

# **RECOMMENDATIONS OF THE EXTERNAL EVALUATORS**

## **REDESIGNED TEACHER PREPARATION PROGRAMS:**

### **UNDERGRADUATE CERTIFICATION, MASTERS ALTERNATE CERTIFICATION, & PRACTITIONER TEACHER PROGRAMS**

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# **PART I: INTRODUCTION**

## INTRODUCTION

This document provides an overview of the evaluation that has occurred to examine redesigned regular certification programs and alternate certification programs within public and private universities in Louisiana. A team of external evaluators have examined the redesigned programs and identified programs that should be recommended for approval based upon their quality.

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

### *Undergraduate Program*

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

### *Alternate Certification:*

The *Practitioner Teacher Program* is an alternate certification program that requires individuals to complete 18-30 hours designed for cohorts who participate in an intensive summer program, seminars during the fall and spring, an internship while working full time as a teacher in a school, and a prescriptive program if weaknesses are demonstrated.

The *Master's Degree Program – Alternative Path* is a 36 hour master's degree alternate certification pathway designed for individuals who are teaching full time, attending the university full time, or attending the university part-time.

A description of the process used to evaluate these programs is found within Section II of the document, and a Summary of Key Findings Across the Reports is located in Section III. Section III also contains strengths noted across the university programs and recommendations to the Board of Regents, Board of Elementary and Secondary Education, System Heads, and Campus Heads. The final recommendations of the external evaluators can be found in Section IV under Program Reviews.

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

## **PART II: DESCRIPTION OF THE PROCESS FOR THE SECOND EVALUATION CYCLE**

### **SECTION I: EXTERNAL EVALUATION OF QUALITY**

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (SBESE) selected six external consultants to review and evaluate redesigned teacher preparation programs. The evaluators were charged with reviewing the teacher preparation redesign plans, providing feedback to universities regarding their proposals, and making recommendations to university system boards, BoR, and BESE relative to acceptance of the redesigned plans. The primary responsibility of the external evaluators was to identify quality programs that should be recommended for state approval and provide recommendations to universities to enhance the quality of all programs in the state.

#### **Submission**

All universities were required to submit redesign proposals that met specifications identified within a document entitled *Final Revision of Guidelines for Submission and Review of Redesigned Teacher Preparation programs (October 18, 2001)*. The guidelines identified the specific structure that universities were required to follow when presenting information within the proposals and specific questions that universities were required to answer when describing their programs. Universities were also required to follow new state certification requirements for regular undergraduate teacher preparation programs. All universities were required to submit proposals by April 30, 2002 in order to be included in this review cycle.

#### **Review**

External evaluators used a two-stage review process to (1) assess written proposals and (2) conduct face-to-face interviews with key university administrators and faculty. Prior to their arrival, the external evaluators were provided copies of proposals submitted by two universities to read in advance. Upon arrival in Baton Rouge, the evaluators met on May 14, 2002 to reach consensus on the review process. The evaluators reviewed proposals and identified questions to ask about the proposals during interviews. On May 15-17, the evaluators worked as two-member teams and conducted 45-minute interviews with university teams that included key university administrators, university faculty, and K-12 school partners. At the conclusion of the interviews, each proposal was evaluated based upon written information within the proposals and responses during the interviews. After all proposals had been reviewed, the evaluators met on May 18 to discuss their recommendations and stipulations to ensure that consistency existed across evaluators and across proposals. Joint consensus was reached by the external evaluators to determine final recommendations and areas in need of further development. The three recommendations were the following:

- *Recommended for Approval:* Programs that exhibited many strengths and had no stipulations.

- *Recommended for Approval with Stipulations:* Programs that had areas in need of further development.
- *Not Recommended for Approval:* Programs that needed major program redesign.

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

**A. Program Recommendation**

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

**B. Strengths**

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

**C. Program Stipulations**

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

**D. General Recommendations for Future Improvement**

A listing of recommendations to assist the universities in creating high quality programs. description of common weaknesses observed across many programs by the evaluators. These weaknesses do not have to be addressed for approval in this review cycle, but should become the targets of continuing program development.

**E. Specific Recommendations for Future Improvement**

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

Seventeen of the nineteen public and private colleges/universities in Louisiana with teacher preparation programs submitted their redesigned programs for review. Grambling State University and the Southern University – New Orleans chose to use the summer months to further develop their programs and will submit their documents for the September 2002 evaluation cycle.

## **SECTION II: EVALUATION OF CERTIFICATION REQUIREMENTS**

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

## **SECTION III: WRITTEN DOCUMENTS**

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

## **SECTION IV: APPROVAL PROCESS**

The approval process was created to obtain approval from the Board of Regents and Board of Elementary and Secondary Education for universities to begin fully developing redesigned programs for future implementation.

### **Public Universities**

*Programs Recommended for Approval.* All programs recommended for approval without stipulations and found to have no certification problems must first be reviewed by the system boards and recommended by the system boards to the Board of Regents and Board of Elementary and Secondary Education for approval.

*Programs Recommended for Approval With Stipulations or Programs with Certification Problems.* If programs are recommended for approval with stipulations or found to have certification problems, universities must address the areas cited and may submit a rejoinder to their system board to seek approval. Each system board reviews the rejoinder and determines if the program should be recommended to the Board of Regents and Board of Elementary and Secondary Education for approval.

*Programs Not Recommended for Approval.* If not approved, universities may rewrite the proposals to address stipulations. Universities may submit revised proposals during the September 2002 third evaluation cycle, or they may submit a rejoinder to their system board to request approval during the current evaluation cycle. Each system board reviews the rejoinders and determines if the programs should be recommended to the Board of Regents and Board of Elementary and Secondary Education for approval.

*BoR/SBESE/LAICU Program Review Subcommittee.* Once system boards submit the programs recommended for approval to the Board of Regents, a BoR/SBESE/LAICU Program Review Subcommittee composed of staff from the Board of Regents, State Board of Elementary and

Secondary Education (i.e., Louisiana Department of Education), and LAICU reviews the external evaluators' recommendations, university system recommendations, and rejoinders to ensure that all proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the Board of Regents and State Board of Elementary and Secondary Education. If the BoR and/or BESE does not approve the new programs, universities may revise the documents and resubmit them during September 2002 for the third evaluation cycle.

### **Private Universities**

For private institutions, Campus Heads and Chief Academic Officers review the recommendations of the external evaluators and determine if rejoinders should be developed to address stipulations that are identified or programs that are not approved. All rejoinders are submitted to the Board of Regents for the BoR/BESE/LAICU Program Review Subcommittee. This subcommittee reviews the external evaluators' recommendations, private university recommendations, and rejoinders to ensure that proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the State Board of Elementary and Secondary Education. If the State Board of Elementary and Secondary Education does not approve the new programs, universities may revise the documents and resubmit them during September 2002 for the third evaluation cycle.

## **SECTION V: CURRICULUM CHANGES TO REDESIGNED PROGRAMS**

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

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

### **1. Prior to Approval from the Board of Regents and Board of Elementary and Secondary Education**

Universities may use the recommendation of the external evaluators to identify changes that they wish to make to the Degree Plans. These changes should be described within the rejoinders submitted to the system boards. If new courses are being proposed, full course descriptions

should be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval by the Board of Regents and Board of Elementary and Secondary Education.

## **2. After BoR/BESE Approval and Before Program Implementation**

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

## **SECTION VI. PROGRAM DOCUMENTATION**

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

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

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

## **SECTION VII: REQUESTS FOR ADDITIONAL INFORMATION**

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

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

**STRENGTHS NOTED  
&  
RECOMMENDATIONS TO  
BOARD OF REGENTS,  
BOARD OF ELEMENTARY &  
SECONDARY EDUCATION,  
SYSTEM HEADS, AND  
CAMPUS HEADS**

## **SUMMARY OF KEY FINDINGS ACROSS PROGRAMS**

### **STRENGTHS NOTED**

Universities and districts in Louisiana are to be commended for the amount of time, energy, effort, and work that has gone into the redesign of the teacher preparation programs. It was evident within the interviews that university presidents, chief academic officers, College of Education deans, College of Arts, Sciences, and Humanities deans, PK-16+ Coordinators, department heads, faculty, Professional Development School partners, and school/district personnel have all had important roles in the redesign process. Each university's commitment to enhance teacher quality and improve student learning was evident during every interview. It is anticipated that this level of commitment will have a very positive impact upon the future of education in Louisiana.

It was noted that many of the programs committed to early, hands-on practical preparation. They engaged in substantial collaboration across and within colleges as well as with local school districts. Some universities used the flexibility provided by the State to restructure their programs in new and innovative ways that will be of national interest. These new models need to be shared with universities in Louisiana. Most proposals mapped how the preparation programs prepared candidates to exhibit the *Louisiana Components of Effective Teaching (LCET)* prior to completing their program. It was observed during the interviews that the creation and implementation of the Professional Development Schools enhanced the quality of teaching and learning experiences of many pre-service teachers. All of these collaborative efforts strengthened the proposals and resulted in the creation of many innovative ideas that evidence great promise for meeting the needs of teacher candidates and the students they will ultimately teach.

### **RECOMMENDATIONS TO BOARD OF REGENTS, BOARD OF ELEMENTARY & SECONDARY EDUCATION, SYSTEM HEADS, AND CAMPUS HEADS**

While all universities demonstrated major gains, specific areas in need of further development were demonstrated across campuses. These needs ranged from significant to minor at individual campuses. All universities need to work collaboratively to address these areas during the next year. *It is recommended that the Board of Regents, Board of Elementary and Secondary Education, and Louisiana Department of Education identify ways to work with universities and districts to address all of the following areas. It is anticipated that universities in Louisiana can become models for the nation if all of these areas are successfully addressed.*

### **GRADES 4-8 ADD-ON CERTIFICATE FOR GRADES 1-6**

In all cases the Grades 4-8 add-on certificate for Grades 1-6 programs was judged to be insufficient to prepare teachers to teach in the middle grades. This appears to result from the design of the add-on certificate that specifies the addition of the equivalent of an additional content course in the domains of English, science, mathematics, and social studies. Unfortunately, describing a candidate as prepared to teach in middle school, particularly at

grades 7 and 8, based on an additional content course in each of these areas appears to be ill advised.

Some of the issues that were observed by the external evaluators for this add-on certificate include the possibility that a candidate can become certified to teach in a traditional middle school setting (i.e., grades 6-8) without having any professional field-based preparation in this context. Additionally, preparation programs including this add-on were unlikely to provide preparation in areas such as adolescent psychology, content oriented reading, or classroom management as it relates to teaching adolescents. The add-on certificate also does not provide for the advanced content specific teaching methodology that should be the hallmark of preparation to teach more advanced mathematics, science, social studies, and language arts concepts in the seventh and eighth grade.

