describe support efforts that will be provided.</li> <li>• Describe field-based experiences and how participants will experience ongoing relevant teaching experiences in diverse educational settings</li> </ul>	<p>Evidence of the quality of program delivery to be examined in program evaluations may include:</p> <ul style="list-style-type: none"> <li>• PRAXIS data</li> <li>• Improved student achievement</li> <li>• Evaluation of training</li> <li>• Written reflections of current research and promising practices</li> <li>• Use of portfolios</li> <li>• Classroom performance</li> <li>• Practitioner performance in the Teacher Assistance and Assessment Program</li> </ul>	<ul style="list-style-type: none"> <li>• NCATE Standard 2: Assessment System and Unit Evaluation; Data Collection, Analysis, and Evaluation; Use of Data for Program Approval</li> <li>• NCATE Standard 3: Field Experiences and Clinical Practice</li> <li>• Louisiana State Supplement Standards: Standard A 6, E</li> <li>• LCET Domain IV: Professional Development</li> </ul>

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	<ul style="list-style-type: none"><li>• Describe program evaluation design (including use of data, follow-up of candidates' teaching success, retention, etc) and how program will use data to initiate changes where indicated</li></ul>	<ul style="list-style-type: none"><li>• Sample rubrics, scoring guides and assessments</li></ul> <p>Field Experiences include multiple opportunities and multiple points (e.g. observations, tutoring, assisting teachers or other school personnel, attending school board meetings, participating in education related community events)</p> <p>Decisions about candidate performance are based on multiple assessments made at multiple points before program completion.</p>	
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# APPENDIX C

## Practitioner Teacher Program Proposal Forms

**PRACTITIONER TEACHER PROGRAM  
COVER SHEET**

<b>1. Name of Legal Applicant (organization, institution, or entity that will plan and implement the practitioner program)</b>	
<b>2. Mailing Address of Organization/Institution</b>	
<b>3. Program Director</b>	
Name:	
Title:	
Address	
Telephone:	
Fax:	
Email (must be valid email address):	
<b>4. Certification Areas to be offered in the Proposed Program</b> (specific information relative to grade levels and target content areas must be identified)	
<b>5. Number of Program Participants (projected)</b>	
<b>6. Names of targeted school systems or schools (projected)</b>	
<b>Name of System/School</b>	<b>Contact Person</b>

**ASSURANCES**

I confirm that:

- The entity/program provider serving as legal applicant will be accountable for tracking and evaluating all activities outlined in this application.
- The entity/program provider serving as legal applicant will establish and utilize an advisory committee/council as specified on page 3 of the Request for Proposals.
- The entity/program provider serving as legal applicant will implement and monitor the required entrance requirements, curriculum requirements, and program completion requirements as specified by the Louisiana Department of Education.
- The entity/program provider serving as legal applicant will provide the Louisiana Department of Education all required data, including but not limited to: names and contact information for all practitioners; documentation relative to teaching assignments of all practitioners; documentation relative to entrance and completion requirements of all practitioners; and notification relative to candidates who withdraw or are dropped from the program

I am authorized to sign and submit this application on behalf of this submitting organization/LEA.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

## Practitioner Teacher Program: Proposal Scoring Rubric

### *Louisiana Practitioner Teacher Program*

#### CRITERIA FOR REVIEW OF PRACTITIONER TEACHER PROGRAM PROVIDERS APPLICATION

Applicants are reminded that the total application must follow all guidelines as specified in the request for proposal and must include all required forms. Also, applicants are reminded that all pages (including the forms) must be numbered consecutively. Applicants should read each area in column 1 and locate the page(s) in their application that pertains to each of the listed areas. Once located, applicants should write the application page number in the second column and submit this form as the final page of their application packet. Each practitioner teacher program provider application will be reviewed by a team selected by the Louisiana Department of Education. The review team will determine if each applicant clearly addressed the following areas in the technology application.

Area	Page	Acceptable	Unacceptable	Comments
<p><b>1. Cover Sheet</b></p> <ul style="list-style-type: none"> <li>• Completed <u>all</u> sections on the <i>Cover Sheet</i>, including the signature of the appropriate individual representing the legal applicant and testifying that the applicant will meet all assurances.</li> <li>• Table of Contents</li> </ul>				
<p><b>2. Proposal Overview</b></p> <ul style="list-style-type: none"> <li>• Provided a clear, concise overview of the proposed program, its goals and its design.</li> <li>• Single page</li> </ul>				
<p><b>3. Project Narrative – Introduction</b></p> <ul style="list-style-type: none"> <li>• Identified and delineated a specific need or problem to be solved.</li> <li>• Described the rationale for and the overarching goals of the proposal.</li> <li>• Provided any contextual background information that the applicant believes to be germane to the proposed practitioner teacher program.</li> </ul> <p>Note: The entire narrative section cannot exceed 15 pages.</p>				
<p><b>4. Project Narrative – Provider Commitment and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Provided evidence of the applicant's commitment and expertise to implement the proposal and to adequately prepare candidates to meet certification standards.</li> <li>• Identified current and proposed members of the program's advisory committee.</li> <li>• Provides evidence of a working partnership with districts/schools in which practitioners will serve.</li> <li>• Presented a clear discussion of any partners and the roles and contributions of each.</li> </ul> <p>Note: The entire narrative section cannot exceed 15 pages.</p>				
<p><b>5. Project Narrative – Admission to the Practitioner Teacher Program and Requirements for Completion</b></p> <ul style="list-style-type: none"> <li>• Described in detail the procedures and guidelines for admission and selection of practitioner candidates.</li> <li>• Described recruitment strategies that will be used to inform potential candidates of the program.</li> <li>• Identified the number of projected practitioner candidates for the first year of the program.</li> <li>• Identified the completion requirements.</li> </ul> <p>Note: The entire narrative section cannot exceed 15 pages.</p>				
<p><b>6. Project Narrative – Curriculum</b></p> <ul style="list-style-type: none"> <li>• Identified levels and areas of certification to be delivered within the proposed Practitioner Teacher Program.</li> <li>• Provided a rationale for selected areas of certification.</li> <li>• Described the general structure of the teaching preparation program curriculum to be delivered under</li> </ul>				

