



LOUISIANA DEPARTMENT OF EDUCATION

Program Approval

Provider Assurances

NAME OF PROVIDER _____

After receipt of these signed assurances, the Louisiana Department of Education (LDE) will ask BESE to receive these assurances at the next available meeting.

After July 1, 2018, teacher candidates will be admitted only to teacher preparation programs that meet requirements as established in *Bulletin 746, Louisiana Standards for State Certification of School Personnel* and *Bulletin 996, Standards for Approval of Teacher and/or Educational Leader Preparation Programs*.

As applicable to the pathway and program/certification area requirements established in BESE policy, the teacher preparation provider assures that:

Candidates will meet minimum admission, GPA, and assessment requirements for enrollment and completion.

For undergraduate programs, candidates will:

- meet minimum GPA requirements of 2.50 or higher on a 4.00 scale; and
- pass the Core Academics Skills for Educators assessment or meet alternate requirements pursuant to *Bulletin 746*.

For Practitioner Teacher programs, candidates will:

- possess a non-education baccalaureate degree from a regionally accredited university;
- have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program - if candidates have a GPA of less than 2.50, they may be provisionally admitted to a program and recommended for initial certification if he or she completes an interview with the admissions officer, achieve a grade point average of 3.00 or higher in post-baccalaureate program courses by the end of the candidate's first twelve credit hours (for credit-bearing programs), demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice, and satisfactorily completes all program requirements as set forth by the state board, including any requirements for clinical practice, at graduation;
- have 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program - if candidates have a GPA of less than 2.50, they may be provisionally admitted to a program and recommended for initial certification if he or she completes an interview with the admissions officer, achieve a grade point average of 3.00 or higher in post-baccalaureate program courses by the end of the candidate's first twelve credit hours (for credit-bearing programs), demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice, and satisfactorily completes all program requirements as set forth by the state board, including any requirements for clinical practice, at graduation;
- pass the Praxis core academic skills for educators in reading, writing, and mathematics -

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LOUISIANA DEPARTMENT OF EDUCATION

candidates who already possess a graduate degree or have an ACT composite score of 22 or higher or an SAT combined verbal and math score of 1030 or higher will be exempted from this requirement; and

- pass the Praxis content-specific examinations - if no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area. Provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area.

For Master's Degree programs, candidates will:

- possess a non-education baccalaureate degree from a regionally accredited university;
- have 2.50 or higher grade point average (GPA) on a 4.00 scale – if candidates have a GPA of less than 2.50, they may be provisionally admitted to a program and recommended for initial certification if he or she completes an interview with the admissions officer, achieve a grade point average of 3.00 or higher in post-baccalaureate program courses by the end of the candidate's first twelve credit hours (for credit-bearing programs), demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice, and satisfactorily completes all program requirements as set forth by the state board, including any requirements for clinical practice, at graduation;
- pass the Praxis core academic skills for educators in reading, writing, and mathematics - candidates who already possess a graduate degree or have an ACT composite score of 22 or higher or an SAT combined verbal and math score of 1030 or higher will be exempted from this requirement; and
- pass the Praxis content-specific examinations - if no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area. Provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area

For Certification-Only programs, candidates will:

- possess a non-education baccalaureate degree from a regionally accredited university;
- have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program - if candidates have a GPA of less than 2.50, they may be provisionally admitted to a program and recommended for initial certification if he or she completes an interview with the admissions officer, achieve a grade point average of 3.00 or higher in post-baccalaureate program courses by the end of the candidate's first twelve credit hours (for credit-bearing programs), demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice, and satisfactorily completes all program requirements as set forth by the state board, including any requirements for clinical practice, at graduation;
- pass the Praxis core academic skills for educators in reading, writing, and mathematics - candidates who already possess a graduate degree or have an ACT composite score of 22 or higher or an SAT combined verbal and math score of 1030 or higher will be exempted from this requirement; and
- pass the Praxis content-specific examinations. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area. Provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area.

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LOUISIANA DEPARTMENT OF EDUCATION

Programs will meet semester/contact hour requirements, including credit/contact hours for reading instruction.

For undergraduate program candidates, reading requirements include:

- early childhood PK-3, elementary 1-5 or general-special education mild/moderate 1-5 programs: nine hours
- middle grades 4-8 programs or general-special education mild/moderate 4-8: six hours
- secondary 6-12 all-level K-12 or general-special education mild/moderate 6-12 programs: three hours
- special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired): nine hours

For post-baccalaureate programs, candidates will successfully complete the same number of semester hours in reading as required for undergraduate teacher preparation programs or pass a reading competency assessment.