*Based on these observations the panel felt it was inappropriate to recommend for approval programs that would not provide a sufficient depth of preparation for some of the grades included in the certification. Consistent with its charge the panel is making the following recommendations.*

- 1. No Grades 4-8 add-on certification programs are recommended for approval.*
- 2. The panel suggests that the relevant policy making and advisory bodies re-examine this add-on certificate. It is recommended that a committee be formed to examine the existing Grades 4-8 add-on structure and make recommendations to the State to either improve the structure or remove it from the certification structure. The committee should be composed of effective practicing grades 4-8 teachers, practicing grades 4-8 principals, university personnel, and other individuals who possess an understanding of the needs of teachers in Louisiana's schools. The committee may wish to consider a Grades 4-8 add-on for the Grades 7-12 certification as well. If the decision is made to retain the structure and it has been approved by the State, universities who wish to add this add-on to their existing approved programs should be allowed to do so. The Board of Regents and Board of Elementary and Secondary Education should review the add-on certificates in a simplified expeditious process.*

## **PROGRESSIVE FIELD EXPERIENCES**

The proposals evidenced a substantial and early commitment to having teacher candidates engaged with students and teachers in schools. A weakness that was evident across many, but not all, proposals was a lack of integration of these experiences through the plan of preparation. In many cases the early field experiences appeared to be a disjoint series of observation and lesson plans that lacked strong integration into the course or possessed a clear developmental progression in candidates' work across courses. Generally speaking the proposals whose early field experiences were least coordinated and developmental consisted of a series of disconnected observations with candidates engaging in little teaching, interaction with students, or evaluation of observations. It was also evident that field experiences were better integrated and planned for those advanced courses for which field experiences have a long history of implementation. *It is recommended that the State provide faculty development opportunities for universities to work together to identify ways to develop a progression of meaningful field-based experiences that*

*allow teachers to build upon knowledge and proficiencies gained in previous field-based experiences. Once a better understanding exists, it is recommended that universities reexamine their proposed field-based experiences and provide the Board of Regents with a chart that clearly identifies the progressive elements of the field-based experiences and how they constitute a integrated plan across courses within each program.*

## **CONTENT PREPARATION**

Although numerous thoughtful and productive revisions of general education curricula were devised as a result of redesign, an area of general weakness was observed in many programs. For many programs, especially those at the PK-3 and 1-6 levels, the trend in redesign appeared to be to maintain or reduce the general level of content preparation as compared to the previous degree programs. Particularly at these levels of certification, the programs were very heavily weighted toward professional issues, methods, and background courses for educators. Typically the hours in the flexible category of the certification structure were devoted to additional education courses or closely related fields and not content courses. As a result many programs at the PK-3 and 1-6 levels of certification lacked preparation in one more content areas addressed in state and national content standards. Additionally, for some programs general education preparation that included laboratory experiences was very limited. *It is recommended that campuses use flexible hours for content courses when gaps are identified or redesign existing courses to include needed content knowledge. As the universities move forward, the faculty need to annually examine whether or not candidates are receiving adequate content preparation to prepare them to make the best possible use of their methods preparation. In some instances, universities should consider combining related courses into a single course to permit programs to strengthen general education preparation in way that would be beneficial to teacher candidates and the students they serve.*

## **IDENTIFICATION OF PERFORMANCE-BASED OBJECTIVES (PROFICIENCIES)**

It was evident that some programs are still experiencing difficulty in developing performance-based objectives (proficiencies) for all courses that clearly identify what a teacher needs to know and be able to do to be an effective teacher. *It is recommended that the State provide faculty development opportunities for universities to work together to identify clear performance-based objectives (proficiencies) that can be used for courses and programs. Universities and faculty members who are already adept at identifying proficiencies should be invited to assist other universities. Performance of students and programs will be difficult to assess if clear expectations do not exist for pre-service teachers participating in the programs.*

## **ASSESSMENT/EVALUATION**

A weakness that was evident across almost all teacher preparation programs pertained to assessment at three different levels: (1) assessment/evaluation of PK-12 students in classrooms and use of data to inform instruction; (2) assessment/evaluation of pre-service teachers and use of data to improve teaching; and (3) assessment/evaluation of programs, courses, and PK-12 students and use of data to improve the courses and the program.

### ***Assessment/Evaluation of PK-12 Students in Classrooms***

As a result of the current State and national focus upon improved student achievement, all teachers need to enter the profession with an ability to use a variety of different types of assessment tools to assess the extent to which students are learning new concepts. In addition, teachers need to understand how to score/interpret the assessment tools in and use the assessment data to adapt instruction to help students learn concepts that have not been mastered. Some of the programs proposed by universities required teachers of grades 1-6 to complete courses in tests and measurement; however, rarely was it evident within methodology courses that assessment was being used to inform pre-service teachers about appropriate instruction. Diagnostic assessment was evident in reading, but rarely in the areas of science, social studies, and mathematics. At the secondary level, assessment of students was typically minimally addressed. *It is recommended that all campuses reexamine their curriculum and identify ways in which objectives can be included in course syllabi that require pre-service teachers to: (1) develop and/or administer informal and formal assessment instruments in math, science, social studies, and English language arts; (2) score the assessment tools; (3) accurately interpret the assessment data; and (4) use the data in order to provide appropriate instruction for individual students, small groups, and whole classes.*

### ***Assessment/Evaluation of Pre-service Teachers***

Most of the teacher preparation programs identified activities or artifacts that would be used to assess the performance of pre-service teachers; however, many universities did not align the activities/artifacts with the course objectives and few provided information pertaining to the actual assessment of the pre-service teachers while teaching and working with PK-12 students. *It is recommended that all campuses work collaboratively to identify effective assessment tools to determine the extent to which pre-service teachers demonstrate proficiencies identified for the teacher preparation program.*

### ***Assessment/Evaluation of Teacher Preparation Program/Courses/PK-12 Students***

The ability of teacher candidates and program graduates to teach in a manner that leads to learning is a core purpose of the teacher preparation enterprise. Universities recognized this and discussed the assessment of PK-12 students learning as an important dimension of the institutional and program level program evaluations. Unfortunately, many of the plans for this element of the plan were too vaguely defined to be evaluated. Commonly plans simply stated that students' standardized test scores and grades would be used to evaluate the impact of graduates. Unfortunately, given the nature of these two measures it is not immediately clear how faculty would use them to evaluate the impact of the program and courses on PK-12 students.

Assessing the impact of teacher candidates and program graduates on student learning is a complex task. As graduates disperse across the state it becomes increasingly cost prohibitive for universities to collect direct measures at these dispersed and disparate sites. One model that was proposed emphasized assessment of learning gains based on curriculum-based measures during student teaching. This approach is imperfect, but appears more manageable. Beyond the student teaching window it would appear that a statewide effort to assess the learning gains produced by first year teachers may be the most practical approach. It may be possible to integrate this in to

the Louisiana Teacher Assistance and Assessment Program (LTAAP) or it may be possible to integrate this assessment into the State's accountability programs. This is an issue that warrants further examination by policy makers in Louisiana. It is clearly in the interest of the universities, the State, and the children for policy makers and faculty to know if graduates from teacher preparation programs can produce learning once they have exited their teacher preparation program. Given the complexity of the task, the potential for geographic dispersion, and the importance of the task a coordinated statewide effort may be the most practical and beneficial approach. *It is recommended that the Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, universities, and districts work together to identify measurable ways to assess the proficiency of pre-service and new teachers as they work with PK-12 students in schools.*

## **READING AND MATHEMATICS PREPARATION**

It was noted that a few universities provided very clear performance-based objectives for their reading courses that were directly aligned with the state English language arts standards and Louisiana's definition of a balanced reading approach. In addition, they were aligned with President Bush's No Child Left Behind initiative and addressed: Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency, and Reading Comprehension Strategies. However, within many of the other programs the performance-based objectives were very general, and it was difficult to clearly determine what teachers were being taught and if they would possess the necessary skills to effectively teach reading and language arts. It was also not clear in some programs if pre-service teachers would know how to assess reading skills and help remediate reading difficulties.

It was noted that during the interviews that several universities indicated that they had used the additional hours for grades PK-3 and 1-6 certification in the focus area of math content and methodology to cover the same content previously taught in their math methods courses and spread the content over two semester instead of covering the content within one semester. At other universities, the same methodology was presented in the three courses, it was the math topics that varied. There was limited evidence that the methodology would become more advanced as pre-service teachers progressed through the courses.

*It is recommended that the Board of Regents, Board of Elementary and Secondary Education, and Louisiana Department of Education bring together higher education and K-12 educators to work together to identify sets of proficiencies that pre-service teachers should exhibit when exiting their teacher preparation programs. In addition, clear assessments should be identified to determine the degree to which the pre-service teachers can exhibit the proficiencies. Once this is done, universities should reexamine their reading and math courses to ensure that pre-service teachers will possess the necessary knowledge and skills to demonstrate the identified proficiencies when they complete the teacher preparation programs.*

## **RESOURCES**

Although the specifics varied from institution to institution, virtually all of the colleges and universities submitting redesigned teacher preparation programs identified resource needs. These included equipment needs, faculty to teach specific courses, funds for content specialists

to support methods courses, and faculty development opportunities. These specific needs differed widely across campuses. A few recurring themes did arise. The faculty consistently noted that the increased integration of field experiences and collaboration with local schools required additional personnel resources to coordinate these activities. Additionally, numerous faculties noted the need for additional resources to support the new induction programs and increased program evaluation. Redesign teams also consistently noted the importance of institutional support during the transition period from the previous program to the redesigned program. All of the universities and colleges will have programs conforming to both the existing design and the redesigned programs operating concurrently for some period. Obviously, the success of the implementation of the redesigned programs is dependent upon many factors. However, one of the most fundamental factors is the availability of adequate resources to staff and operate these programs. Having committed to redesign it is crucial that the resources be provided to move from redesign to implementation. *It is recommended that each teacher preparation program clearly identify resource related needs to successfully implement the redesigned programs and submit those needs to their chief academic officers and university presidents. University presidents should then meet with their system heads to discuss strategies to address the identified needs. Campus heads, chief academic officers, deans, department chairs, and faculty at private universities need to meet to identify funds to help implement the redesigned programs.*

## **PART IV: PROGRAM REVIEWS**

# CENTENARY COLLEGE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The total university has been involved in the redesign process and has been willing to make exceptions when structuring the programs to create a strong academic focus.
2.	Due to the smallness of the programs and the philosophy of the university, there is greater interaction between the faculty and pre-service teachers.
3.	Pre-service elementary teachers are taught courses within the Professional Development School which enable greater involvement in field-based experiences and more intense attention to the teaching needs of pre-service teachers.
4.	The university has been working with teachers at the Professional Development School to provide training to the teachers who are working with the pre-service teachers. This reflects the university's commitment to help reform the PK-12 schools.