APPENDIX C

<p>the proposed program.</p> <ul style="list-style-type: none"> <li>• Described procedures for ensuring that the curriculum is aligned with the Louisiana Components of Effective Teaching and the Louisiana Content Standards for K-12.</li> <li>• Described benchmarks that identify how the candidates' progress toward the mastery of the standards will be assessed.</li> <li>• Provided sufficient details as to the specifics of the teaching preparation curriculum and how the curriculum meets the curriculum requirements as described on pages 5-6 of the Request for Proposals.</li> </ul> <p>Note: The <u>entire</u> narrative section cannot exceed 15 pages.</p>				
<p><b>7. Project Narrative – Program Delivery, Evaluation, and Ongoing Support</b></p> <ul style="list-style-type: none"> <li>• Presented a clearly defined delivery plan with specific information relative to location of program, methods of delivery, and projected timeline.</li> <li>• Described how the program will provide for relevant field and teaching experiences in a variety of educational settings with diverse student populations and faculties.</li> <li>• Identified and described support efforts that will be provided through the program to practitioner teachers.</li> <li>• Provided an evaluation plan that includes data to be collected that will measure effectiveness of the program and practitioner performance and that will direct program improvement efforts.</li> </ul> <p>Note: The <u>entire</u> narrative section cannot exceed 15 pages.</p>				
<p><b>8. Curriculum Vitae for Key Personnel</b></p> <ul style="list-style-type: none"> <li>• Identified key project personnel, the role of each, and provided vitae of key personnel (2 page maximum per person)</li> <li>• If key positions are not filled, provided a brief description of the qualifications for the position.</li> </ul>				
<p><b>9. Financial Information</b></p> <ul style="list-style-type: none"> <li>• Included program provider financial and corporation information.</li> <li>• Described other funding sources (local, state, federal, school, private, etc.) that will support the successful implementation of the goals and objectives of the project.</li> <li>• Described the cost to individual program participants and procedures to handle all tuition/fees.</li> </ul>				
<p><b>10. Appendices and Attachments</b></p> <ul style="list-style-type: none"> <li>• Appendices and attachments enhance the proposal information.</li> </ul>				
<p><b>11. Criteria for Review of Practitioner Teacher Program Providers Application</b></p> <ul style="list-style-type: none"> <li>• Attached Criteria for Review Form as the final page to the application packet.</li> <li>• Provided page numbers from the applicant's proposal as requested in the appropriate column on the Criteria Review Form.</li> </ul>				
<p><b>APPLICANTS SHOULD NOT WRITE BELOW THIS LINE</b></p>				
<p><b>Additional Space for Reviewers' Comments</b></p>				

# **APPENDIX D**

## **Louisiana Components of Effective Teaching**

## APPENDIX D

### **Louisiana Components of Effective Teaching**

Louisiana's Teaching Standards for both new and experienced teachers—the Louisiana Components of Effective Teaching—have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. An advisory panel reviewed the professional knowledge base on teaching by examining research-based teacher assessment and evaluation documents from eight states. In addition, other experts on personnel evaluation were consulted, and recommendations were received from out-of-state and in-state review teams. The advisory panel also used the position paper of the Teacher Evaluation Advisory Commission to develop the criteria. The State Board of Elementary and Secondary Education (SBESE) approved the Louisiana Components of Effective Teaching in September 1992. Revisions to the Components were approved by SBESE in April 1998.

#### **DOMAIN I. PLANNING**

##### **Component A. The teacher plans effectively for instruction.**

###### Attributes:

1. Specifies learner outcomes in clear, concise objectives
2. Includes activity/activities that develop objectives
3. Identifies and plans for individual differences
4. Identified materials, other than standard classroom materials, as needed for the lesson
5. State method(s) of evaluation to measure learner outcomes
6. Develops an Individual Education Plan (IEP) and/or IFSP\*

#### **DOMAIN II. MANAGEMENT**

##### **Component A. The teacher maintains an environment conducive to learning.**

###### Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

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

###### Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities planned

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

###### Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

#### **DOMAIN III. INSTRUCTION**

##### **Component A. The teacher delivers instruction effectively.**

###### Attributes:

1. Uses technique(s) which develop(s) lesson objective(s)
2. Sequences lesson to promote learning
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate
5. The teacher integrates technology into instruction

##### **Component B. The teacher presents appropriate content.**

###### Attributes:

1. Presents content at a developmentally appropriate level
2. Presents accurate subject matter
3. Relates relevant examples, unexpected situations, or current events to the content

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

###### Attributes:

1. Accommodates individual differences
2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher order thinking at the appropriate developmental levels

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4. Encourages student participation

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

#### Attributes:

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective assessment techniques.
3. Provides timely feedback to students
4. Produces evidence of student academic growth under his/her instruction

## **DOMAIN IV. PROFESSIONAL DEVELOPMENT**

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

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

## **DOMAIN V. SCHOOL IMPROVEMENT**

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

#### Attributes:

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task forces and decision-making committees, when appropriate
3. Implements school improvement plan

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

#### Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program