- Early childhood PK-3, elementary 1-5, and special education candidates may pass the reading competency assessment identified in *Bulletin 746*.
- Middle grades 4-8 and secondary grades 6-12 will be required to take the required reading course credit hours or equivalent contact hours.

Practice experiences will directly align with and sequentially develop the competencies identified in *Bulletin 746*.

All programs will include practice/clinical experiences in classroom settings prior to the residency year, with all alternate programs providing a minimum of 9 credit hours or 135 contact hours of training and a minimum of 80 hours of actual practice experiences in classrooms prior to the residency year.

Undergraduate residencies will take place in a public or approved non-public school in a classroom in the certification area with a teacher of record who holds a valid Level 1, 2, 3, Type A, or Type B teaching certificate in the area for which the candidate is pursuing certification pursuant to *Bulletin 746*.

- Residents placed in charter schools must be placed with a teacher of record who has demonstrated effectiveness pursuant to state law and *Bulletin 130*.
- A one-year out-of-state residency placement may be permitted when the teacher preparation program is approved to operate in the state in which the residency will take place. An out-of-state residency placement must be indicated by the teacher preparation program with the application for the Resident Teacher certificate.

Practitioner teacher programs shall require candidates to complete the residency as a teacher of record. Candidates must hold a valid practitioner teacher license pursuant to *Bulletin 746*.

Master's degree or certification-only alternate programs shall allow candidates to complete the residency as a teacher of record or in a classroom under a teacher of record.

- Candidates completing the residency as a teacher of record must hold a valid practitioner teacher license pursuant to *Bulletin 746*.
- Candidates completing the residency under a teacher of record must be in a public or approved non-public school in a classroom in the certification area with a teacher of record who holds a

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LOUISIANA DEPARTMENT OF EDUCATION

valid level 1, 2, 3, type A, or type B teaching certificate in the area for which the candidate is pursuing certification pursuant to *Bulletin 746*.

- Residents placed in charter schools must be placed with a teacher of record who has demonstrated effectiveness pursuant to state law and *Bulletin 130*.

Beginning July 1, 2018, undergraduate candidates and post-baccalaureate master's degree or certification-only candidates electing to complete the residency in a teacher of record's classroom must hold a valid Resident Teacher Certificate in order to be placed in a one-year residency.

- For certification in B-K, PK-3, 1-5, or 1-5 integrated to merged, candidates will spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities.
- For certification in K-12, 4-8, 6-12, 4-8 integrated to merged or 6-12 integrated to merged, candidates will spend a minimum of 60 percent of the residency school site's instructional time each week in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities.

Undergraduate and post-baccalaureate teacher candidates will be supervised in all residency experiences by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and program faculty member.

- The supervision will include, at minimum, two formal observations of teaching practice per semester, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team.

The residency will include a combination of the following experiences:

- instructional goal-setting and planning, including Individual Education Plan (IEP) and Individual Accommodations Plan (IAP) review and implementation
- classroom teaching
- analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions
- parent-teacher conferences and communication
- interactions and collaboration with other teachers

The preparation provider will assess and document evidence of candidate's' teaching competency for all candidates completing one-year residencies:

- Assessments of teaching competency will be jointly administered by the preparation provider and the residency school site principal or designee.
- Assessments of teaching competency will include, but are not limited to, the following:
 - observations that occur during the residency year
 - measures of teacher candidates' impact on all students' learning, which may include student learning targets.

For add-on certification programs, the teacher preparation provider ensures that:

- all teachers earning an add-on certification currently hold a valid Louisiana teaching certificate;
- all coursework used for add-on certification is for regular credit and not of a remedial or developmental nature;
- No final grade below a "C" will be accepted for any add-on endorsement purposes;

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LOUISIANA DEPARTMENT OF EDUCATION

- semester hours earned to add certification areas and/or levels to an existing certificate cannot include repeat (or duplicate) coursework;
- all candidates meet the requirements for their add-on endorsement area, including the required coursework hours and passing scores on the Praxis, where applicable, as outlined in *Bulletin 746, Louisiana Standards for State Certification of School Personnel*.

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LOUISIANA DEPARTMENT OF EDUCATION

The signatures below and corresponding initials above indicate that leaders responsible for overseeing design and implementation of the programs included in this application, including deans and/or directors of colleges and/or schools who provide coursework for these programs, have approved the information provided in this application for submission to the Louisiana Department of Education. We further certify that, if approved, the programs and residency model described in this application will meet all minimum practice experience requirements as established in Bulletin 996.

Dean or Director, Print/Type Name

Dean or Director, Signature

Date

Operating Agency CEO/Administrator, Print/Type Name

Operating Agency CEO/Administrator, Signature

Date

Other Campus/Provider Head or Designee, Print/Type Name *Title*

Other Campus/Provider Head or Designee, Signature

Date

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