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Programs</i>	1. It is not clear how courses have been differentiated to address the varying needs of students. As examples, pre-service teachers of grades 1-6 are exposed to the same objectives, texts, activities, materials, etc. as pre-service teachers of grades 7-12: EDUC 308 – Classroom Management for Teachers; EDUC 202 – Educational Psychology; EDUC 307 – Methods of Teaching

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>All Programs (Cont'd)</i></p>	<ol style="list-style-type: none"> <li>1. (Cont'd) <p>the Special Needs Child; PSY 211 – Human Growth and Development, etc. <i>Please clearly identify how faculty will be using different materials, resources, and experiences when addressing the needs of pre-service teachers for grades 1-6 and grades 7-12.</i></p> </li>   <li>2. Within the course descriptions for each elementary math methods course, specific topics to be addressed are listed. However, performance-based objectives that indicate how a pre-service teacher will build upon content and pedagogy from one course to another are not provided. As an example, EDUC 108, EDUC 110, EDUC 111 have one objective which is for “candidates to understand and be able to teach children” and 9 different types of concepts (e.g., two-dimensional figures, their components, and their relationships to each other; three-dimensional figures, including cylinder, cones, and spheres, and their relationships with polygons, etc.) are listed in the first course, 12 other concepts are listed in the second course, and 9 additional concepts are listed in the third course. In addition, all assessments are the same for the three courses (e.g., Plan, implement, and assess lessons in which children learn and apply what they know about . . . .” <i>Please reexamine these courses and identify proficiencies and assessments that are progressive and allow pre-service teachers to exit the program with a range of proficiencies that are important for teachers of mathematics.</i></li>   <li>3. Pre-service teachers majoring in grades 7-12 Social Studies must possess knowledge in the following four areas to address state content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses that you have listed and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that the program will meet NCSS standards for NCATE and state content standards.</i></li> </ol>

## D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT

### GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION

See *Part III: Summary of Findings* for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

## E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

#### *All Programs*

1. It was observed that the curriculum was primarily composed of isolated 3-credit courses. It is recommended that the college look at other models in the state that have identified more flexible ways to combine courses to address certification requirements. Awareness of these models might enable the college to make adjustment to their program and create a stronger curriculum. The college needs to identify core competencies for teachers at all levels that they wish to teach and teach well. They should then identify coursework that will address those competencies which may result in a different configuration than 3-credit courses.
2. Specific efforts are recommended to increase racial diversity in the program. A broader approach to this issue will probably be needed rather than traditional methods. The university should investigate policies and procedures to determine why minority students are not a part of the student body. This college should be in a position to contribute highly qualified minority teachers to the State and nation.
3. Specific studies have not been cited within the empirical bases for many of the course descriptions (e.g., EDUC 108; EDUC 110; EDUC 111, EDUC 201, PSY 211, EDUC 202, EDUC 307, EDUC 308, EDUC 318). *Please cite specific studies for each of the proposed courses.*

#### *Undergraduate Grades 7-12*

1. It is recommended that the college reexamine their current listing of courses by semesters at the grades 7-12 level and identify ways to show prospective teacher candidates that they can use hours within their major to acquire their secondary area of certification. As an example, grades 7-12 students majoring in physics are required to complete 40 hours of physics courses plus 15 hours of math courses. In addition, they are required to complete 21-credit hours for a secondary teaching area resulting in a 147 hour

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

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<i>Undergraduate Grades 7-12</i>	
1.	(Cont'd)  curriculum. Instead of taking 21 hours for a secondary area of teaching, the students could complete 4-credit hours of math to complete the 19-credit hour requirement for the secondary area of teaching which would reduce the overall curriculum to 130 hours.
2.	As described in the interview, the Professional Development School experience of elementary pre-service teachers adds richness and real-world experience to their program. The college is encouraged to focus much attention on developing similar opportunities for its secondary majors.
<i>Resources</i>	
1.	It appears that the program would benefit from having additional faculty to help teach all of the courses. It was noted that many of the courses were taught by adjuncts. While adjuncts who are currently teaching in the school might possess relevant knowledge about needs of new teachers, the hiring of different adjuncts over the years causes problems with continuity and maintenance of quality. Adjuncts who teach on a regular basis should have a professional development plan similar to a regular faculty member. In addition, pre-service teachers benefit from interacting with different faculty who have in-depth knowledge of teaching and learning.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>EDUC 201 Foundations of Education is not appropriate to fulfill guidelines for Knowledge of the Learner. <i>Please identify a different course to fulfill the requirement.</i></li> </ol>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6 (Cont'd)</i>	<p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>2. A multicultural education component must be evident in the curriculum. <i>Please include a course or clearly integrate it into the performance-based objectives across a combination of courses.</i></li> </ol>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements (Cont'd)</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>All Grades 7-12 Certification Areas</i></p> <ol style="list-style-type: none"> <li>1. EDUC 201 – Foundations of Education is not appropriate to fulfill Knowledge of the Learner. <i>Please identify a different course to fulfill the requirement.</i></li> <li>2. A multicultural education component must be evident in the curriculum. <i>Please include a course or clearly integrate it into the performance-based objectives across a combination of courses.</i></li> </ol> <p style="text-align: center;"><i>Environmental Science</i></p> <ol style="list-style-type: none"> <li>1. Coursework should be balanced between biology and chemistry. <i>Please identify a balanced combination of coursework.</i></li> </ol>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# DILLARD UNIVERSITY

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate K-12 (Special Education, Art, &amp; Music)</i>	<b>Programs could not be evaluated for new certification structures for undergraduate K-12 programs have not yet been fully approved by the Board of Elementary and Secondary Education.</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	Dillard has a long and proud tradition of commitment to the preparation of predominantly African American teachers to serve African American schoolchildren and youth. Throughout all phases of the program, students learn of this tradition and its broader applications.
2.	The university has created a Layered Mentoring Model which involves: (1) peer mentor (juniors and seniors who mentor sophomores); (2) practicing teacher mentors at Professional Development School; (3) new teachers mentor for student teachers; and (4) Dillard University faculty who mentor first year teachers.
3.	Saturday Academies are being provided to bring together university faculty, mentor teachers, and recent graduates to discuss current events in teaching, develop action plans to address deficiencies among graduates, and to provide opportunities for graduates to discuss problems they may be experiencing as they adjust to the teaching profession.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>All Programs</i>	<ol style="list-style-type: none"> <li>1. There does not appear to be a clear plan or vision for field experiences being proposed. Further, it is unclear whether the number of hours being required is possible given the amount of time available. <i>Please prepare a one-page chart for each program section (i.e., PK-3, 1-6, 4-8, and 7-12) that presents the overall vision for field experiences. Column headings for the chart should include (1) Course Title, (2) Number of Hours for Field Experience, (3) Activity (e.g., observation, tutoring, instruction with small groups, whole class teaching, etc.), (4) Performance Assessments, and (5) School Site(s). The chart should clearly show a logical progression of field site experiences from early observations to student teaching.</i></li>   <li>2. Differentiation of coursework was nicely addressed in courses such as ED 304 and ED 319; however, most courses that addressed a range of certification levels provided only very general information (e.g., ED 210, ED 211, ED 208, ED 301, ED 303, ED 417, ED 423). <i>Review all course descriptions that cover a range of certification levels. Please provide specific information regarding how these courses will be differentiated for the various certification levels.</i></li> </ol>
<i>Undergraduate Grades PK-3, Grades 1-6, and Grades 4-8</i>	<ol style="list-style-type: none"> <li>1. Pre-service teachers of grades PK-3 and 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. The proposal provided courses in all areas; however, students have the option of selecting the combination of courses. As an example, students must choose between Geography and Louisiana History; however, they must possess content knowledge in both areas to teach the state content standards. <i>Please reexamine the courses and indicate how you will know if your pre-service teachers will acquire the necessary content knowledge to teach all four areas.</i></li>   <li>2. Pre-service teachers of grades PK-3 and 1-6 must possess knowledge in the following four areas to address state science content standards and NCATE standards: Physical Science (Chemistry &amp; Physics); Life Science (Biology); Earth and Space Science, and Science and the Environment. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></li> </ol>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades 1-6</i>	<p>1. Students are required to complete ED 301 Elementary Curriculum and ED 317 Educational Measurement as the methodology courses. These courses do not address methodologies that would be appropriate for the teaching of social studies in the schools. <i>Please reexamine these two courses and provide pre-service teachers with courses that prepare them to teach science and social studies to students in grades 1-6.</i></p>
<i>Undergraduate Grades 4-8</i>	<p>1. The proposed program does not present a conceptualization that identifies the grades 4-8 program as a true middle-school program. The majority of the courses are the same courses as grades 1-6. The major difference is a small increase in content course credits beyond the grades 1-6 program and one additional course for middle school students. The National Middle School Association specifically states that a middle school program “should provide a thorough study of the nature and needs of young adolescents, middle level philosophy, curriculum, and instruction. In addition, the program should provide content preparation in at least two broad teaching fields as well as field experiences at the middle level.” <i>Please examine the NCATE standards for middle school. Please reexamine your curriculum and identify specific courses, objectives, materials, resources, experiences, etc. that can be added to your program to address the needs of middle school students in a more specific and comprehensive manner.</i></p> <p>2. Students are required to take ED 233 Culturally Relevant Pedagogy, ED 411 Methods/Materials of Teaching Middle School Subjects, and ED 423 Inquiry of Teaching and Learning as methodology courses. However, it is not clear within these courses where pre-service teachers will be exposed to methodologies that are appropriate for the content areas (e.g., Mathematics, Science, Social Studies, and English) being taught. As an example, a teacher of English should be taught methodologies that vary from methodologies taught to teachers of Mathematics. <i>Please examine the methodology courses and provide courses that will differentiate instruction to address the needs of teachers in different content areas.</i></p>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades 7-12</i>	<ol style="list-style-type: none"> <li>1. Pre-service social studies teachers of grades 7-12 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. All areas should be addressed for primary areas of certification. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></li> </ol>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.</p>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<i>All Programs</i>
<ol style="list-style-type: none"> <li>1. The Division of Educational and Psychological Studies Goals (see Institutional Section, page 15) are presented in a conceptual framework for improving various qualities of teacher candidates; however, none of the goals are stated in terms of teaching candidates how to increase academic achievement for students.</li> <li>2. Course sequences should be fully examined for all programs to ensure a logical progression for the program. For example, in Year 2 first semester students in PK-3 take ED 204, “Children’s Literature.” This course requires that candidates will “bridge research and practice through an action research project that informs and refines existing classroom practices and procedures.” Given that students have not had coursework or completed objectives in coursework that includes such topics as research methods, measurement, and effective practices, this course seems out of order. For this and other courses ensure that candidates are required to complete assignments for which they have the necessary prerequisites.</li> </ol>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

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

*All Programs (Cont'd)*

3. It is important to recognize that the philosophy of an institution’s mission and the empirically supported variables that influence effective teaching and student learning reflect two separate issues. Principles for effective teaching and learning often *transcend* differences in mission philosophy across institutions, whether these philosophical differences are cultural, historical, or religious in nature. The issue of philosophy is often confused with the issue of empirical effectiveness in the claim that a particular philosophy should, by logical necessity, lead to superior empirical effectiveness for particular learners. However, such claims must be supported by rigorous empirical evidence. In reviewing the philosophy behind the redesign of the teacher education program, as well as the supporting information provided in various course materials, there is little credible or rigorous research to support the notion that there is a “culturally specific” or relevant pedagogy that is more effective for minority children relative to non-minority children. In the absence of such empirical support, such statements may actually misrepresent what is known about teaching effectiveness. The recommendation of the panel is for program materials to clearly distinguish between statements that reflect a “culturally responsive” mission philosophy versus statements about teaching and learning effectiveness that accommodate the individual differences and learning needs of all children. There is a significant difference between saying that African American children ought to read books that have African American characters and written by African American authors (which may be desirable for cultural reasons) versus the unsupported claim that African American children will learn to read better under this practice than with other methods.
3. Reexamine course objectives in relation to assessment strategies. For example, in ED 210 all objectives begin with “develop an awareness of” or “identify.” How are criteria for successful performance assessments identified?
4. PK-3 students are not exposed to the class on testing and measurement (ED 317). Measurement is addressed in PSY 202, but this course has minimal content that is devoted to teaching future teachers of young children how to understand and administer screening instruments, design curriculum-based assessments, or interpret results from standardized tests. PSY 202 includes no texts on tests and measurements.
5. The total number of hours being required for each program seems excessive: 130 hours at PK-3; 133-134 hours at 1-6; 135 hours at 4-8; and 145 hours at 7-12. Reexamine each degree plan to ensure that candidates are being provided an economical and effective program of study.

**SECTION II.**

**CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed</p> <ol style="list-style-type: none"> <li>1. HUM 200 Survey of Humanities cannot be used for the English General Education requirement. <i>Please identify an English course to fulfill the requirement.</i></li> <li>2. The grid did not list the six hours of coursework that pre-service teachers will be required to take in the area of Social Studies. It is not clear if HIS 102 if ECO 200 should fulfill the requirement. <i>Please identify the course number on the grid to fulfill the social studies General Education requirement. Please examine the state social studies standards and discuss how pre-service teachers will develop the necessary knowledge to address the standards.</i></li> <li>3. A description of ED 312 Methods of Teaching Math/Science was included in the proposal but the grid did not indicate where the course would be used. <i>Please indicate if the course will be used and complete the grid to show what area the course will address.</i></li> <li>4. The course descriptions for ED 318, Teaching Reading in Content Areas, ED 319 Corrective Reading Techniques, and ED 208 Math Methods are included in the proposal but the grid does not indicate where the courses will be used. <i>Please indicate if the courses will be used and complete the grid to show what areas the courses will address.</i></li> <li>5. Please submit course descriptions for ED 339, ED 490, ED 339, ED 100, ED 200, Ed 423, and Ed 231. The courses are included on the grid; however, course descriptions were not provided. <i>Please provide course descriptions of these courses.</i></li> </ol>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3 (Cont'd)</i>	<p>In order to meet certification requirements, the following must be addressed (Cont'd):</p> <ol style="list-style-type: none"> <li>6. ED 202 Foundations of Early Childhood Education is listed on the Degree Sheet; however, it is not listed on the grid. <i>Please identify where the course should be listed on the grid. The course cannot be used for the Knowledge of the Learner area.</i></li> <li>7. ED 208 is listed twice on the PK-3 grid. It is listed as a course for Mathematics under the Focus Area, and it is listed as a requirement under the Methodology and Teaching Area. The course can only be counted one time. <i>Please identify where the course should be placed and identify a new course as one of the replacements.</i></li> </ol>
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. EDUC 201 Foundations of Education is not appropriate to fulfill guidelines for Knowledge of the Learner. <i>Please identify a different course to fulfill the requirement.</i></li> <li>2. EDUC 317 Educational Assessment is not a methods course. <i>Please identify a different course to meet the requirement.</i></li> </ol>
<i>Undergraduate Grades 4-8</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. EDUC 201 Foundations of Education is not appropriate to fulfill guidelines for Knowledge of the Learner. <i>Please identify a different course to fulfill the requirement.</i></li> </ol>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Social Studies Primary Focus Area/English Secondary Area</i></p> <ol style="list-style-type: none"> <li>1. Only 8-credit hours are listed for the Science General Education requirement. <i>Please list a sufficient number of courses to equal 9-credit hours.</i></li> <li>2. HUM 200 is not appropriate to fulfill the Fine Arts category. <i>Please identify a different course to fulfill the requirement.</i></li> <li>3. EDUC 201 Foundations of Education is not appropriate to fulfill guidelines for Knowledge of the Learner. <i>Please identify a different course to fulfill the requirement.</i></li> </ol> <p style="text-align: center;"><i>English Primary Focus Area/Social Studies Secondary Area</i></p> <ol style="list-style-type: none"> <li>1. Only 8-credit hours are listed for the Science General Education requirement. <i>Please list a sufficient number of courses to equal 9-credit hours.</i></li> <li>2. HUM 200 is not appropriate to fulfill the Fine Arts category. <i>Please identify a different course to fulfill the requirement.</i></li> <li>3. EDUC 201 Foundations of Education is not appropriate to fulfill guidelines for Knowledge of the Learner. <i>Please identify a different course to fulfill the requirement.</i></li> </ol>

**Certification Recommendations (It is not necessary for these recommendations to be addressed within rejoinders):**

1. ***All Programs.*** Please include in the course descriptions of the field-based observations that the students will be in school settings with varied socioeconomic and cultural characteristics.

### **Certification Recommendations (Cont'd)**

2. *Undergraduate Grades 7-12.* It is recommended that you list the “Dillard University Core Beyond State Requirements” credit hours under the “Flexible Hours” category on the grid.

### **SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# LOUISIANA COLLEGE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	Recruitment efforts are an area of strength. This is especially true in view of the size of the institution. The availability of funds for scholarships should enhance the efficacy of the college's recruitment efforts. The interview element of the candidate selection process was an additional strength.
2.	The faculty present at the interview are clearly a cohesive community who are committed to excellence and carefully follow and mentor students.
3.	The college is creative at finding resources.
4.	The program is developmental in its sequence with careful consideration to the sequencing of courses and field experiences.
5.	There is strong collaboration with Colleges of Arts & Sciences with active efforts to align to state K-12 content standards.
6.	Revisions to education courses and field assessments are directly aligned with the Louisiana Components of Effective Teaching.
7.	Pre-service teachers' performance of teaching skills is extensively assessed. Assessment of candidates' teaching skills relies heavily on direct observation by faculty.
8.	The planned integration of master teachers who are specialists in teaching in specific areas into both didactic and field-based preparation is an additional strength of the program.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>All Programs</i>	1. The Institutional evaluation plan is overly vague (pages 13-14). <i>Please identify the data that will be collected regarding the program's success in supporting new teachers. Also, please clarify what data specifically will be used to evaluate the program's graduate's impact on student (1-12) progress (page 14).</i>
<i>Undergraduate Grades 1-6</i>	1. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i>
<i>Undergraduate Grades 7-12</i>	1. The requirement of only 1 hour of life science (Bi 443) for the general science certification appears problematic. It would seem that candidates would be inadequately prepared for the PRAXIS examination or to teach the breadth of life science topics that are taught in grades 7-12. <i>Please describe procedures that are in place to assure that all candidates pursuing a general science certification will receive adequate preparation in biological and life sciences.</i>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

## E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

#### *All Programs*

1. Although the faculty emphasized the importance of observations of teaching performance in the interview and in specific courses, its presentation in the program evaluation sections was overly vague. Clarifying and specifying how PASS-PORT will be use to store these observational data would strengthen the program assessment plans. Additionally, obtaining sufficient institutional support to assure the availability of adequate technical support for PASS-PORT and video equipment for collecting teaching samples appears to be imperative.
2. The apparent extensive reliance on constructivist approaches to teaching in math and reading courses appears to create the risk of candidates failing to develop the complete range of skills needed to teach effectively. Examination of the preparation plan to ensure that candidates are well prepared to use both explicit/focused/direct instruction procedures to establish fundamental skills would be beneficial. In addition, it is critical that all teachers know when and how to select appropriate methods to fit what is being taught and the needs of the students.
3. In a number of instances the courses emphasize concepts that are either dated (e.g., calculation of IQ as MA/CA) or have limited empirical support as producing improved learning (e.g., brain compatible learning, multiple intelligences). More consistently emphasizing current knowledge regarding the range of procedures that have been demonstrated to produce learning for students could strengthen the teacher preparation program.

#### *Undergraduate Grades 1-6*

1. Although ED 223 has many meritorious objectives, it has little explicit emphasis on teaching candidates the skills needed to teach children to read. Although the goals related to issues such as appreciation, diversity, equity, and multi-culturalism have merit, they are insufficient to produce effective teachers. More explicit consideration of how the candidates will be taught to teach reading would strengthen this course.
2. The objectives for ED 321 and 322 are sufficiently broad that it is somewhat ambiguous how the courses are differentiated. Additionally, it is somewhat ambiguous what strategies, activities, and skills the candidates will learn that will prepare them to teach mathematics to students in grades 1 through 6. This two course sequence would be strengthened by a more specific and overt plan of what is to be taught, what candidates will learn, and how these candidate skills address students' needs for the acquisition, generalization and retention of mathematics skills and concepts.

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

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

*Undergraduate Grades 1-6 (Cont'd)*

3. In mathematics education, it is essential that candidates know how to use direct/explicit teaching methods as part of comprehensive math instruction, as well as the conceptual/problem-solving side emphasized in the math courses (ED 321 and ED 322). It would help to clarify candidates' preparation regarding when and how to use direct explicit approaches to mathematics instruction.

*Undergraduate Grades 7-12*

1. The secondary reading (ED 335) course would be substantially strengthened by adding objectives that more explicitly focused on candidates learning how to teach students to read. Additionally, given the high prevalence of poor readers in high school, the course would be further strengthened by preparing candidates to teach students who are poor readers (i.e., teaching appropriate remedial strategies). Programs such as *REWARDS* and *Corrective Reading* are available and are specifically targeted to secondary students who are struggling to become independent readers.
2. The secondary methods course (ED 393) generally provides a strong explicit set of objectives. However, when examined as a whole, explicit objectives that address specific teaching objectives (e.g., teaching cognitive strategies, error correction, modeling, etc.) are under represented. Although the interview suggested that various teaching strategies are explicitly taught, practiced by candidates, and evaluated by faculty; this was not as clear from the document. The proposal would be strengthened by explicitly addressing these aspects of the course in the proposal.

*Resource Needs*

1. Specific resource needs that would benefit the program include an additional faculty member to teach in the area of mathematics methods, support for the identification and employment of content specialists to support secondary methods preparation, and additional video equipment to videotape candidates while teaching in schools.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. EDUC 290 Computers cannot be used for the Mathematics General Education requirement. <i>Please identify a mathematics course to fulfill the requirement.</i></li> <li>2. H&amp;PE 320 Nutrition cannot be used for the Sciences General Education requirement. <i>Please identify a science course to fulfill the requirement.</i></li> </ol>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: General Science</i></p> <ol style="list-style-type: none"> <li>1. The primary teaching area lacks 5-credit hours. <i>Please identify 5 additional credit hours of coursework.</i></li> </ol>

**Certification Recommendations (Note: It is not necessary for these recommendations to be addressed within rejoinders):**

1. **If providing students the option to obtain mild/moderate special education certification using an add-on certification structure, please be aware that students must teach mild/moderate students during student teaching or complete three years of teaching with mild/moderate special education students to be fully certified.**

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# LOUISIANA STATE UNIVERSITY AND A & M COLLEGE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6 &amp; Holmes Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12 (Pilot)</i>	<b>Recommended for Approval</b>
<i>Undergraduate Grades 7-12 (Vocational)</i>	<b>Recommended for Approval with Stipulations</b>
<i>Practitioner Teacher 7-12 (Vocational)</i>	<b>Program could not be evaluated for it did not address the new Practitioner Teacher Program Certification Structure</b>
<i>Masters – 7-12 (Vocational)</i>	<b>Program could not be evaluated for alternate certification in Vocational Education does not exist.</b>
<i>Non-Masters – 7-12 (Vocational)</i>	<b>Program could not be evaluated for a Non-Masters-Certification Only Structure has not yet been approved by the Board of Elementary and Secondary Education.</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The university is to be commended for taking a bold step and collaborating across colleges to create a new structure that allows individuals to become certified as a grades 7-12 teacher while pursuing a degree in the College of Arts and Sciences and College of Basic Sciences.
2.	The proposed programs for teachers of grades PK-3, 1-6, and 7-12 are innovative and well developed. All courses build upon previous courses and progress toward success in a capstone course. They reflect the latest research evidence on how students learn, how teachers learn to teach, and reflect a knowledge of the kind of supportive environments needed to promote and support high quality teaching.

**B. STRENGTHS (CONT'D)**

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
3.	The Professional Block structure allows for collaboration and quality field-based experiences for pre-service teachers. Faculty responsible for teaching the blocks will identify activities and outcomes across curriculum areas and develop quality learning Opportunities to support those different content areas. In addition, the structure allows for better collaboration and coordination when planning and providing meaningful field-based experiences.
4.	Careful thought has been displayed in determining what should be addressed during each phase of the program and in designing each semester to focus upon specific learning outcomes in the grades 7-12 program.
5.	Field-based experiences have been created to enable pre-service teachers to spend 3 or 4 days in schools teaching and one or two days each week in seminars or classes. In some cases, these seminars/classes are held at the school site. This enhances the quality of interactions within the schools and allows for greater supervision of pre-service teachers while working with PK-12 students in the schools.
6.	The university has made a commitment to support College of Arts and Sciences and College of Education faculty by allowing them to teach a one-credit course involving grades 7-12 field-based experiences and count the course as a three-credit course for their teaching load. Appropriate faculty are on board to implement this policy.
7.	The university has commitments from the College of Arts & Sciences and the College of Basic Sciences for faculty to work in schools to help experienced teachers gain deeper content knowledge and help pre-service teachers gain the knowledge necessary to be effective teachers.
8.	Three different colleges have collaborated and created a well developed PK-3 Program that will be taught by faculty from the College of Education and School of Human Ecology.

**C. STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate PK-3, Grades 1-6, and Holmes Grades 1-6</i>	1. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i>

**C. STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate PK-3, Grades 1-6, and Holmes Grades 1-6 (Cont'd)</i>	2. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state science content standards and NCATE standards: Physical Science (Chemistry & Physics); Life Science (Biology); Earth and Space Science, and Science and the Environment. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i>
<i>Undergraduate Grades 1-6 and Holmes Grades 1-6</i>	1. Although it was noted that science would be integrated with mathematics in Professional Block II, it was difficult to locate where pre-service teachers acquired pedagogical content knowledge for science. <i>Please clearly identify how pre-service teachers will gain the pedagogical content knowledge needed to teach science in grades 1-6. Also, provide details to explain how science and mathematics will be integrated in Professional Block II.</i>
<i>Undergraduate Grades 7-12 (Vocational)</i>	1. It was unclear if collaboration had occurred in the redesign of the courses with individuals from other colleges and outside of the university. <i>If redesign committees were created and met to redesign the program, please identify the process that was used and who was involved. If redesign committees were not created, please develop redesign committees and have the committee redesign the program and the courses. When creating a redesign committee, involve individuals from colleges within the university who are responsible for teaching the courses and involve individuals from the workforce who are aware of current needs. Types of questions that could be discussed include the following: Are the right courses for the various fields of work currently being offered considering the changing needs in the field? How have the fields of work changed and how has that impacted what teachers need to know when working with high school students? How do these changing needs impact what must be taught within the university curriculum? Is the university preparing teachers to use new technologies in the respective fields? Is the current configuration of courses the most effective way to prepare teachers in each of the areas? Answers to these and other questions should determine changes within the redesigned curriculum.</i>

**C. STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Undergraduate Grades 7-12 (Vocational – Cont'd)</i></p>	<ol style="list-style-type: none"> <li>2. It was noted that the courses within the proposal did not address all of the areas specified within the redesign guidelines. In some cases, headings were listed on pages in the proposed document; however, information was not provided about the course under the headings. <i>Please rewrite information about each course and use the redesign guidelines when providing the information. It is recommended that the college examine the documents that were submitted by the university for grades PK-3, 1-6, and 7-12 programs as models when developing the documents. In particular, clearly identify assessments for each individual objective, cite specific research studies for the empirical bases, and address all other areas identified within the guidelines.</i></li>   <li>3. The developmental progression of the field-based experiences was not clear within the proposal. The experiences appeared to be arranged by the students, and it was unclear what was expected of pre-service teachers while in the field. <i>Please provide a description of the progression that pre-service teachers will follow when working in field-based settings and developing proficiencies that allow them to be effective teachers in each of the certification areas (e.g., agriculture education, family consumer science, etc.). For each certification area, clearly show why they are having field experiences, what will be accomplished in each field experience, what will be the progression of the field experiences as they relate to learning, how will the university determine field sites, how will they assess the accomplishments in each experiences, and how will these experiences relate to the real world.</i></li>   <li>4. Two of the courses in the Knowledge of the Learner and Learning Environment did not appear to be appropriate for this category. The courses pertained to the development of lesson plans and assessment. <i>Please reexamine this and provide courses that better address this area.</i></li>   <li>5. The courses listed in the proposal for methodology are not specific to the individual certification areas. As an example, students becoming certified in Family and Consumer Science take the same methodology courses as students in Agriculture Education. <i>Please provide specific methodology courses for these certification areas or identify how the methodology courses will be differentiated to address the different ways in which pre-service teachers will need to teach.</i></li> </ol>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

**GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION**

See *Part III: Summary of Findings* for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

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

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

*Undergraduate PK-3 Program*

1. It is recommended that you carefully examine the pedagogy within your professional practice blocks and identify ways in which you can provide enough math pedagogy across the blocks so that the teachers can teach through grade three. For the second block it is not clear if they are actually teaching math in the block. Science and social studies are not mentioned at all. It is unclear if they have been exposed to the pedagogy for all content areas through the two semesters or how students are prepared to teach in grades 1-3.
2. It is recommended that you provide more specific information about how students integrate action research into Professional Block 4. Also, more information is needed regarding how the Friday afternoon seminars differ in Professional Block I and Professional Block II.

*Undergraduate Grades 7-12*

1. Academic content faculty will become an integral part of helping students in field sites, helping mentor teachers, and assessing students' teaching competencies. It would be of value to develop a process to ensure that academic content faculty and education faculty are in agreement as to appropriate field activities, teaching competence, and demonstration of sufficient teaching skills to warrant certification.
2. It is recommended that more specific information be provided regarding how the field experiences fit with the academic departments for grades 7-12. In particular, are the activities in the schools an extension of what is happening in the courses. How is the information gained from the field experiences shared with the college of Education? How is the information used in program modification?

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

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

*Undergraduate Grades 7-12 (Cont'd)*

3. It is recommended that one person be assigned the responsibility of examining continuity across the one credit courses designed to prepare for PRAXIS. As an example, in 400 level methods courses everyone is addressing PRAXIS with the exception of Social Studies who appears to be addressing only course content work.

*All Grade Levels*

1. It is recommended that faculty examine each performance-based objective and determine how they will determine if teachers have acquired the stated proficiencies. General assessments were listed in the proposal for behavioral objectives; however, the assessments were not directly aligned with the objectives.
2. It is recommended that the university provide the necessary faculty to address the needs of the redesigned programs. Failure to do so will jeopardize the quality of the programs
3. It is recommended that the university assign a value to scholarly school involvement by faculty similar to that of research. Faculty can turn this work into scholarly activities by studying new models, collecting data, analyzing data, and reporting findings. This research needs to be valued at the same level as other types of research for tenure and promotion. For faculty from areas other than education to be willing to devote time in the schools, their research must be valued at a level beyond community service .
4. It is recommended that the university continue strong efforts to develop a diverse group of teacher educator students. Efforts to choose lower performing schools as Professional Development School sites should be continued; however, the presence and intervention of university professionals should result in more than just studying the school problems, but in working with school personnel to help reform the total schools.

## SECTION II. CERTIFICATION EVALUATION

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li><i>Please submit specific course numbers and course descriptions for General Education Natural Science I and II and General Education Social Studies I and II.</i></li> </ol>
<i>Undergraduate Grades 1-6 &amp; Holmes Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>ELRC 2507 Technology cannot be used to fulfill a science course for General Education. <i>Please identify a science course to fulfill the requirement.</i></li> <li>The grid indicates that students are taking 15 hours of science for General Education; however, only 14 hours of coursework are listed. Also, a science elective is listed under “Flexible Hours”. It is unclear if the 3 hours of elective science should be listed under science for General Education for a total of 17 hours in science. <i>Please reexamine the grid and provide an accurate listing of science hours for General Education.</i></li> <li>EDCI 2271 cannot be used as an ART elective for the Art requirement in General Education for any program area. <i>Please identify an appropriate course to replace EDCI 2271 or remove it from the list of electives.</i></li> <li>KINL 2507 and KINL 2577 are listed on the degree sheet and course descriptions are provided in the proposal; however, the courses are not listed on the grid. <i>Please indicate where these courses should be placed on the grid and indicate if the program has a total of 126 hours or 130 hours</i></li> </ol>
<i>Undergraduate Grades 7-12 (Pilot Model)</i>	<p><b>Meets Pilot Model Requirements</b></p>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 7-12 (College of Agriculture - School of Human Resource Education and Workforce Development)</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p><i>Primary Teaching Areas: Agriculture Education, Business Education, Distributive Education, Family and Consumer Science, and Industrial Arts</i></p> <ol style="list-style-type: none"> <li>VED 4102 Course Development and VED 4601 Assessment are not appropriate to fulfill Knowledge of the Learner. <i>Please identify different courses to fulfill these requirement.</i></li> <li>All Grades 7-12 programs must have Primary and Secondary Areas of certification. The Secondary Area must be 19 or more credit hours. <i>Please identify the Secondary Areas of certification that students may pursue and list the 19 or more credit hours of courses that will be required.</i></li> </ol>
<i>Practitioner Teacher 7-12 (Vocational)</i>	<i>Program could not be evaluated for it did not address the new Practitioner Teacher Program Certification Structure</i>
<i>Masters – 7-12 (Vocational)</i>	<i>Program could not be evaluated for alternate certification in Vocational Education does not exist.</i>
<i>Non-Masters – 7-12 (Vocational)</i>	<i>Program could not be evaluated for a Non-Masters-Certification Only Structure has not yet been approved by the Board of Elementary and Secondary Education.</i>

**Certification Recommendation (Note: It is not necessary for this recommendation to be addressed within a rejoinder):**

- Grades 1-6:** The grid is difficult to interpret due to the fact that similar courses are listed more than one time and course numbers are not always listed. Please redo the grid. Under each area identify the specific course numbers that are to be counted for each of the areas identified. Do not duplicate course numbers.

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# LOUISIANA STATE UNIVERSITY—SHREVEPORT

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The Bachelor of Science degree in Mathematics and Secondary Education-Mathematics, established jointly by the Departments of Education and Mathematics is an excellent example of College of Education and content area collaboration.
2.	The faculty is currently developing a booklet that will define what teachers should be able to do. This booklet should provide a common vision for both faculty and students.

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Programs</i>	1. Course descriptions are frequently incomplete. Many do not include proposed resources and materials (e.g., ED 201, ED 202, ED 250, ED 317, ED 318, ED 319, ED 385, PSYC 207, PSYC 455). Differentiation of coursework for multiple certification levels often includes only broad statements indicating that assignments and field work will meet the needs

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Overall for Programs</i>	<p>1. (Cont'd)</p> <p>of participating candidates. Without information about resources and materials, it is difficult to adequately evaluate how effective this differentiation is likely to be. <i>List all courses that did not include resources and materials as well as those that cover multiple certification levels. Provide specific resources and materials where they were omitted in the proposal and specify how courses that address multiple certification levels will differentiate among those levels.</i></p> <p>2. LSU-S seems to be in the process of developing an integrated vision for field experiences; however, this coordinated vision does not fully emerge in the proposal. Field experiences do not appear to be well defined/coordinated and it is unclear if the number of hours being required is possible in the context of available time. <i>Please prepare a one-page chart for each program section (i.e., PK-3, 1-6, and 7-12) that presents the overall vision for field experiences. Column headings for the chart should include (1) Course Title, (2) Number of Hours of Field Experience, (3) Activity (e.g., observation, tutoring, work with small groups, whole class teaching, etc.), and (4) School Site(s). The chart should clearly show a progression of field site experiences from early observations to student teaching.</i></p> <p>3. ED 201 is cited as a prerequisite for ED 202. The degree plans list ED 202 prior to ED 201. <i>Please clarify the sequence of the courses.</i></p> <p>4. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></p>
<i>Undergraduate Grades 7-12</i>	<p>1. PSYC 455 (Behavior Modification) seems intended to fulfill the classroom management requirement for secondary education majors, but has no textbook, no empirical basis, and no discernable field experiences that include supervised practice and feedback for the objectives of the course. The course is linked only marginally to LCET. <i>Please provide a revised course description that supplies missing components.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<ol style="list-style-type: none"><li>1. Review course sequences in relation to work being expected of candidates. Ensure that students have the necessary instruction and experiences before being expected to perform applications.</li><li>2. Identification of proficiencies and descriptions of opportunities and assessment is not always linked appropriately to the objectives</li><li>3. The assessment system and Program Evaluation meets the basic standards and is a good start; however, continue to examine methods of data collection and the actual design of the study. to (1) identify how program outcomes will be assessed, field based assessment, and curricular review process.</li><li>4. Review the empirical basis for ED 385. As currently proposed, the empirical basis is a set of teacher standards that is over ten years old.</li><li>5. The instructor for psychology courses PSYC 206, 207, and 208 is leaving the university. The course descriptions submitted included no resources, materials, or empirical bases. Work with new faculty who will be teaching the courses to ensure that the courses fully address the needs of pre-service teachers participating in the redesigned programs.</li></ol>

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. EDUC 202 cannot be used as a General Education science requirement. <i>Please identify a science course to fulfill the requirement.</i></li> <li>2. EDUC 201 Foundations of Education is not appropriate to fulfill guidelines for Knowledge of the Learner. <i>Please identify a different course to fulfill the requirement.</i></li> <li>3. LS 415 Children’s Literature is not a methods course. <i>Please identify a different course to fulfill the requirement.</i></li> </ol>
<i>Undergraduate Grades 7-12</i>	<b>Meets Certification Requirements</b>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# LOUISIANA TECH UNIVERSITY

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The mission statement is clear and stresses skills that foster student achievement.
2.	The empirical bases are generally sound and specific.
3.	There is a strong connection between field experiences and pedagogical courses, allowing pre-service teachers opportunities to “practice” what they have learned in their courses. The panel is particularly impressed with the rotation schedule of the field experiences that ensure that all pre-service teachers have opportunities to teach in a variety of grade levels and diverse settings.
4.	The plan provides clear identification of changes made in a rational way that was guided by LCET, Louisiana content standards, and research.
5.	Block scheduling is used in a way that should fosters application of new professional skills at the time they are taught and refinement and integration of those skills.
6.	Courses generally have a comprehensive and specific set of objectives. The courses generally provide assessments that include performance of critical teaching skills that are aligned with LCET and course objectives.

**B. STRENGTHS (CONT'D)**

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
7.	The plan includes clear and specific goals for recruitment that target special populations and high need certification areas.
8.	The 4-8 mathematics and science certifications provide clear examples of balancing content and pedagogy courses. The interdisciplinary nature of these preparation plans is an additional strength.
9.	The integration of master teachers to support candidate preparation is a strength of the teacher preparation programs.
10.	Collaboration across colleges appears to have been active and productive. The benefits of this collaboration are particularly evident in the strength of the content preparation for 7-12 certifications.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades PK-3</i>	<ol style="list-style-type: none"> <li>1. FCS 331 is listed in the certification structure guide (page 3), but is not provided in the course descriptions. <i>Please provide a description of FCS 331.</i></li> <li>2. A great deal of overlap is evident in the literacy curriculum across EDCI 431, EDCI 424, and FCS 311. <i>Please clarify how these courses differ in either the content covered, skills developed, or the degree of skill proficiency obtained.</i></li> <li>3. It is unclear how the math methods courses EDCI 421, FCS 312, and FCS 321 differ in terms of what they provide the pre-service teachers. The course objectives and empirical basis are nearly identical. It may be possible to differentiate the courses by shifting the skills candidates learn or by revising one of the courses to focus on the identification and remediation of errors and misconceptions in mathematics. <i>Please clarify how these courses differ in either the content covered, skills developed, or the degree of skill proficiency obtained.</i></li> <li>4. Pre-service teachers of grades PK-3 and 1-6 must possess knowledge in the following four areas to address state science content standards and NCATE standards: Physical Science (Chemistry &amp; Physics); Life Science (Biology); Earth and Space Science, and Science and the Environment. <i>Please</i></li> </ol>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades PK-3</i>	<p>4. (Cont'd)</p> <p><i>reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></p>
<i>Undergraduate Grades PK-3 and Grades 1-6</i>	<p>1. Pre-service teachers of grades PK-3 and 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.</p>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<i>All Programs</i>
<p>1. On page 25 in item (g), the proposal describes the use of samples of P-12 students work resulting from candidates' teaching as a part of the institutional level assessment of the program. Given the fundamental nature of this outcome to the entire teacher preparation enterprise its rather global level of statement additional clarity is needed. It is recommended that you more specifically consider what data will be collected regarding P-12 student learning and how this data will be used to evaluate program outcomes.</p>

## E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

#### *All Programs (Cont'd)*

2. Some courses (e.g., 434, 471) list names as part of the empirical base whose contributions to the domain of the course are either dated based on more recent work or whose work may be better described as speculative rather than empirically supported. A critical aspect of professional preparation is to help candidates differentiate between apparent commonsense, speculation, and a sound empirical basis derived from replicated experiments. Courses including more dated or speculative sources might be strengthened by helping candidates evaluate the assertions in these sources in comparison to replicated systematic experimental research demonstrating effective teaching practices.
3. The educational psychology course (PSYC 204) could be strengthened by using it as a compliment to EDCI 438 rather than the classic survey of theorists. Used in this manner the course could deal with fundamental principles underlying effective methodologies covered in EDCI 438 as well as the impact of variables such as developmental level, ethnicity, subject matter, age, and background skills on learning.

#### *Undergraduate Grades PK-3*

1. A great deal of overlap is evident in the primary reading methods courses at this level (EDCI 431 and 424). This sequence could be strengthened by either creating greater differentiation in the skills being taught such as vocabulary building, phonemic awareness, and explicit instruction strategies. Alternatively, the sequence could be strengthened by creating an integrated sequence in which teaching skills are introduced and practiced in one course and then are developed to a high level of fluency/proficiency in the latter course.
2. In light of the numerous courses in the literacy curriculum for this program, the inclusion of a separate children's literature course (LSCI 201) may prove to be redundant. It would appear to be a reasonable approach to embed children's literature in the numerous reading methods courses and use the 3 flexible hours devoted to children's literature to allow candidates to develop greater content knowledge.

#### *Undergraduate Grades PK-3 and 1-6*

1. The mathematics methods course (EDCI 421) does not provide clear objectives that directly address teaching candidates how to teach mathematics; e.g.; concepts, rules, cognitive strategies, error correction. Increasing the degree of specificity of objectives would strengthen this course proposal. EDCI 420 is an example from Louisiana Tech's proposal that provides more explicit objectives within the page limit.

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

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<i>Undergraduate Grades 4-8 and 7-12</i>	
1.	The adolescent psychology course (PSYC 206) would be strengthened by assuring that the course includes readings on gangs, changing family patterns, drugs, aggression, mass media, peer groups, ethnicity, and poverty.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 4-8</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: Chemistry</i></p> <p>1. Environmental Science courses cannot be used to meet the requirement for the Primary certification area Chemistry. The courses must be Chemistry courses. <i>Please identify Chemistry courses to replace the Environmental Science courses.</i></p> <p style="text-align: center;"><i>All Areas</i></p> <p>2. All Secondary Teacher Areas must have a minimum of 19 hours. <i>Please reexamine your Secondary Teaching Areas and add additional hours to programs that do not have a minimum of 19 hours.</i></p>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# LOYOLA UNIVERSITY – NEW ORLEANS

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
1.	Strong collaboration has existed between education and arts/science faculty as they have redesigned the teacher preparation programs and courses.
2.	The university has developed collaborative relationships with the school district and university as they have developed their Professional Development School.
3.	The university initiated their redesign prior to the State mandate for programs to redesign.
4.	There is a sense of commitment on the part of the university as they work with their Professional Development School and help provide professional development, grant writing support, and resources.
5.	University faculty must integrate technology into their courses in order to be considered for merit pay increases.
6.	Students in their 7-12 programs have a strong academic preparation in addition to their pedagogy courses.
7.	The organizational structure of the university allows them to have someone from all content areas meet to collaborate on changes in courses and the teacher preparation curriculum.
8.	The university is committed to educating a diverse group of students, and they are committed to having pre-service teachers teach diverse populations.
9.	They are providing support through their alumni for new graduates in teacher education.

### C. PROGRAM STIPULATIONS

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Overall for Programs</i>	<ol style="list-style-type: none"> <li>1. It is not clear how pre-service teachers will complete 180 hours of field-based experiences prior to student teaching. <i>Please clarify how this will occur for the grades 1-6 and 7-12 programs.</i></li> </ol>
<i>Undergraduate Grades 1-6</i>	<ol style="list-style-type: none"> <li>1. Pre-service teachers in grades 1-6 need to possess content knowledge in the following areas to address State content standards and NCATE standards: national/state government, economics, U.S. history, etc. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be modified to ensure that the program will meet NCSS standards for NCATE and State content standards.</i></li> <li>2. The science courses that teachers must take for the Common Curriculum appear to lack content. <i>Please state how T122 for physics, biology, and chemistry would meet the NSTA standards for NCATE and the State content standards. Please describe how these three courses cover that content.</i></li> <li>3. It was stated during the interview that Earth Science will be addressed in the course “Exploring the Natural World – BIOL A 294. <i>Please describe how Earth Science will be integrated into this course or where an elementary teacher would be taught earth science material.</i></li> </ol>
<i>Undergraduate Grades 7-12</i>	<ol style="list-style-type: none"> <li>1. It was stated in the interview that the number of hours for field experience would meet the 180 hour guideline as the program is developed and as field sites are identified. <i>Develop and present a plan, including a detailed timetable, indicating how additional field experience hours will be added in the grades 7-12 schools. Indicate how the academic content areas will participate in the development, supervision, and evaluation of these experiences.</i></li> <li>2. Pre-service teachers of grades 7-12 who have a Primary Teaching Area of social studies must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that teachers with a Primary Teaching Area of social studies will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></li> </ol>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

**GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION**

See *Part III: Summary of Findings* for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

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

*All Programs*

1. The college's plan for data collection contains reservations related to inadequate resources. It is not clear what the data collection master plan includes and how deeply the resource issue impacts implementation. It is recommended that the college consider developing a plan in which it is made clear the college's capabilities, the resources needed to go beyond these capabilities, and possible sources of these resources.

*Undergraduate Grades 7-12*

1. It is recommended that the sequence of courses be reconsidered. It would be more beneficial for the students to complete their Classroom Management and Learner with Special Needs courses prior to the start of the Secondary Method I or Secondary Method II courses. By moving these two courses to the Junior Fall semester and sliding the Methods Course to Junior Spring and Senior Fall, students would be able to build upon the course content while interacting with students.
2. In Secondary Methods II, three instructors teach each secondary student. The specific responsibility of each instructor is not clear in the proposal. It is recommended that the college identify the exact nature of the responsibilities of each instructor. It should be clear how this course design is effective in helping students become proficient and effective teachers.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. EDUC 280 Personal and Community Health is not a pure science course and cannot be used to fulfill a General Education science requirement. <i>Please identify a science course to fulfill the requirement.</i></li> <li>2. EDUC 400 Computers in Education is not a Math course and cannot be used to fulfill the General Education math requirement. <i>Please identify a math course to fulfill the requirement.</i></li> </ol>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: Chemistry</i></p> <ol style="list-style-type: none"> <li>1. The program lacks 3 hours of chemistry to fulfill the requirement of a minimum of 31 hours for a Primary Teaching Area. <i>Please identify an additional chemistry course to be added to the curriculum.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Social Studies</i></p> <ol style="list-style-type: none"> <li>1. EDSE A215 is not appropriate to fulfill requirements for content specific courses for the Social Studies Primary Teaching Area. <i>Please identify a social studies course that is content specific to meet the requirement.</i></li> </ol>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p><b>Does Not Meet Certification Requirements (Cont'd)</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: Social Studies (Cont'd)</i></p> <ol style="list-style-type: none"> <li>1. An individual cannot have a Primary Teaching Area in history and a Secondary Teaching Area in social studies. A student must have a Primary Teaching Area in social studies and a Secondary Teaching Area in a different content area (e.g., English, Math, etc.). <i>Please reexamine your total curriculum and identify 31 hours of courses in social studies and 19 hours of courses in a different content area.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Mathematics</i></p> <ol style="list-style-type: none"> <li>1. MATH A200 should be removed from the list of courses for the Primary Teaching Area and only listed as a course for the Secondary Teaching area. It is currently listed in both areas and cannot be counted for both. If it is moved to the Secondary Teaching Area that will provide 6 hours of math in General Education and 27 hours in the Primary Teaching area for a total of 33 hours. <i>Please remove MATH 400 from either the Primary or Secondary Teaching area and indicate where it should be placed.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Visual Arts</i></p> <ol style="list-style-type: none"> <li>1. A grades 7-12 certification area does not exist for Visual Arts. <i>Please remove this program.</i></li> </ol>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# MCNEESE STATE UNIVERSITY

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades PK-3 Plus Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6 Plus Special Education</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6 Plus Grades 4-8</i>	<b>See Part III: Summary of Findings for comments about Add-on Certification for Grades 4-8</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The university's redesign efforts will help address teacher shortage areas in the State and the districts surrounding the university.
2.	The university is providing students with the opportunity to obtain two levels of certification within a 124 hour program.
3.	The university is implementing many new and innovative strategies to recruit individuals to enter the teacher preparation program at McNeese State University.
4.	Discussions between colleges about content needs have resulted in the addition of new courses and changes in some existing courses.
5.	The university is implementing recruitment strategies to recruit African-American students to diversify their program.
6.	The university is working with local schools to develop support mechanisms for new teachers during their first three years of teaching.

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>All Programs</i>	<p>1. Field-based experiences are listed in almost every education course. It is not clear how, in any given semester, students can complete so many field hours and still maintain such a heavy course load. It is also not clear how adequate supervision can occur when students are in so many different settings. Field-based placements are valuable when pre-service teachers observe effective teaching practices in schools and when constructive feedback is provided to pre-service teachers when working with K-12 students. These placements can be equally detrimental when pre-service teachers are inadvertently exposed to poor teaching practices in school settings. <i>Please examine all field-based experiences and determine if it is feasible for students to travel to schools and complete all of the hours specified plus complete other courses. Determine if it is possible to create new courses that combine credit hours and provide students with blocks of quality time in the schools teaching lessons that require increasing levels of expertise. Develop a sequence of field-based experiences that are realistic, coordinated from semester to semester, and of great value.</i></p> <p>2. Teachers pursuing the dual certifications for grades PK-3 &amp; 1-6, 1-6 &amp; 4-8; and 1-6 &amp; special education are being exposed to the same basic curriculum without differentiating for the special needs of individual grade levels. As an example, it is not evident that pre-service teachers will be provided content specific and developmentally appropriate methodologies for students in grades 4-8. <i>Reexamine the curriculum for each of the dual certifications and determine if it is possible to develop courses that better address the needs of pre-service teachers in the programs. If not possible, reexamine the courses and clearly identify how the developmental and content needs of both grade levels will be addressed within the individual courses.</i></p>
<i>Grades 1-6</i>	<p>1. It has been recommended in Section III of this report that no program with grades 4-8 add-on certification embedded within the program be recommended for approval due to problems with the design. Please reexamine your grades 1-6 curriculum and consider developing a grades 1-6 only program for individuals who do not want PK-3 certification. Use the recommendations under “E. Specific Recommendations for Future Improvement” when developing this program.</p>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Grades PK-3, 1-6, and 4-8</i>	<p>1. Pre-service teachers of grades PK-3, 1-6, and 4-8 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></p>
<i>Grades 7-12</i>	<p>1. Pre-service teachers majoring in grades 7-12 Social Studies must possess knowledge in the following four areas to address state content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics/ <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that the program will meet NCSS standards for NCATE and state content standards.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.</p>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<i>All Programs</i>
<p>1. It was observed that the curriculum was primarily composed of isolated 3-credit courses. It is recommended that the college look at other models in the state that have identified more flexible ways to combine courses to address certification requirements. Awareness of these models might enable the college to make adjustment to their program and create a stronger curriculum.</p>

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

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

*All Programs (Cont'd)*

2. The program and proposal would be strengthened by developing and articulating an overarching philosophy for teacher education.
3. The proposal indicates that “assessment data will be systematically used to assist candidates who are not making progress.” It is unclear how this is to be done or how this fits within the program evaluation. It is also unclear how evaluative information collected at the institutional level is used to improve the quality of the teacher preparation program. A plan for reviewing new data and revising individual programs to address identified student and program needs should be developed.
4. It is not clear what EDUC 203 adds to the PK-3, 1-6, and 7-12 programs. The materials in this course are covered in other courses of the program. Consider replacing this course with another content course that would be more appropriate for the developmental level of students in the proposed teacher education programs.

*Undergraduate Grades PK-3*

1. It is unclear why the university is offering a PK-3 program when the majority of the courses taken are the same courses as the combined PK-3 Plus Grades 1-6 program. The only difference between the two programs is four courses. *PK-3* requires the following four courses: SPC 201, GOV 201, H&HP 111, FACS 442. *PK-3 Plus 1-6* requires the following four courses: GEOG 111, HIST 201, GEOL 101, and Math 130. It is felt that it would be a better use of university faculty and resources to concentrate upon developing three well coordinated programs in the following areas: (1) Grades 1-6 Plus PK-3; (2) Grades 1-6 Plus Special Education; and (3) Grades 7-12. If a decision is made to offer a PK-3 program, it is recommended that the curriculum place a greater emphasis upon the needs of teachers who will be working with young children.
2. EDUC 473 should not be a separate course for PK-3 certification. Consider replacing the sequence of EDUC 334, EDUC 335, and EDUC 473 with two methods courses and an additional mathematics content course. Consider offering one methods course for PK-3, and a second course that focus on not just diagnosis of learning difficulties in math but ways to enrich the math program for these young children so that they will not experience difficulty with math.

*Undergraduate Grades 1-6 (Grades 4-8)*

2. EDUC 473 needs to be reexamined and modified for upper grade levels to include all of the misconception literature and teaching of algebra and foundational mathematics for the high school. Students should understand ways of teaching a strong middle school mathematics program and ways to help students who do not develop the correct conceptual understanding. This course would be helped if the field placement could be in a grades 4-6.

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

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<i>Undergraduate Grades PK-3 (Grades 1-6)</i>	
1.	There appears to be a great deal of overlap in PSYC 310 and FACS 321. Determine what changes can occur to avoid the overlap or offer a real choice.
2.	EDUC 334 and EDUC 335 appear to be the same course based upon the course descriptions. Determine what changes can occur to avoid these duplications.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6 Plus Grades PK-3</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6 Plus Special Education</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6 Plus Grades 4-8</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 7-12</i>	<p style="text-align: center;"><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: Chemistry</i></p> <ol style="list-style-type: none"> <li>The degree sheets indicate that students will be taking 31 hours of Chemistry; however, when completing the grid, one hour of Chemistry was lacking in the General Education section and 4-credit hours were lacking in the Primary Teaching Area for Chemistry. Please redo the grid and identify the correct courses that students will taken in Chemistry for the General Education requirement and Primary Teaching Area requirement.</li> </ol>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 7-12</i>	<p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: Speech</i></p> <p>1. A Theater course cannot be used as a Social Studies course for the General Education requirement. <i>Please identify a social studies course to meet this requirement and provide a description of the course.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: History with a Secondary Area of Social Studies</i></p> <p>1. A teacher cannot have a Primary Teaching Area of History and a Secondary Teaching Area of Social Studies. A teacher can only have a Primary Teaching Area of Social Studies and a Secondary Teaching Area in another content area (e.g., English, Math, Biology, Chemistry, etc.). <i>Please develop a Primary Teaching Area of Social Studies that has a minimum of 31 hours or coursework in the areas of: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics.</i></p>

# NICHOLLS STATE UNIVERSITY

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The mission statement is excellent and tied directly to PK-16 student outcomes, increasing the number of teachers in critical shortage areas, and meeting state and local needs.
2.	The framework for field experience requirements with course blocks is commendable. The plan provides for the full range of experiences throughout a candidates' matriculation in the program. An additional strength is the consolidation of field experiences in professional development and partner schools.
3.	Measures for initial evaluation of applicants are well designed.
4.	The Evaluation Section is explicit and has targets.
5.	There appears to be good collaboration between the College of Education and the College of Arts and Sciences, resulting in strong coursework overall. The faculty should be commended for significant efforts to align the teacher education program with K-12 content standards.
6.	Measurable objectives are good for most courses, containing measurements and criteria for success.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades PK-3 and 1-6</i>	<ol style="list-style-type: none"> <li>1. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></li> </ol>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.</p>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<i>All Levels</i>
<ol style="list-style-type: none"> <li>1. How will data collected in Appendix C be used? Is there any tracking of K-12 student data? Since tracking of K-12 students is reflected in the mission statement, shouldn't it be part of the assessment system?</li> <li>2. EDUC 313, Introduction to Classroom Management, is an important course in the preparation of teachers. Competencies proposed in the course description will be difficult to measure and it is not clear how students will be assessed in the field experience component. Continue to reexamine and revise the contents of the course. Data collected from graduates should be helpful in determining effectiveness of the course in preparing teachers for the classroom.</li> <li>3. Continue to periodically examine content courses included in the general education requirements. Many of these courses are designed for teachers. Although, assurances were given as to the high quality of these courses during the interview by content chairs, continue to substantiate that the rigor for these courses is equivalent to that of courses for content majors.</li> </ol>

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

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

*Grades PK-3*

1. It was unclear why the child development course for PK-3 (PSYC 206) lists understanding the development of the 4<sup>th</sup> through 8<sup>th</sup> grader as a competency.

*Grades PK-3 and 1-6*

1. EDUC 376 and EDUC 378 are six-hour methods courses for PK-3, 1-6, and 4-8 teachers. The courses include the teaching of science, social studies, mathematics, and integrated arts. Although the description for the courses is very acceptable, the rationale for including so many subject areas in one course is unclear. Increasingly more attention is being focused on greater in-depth subject matter knowledge and pedagogy in both content and methods courses. It is recommended that you have a clear rationale for the design of this course.

*Grades 1-6*

1. EDUC 365 proposed for PK-3 and 1-6 has incorporated specific skills in teaching reading, but the activities and assessments relate only to in-class activities. The course has no material related to actually teaching students how to teach reading to elementary age students. Please carefully consider how you will prepare pre-service teachers to be prepared to teach reading and what performance assessments you will use.
2. ED 402, Reading Practicum for Elementary Teachers, does not include objectives for explicitly teaching systematic phonics. Stated objectives in the course description include comprehension, writing, word recognition, and vocabulary development, but none of the objectives appear to respond to the need of elementary teachers to teach sounds, sound/symbol relationships, etc. This gap in the reading coursework for PK-6 levels may be included in the course and inadvertently omitted from the course description.

*Resources*

1. Resource needs as expressed by the university include: (a) additional faculty to provide instruction for redesigned coursework and supervision of field experiences and (b) adjunct faculty to serve as university coordinators.

## SECTION II. CERTIFICATION EVALUATION

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 4-8</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: Chemistry</i></p> <p>1. A total of 31 hours must be completed in the area of Chemistry to meet requirements for a Primary Teaching Area in Chemistry. <i>Please identify 23 semester hours of pure Chemistry to fulfill the 31-credit hour requirement. Provide catalog descriptions of the courses.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: General Science</i></p> <p>1. MATH 214 cannot be used to fulfill the requirements for the Primary Teaching Area in General Science. <i>Please identify a science course to replace MATH 214 and provide a catalog description of the science course.</i></p> <p style="text-align: center;"><i>Primary and Secondary Teaching Area: Computer Science</i></p> <p>1. Only 18-credit hours of Computer Science coursework has been identified which does not meet the 19-credit hour requirement for a Secondary Teaching Area. <i>Please identify an additional computer science course and provide a catalog description of the course.</i></p>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 7-12 (Cont'd)</i>	<p><i>Primary Teaching Area: Earth Science/Environmental Science or Biology/Environmental Science</i></p> <ol style="list-style-type: none"> <li>1. A person can only have a Primary Teaching Area of Earth Science or Biology or Environmental Science and cannot have a combination of two of these areas as a Primary Teaching Area. In addition, a person must complete 31 hours of pure coursework in biology to have a Primary Teaching Area of Biology, 31 hours of pure coursework in Earth Science to have a Primary Teaching Area in Earth Science, etc. In addition, individuals must have 19 hours of pure coursework in each of these areas to have a Secondary Teaching Area. <i>Please identify appropriate courses for the Primary and Secondary Teaching Areas in science.</i></li> </ol>

**Certification Recommendation (Note: It is not necessary for this recommendation to be addressed within a rejoinder):**

1. **Grades 4-8. H&PE 190 and H&PE 270 were listed under the category of Knowledge of the Learner and Learning Environment. They should be listed as flexible hours.**

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# NORTHWESTERN STATE UNIVERSITY

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The mission statement is closely aligned with state goals for improving academic performance of PK-12 students.
2.	The Redesigned Field-Based Experience chart at the end of each program section ensures an overview for the connection and progression of field experiences. The charts outline field experience at three levels and cut across all LCET domains. Articulation of activities, hours, and locations of relevant field experiences was outstanding.
3.	Recruitment efforts are strong, and incorporate creative programs, especially the high school initiatives and scholarship programs.
4.	The selection and screening process for evaluating entering students was particularly good, and the collaboration with the counseling program is unique and creative.
5.	The idea for supporting beginning teachers when they first enter the field is commendable.
6.	The relationship between the teacher preparation program and the professional development school is strong.
7.	The program demonstrated a strong collaborative relationship between teacher development faculty and content area faculty in Arts and Sciences. This collaboration is evident in the redesigned programs.

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>All Programs</i>	<ol style="list-style-type: none"> <li>1. Content preparation provided to candidates appears to be strong; however, catalog descriptions for SCI 1010, 2010, 1020, and 2020 were inadvertently omitted. <i>Please provide a catalog description for each of these science courses.</i></li>   <li>2. In all program sections, some courses are being taught to teachers across all grade levels (e.g., EDUC 4430, EDUC 2020, SPED 3460, SPED 4050), however, no differentiation is evident in the course descriptions (i.e., objectives, competencies, assessments, resources and materials, etc.). A general statement indicates that materials and assessments are tailored to the content area/grade level for which certification is being sought, but nowhere in the course descriptions are these differences evident. It is of concern that pre-service teachers of PK-3 students will be taught the same reading and math methodologies as pre-service teachers of grades 4-8 students. <i>Please review course descriptions. For each of these PK-12 courses, describe explicitly how the course materials and content what will be different for pre-service teachers preparing for the different certification levels.</i></li>   <li>3. Although the course title for ESPY 3000, Educational Psychology and Student Assessment, refers to student assessment, the course description seems limited in this area. There appears to be no material or instruction in this course regarding how to (a) select, administer, and interpret screening tests or rating scales; (b) interpret scores from standardized tests; or (c) design curriculum based assessments. The resources and materials for the course do not include any text on measurements and/or assessment. The section for Range of Learning Experience states that the course content is the “scientific framework that focuses on empirical research, principles and theories of the learning environment...” The empirical research base lists Louisiana Components of Effective Teaching, College of Education Teacher/Model for Learning, and NCATE Standards—none of which qualifies as scientific research studies. <i>If assessment is an important part of this course, please describe how students will acquire the information listed above and which “empirical research” will be included in the course?</i></li> </ol>

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Undergraduate Grades PK-3, 1-6, and 4-8</i></p>	<ol style="list-style-type: none"> <li>1. Pre-service teachers of grades PK-3, 1-6, and 4-8 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></li>   <li>2. Pre-service teachers of grades PK-3, 1-6, and 4-8 must possess knowledge in the following four areas to address state science content standards and NCATE standards: Physical Science (Chemistry &amp; Physics); Life Science (Biology); Earth and Space Science, and Science and the Environment. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></li> </ol>
<p><i>Undergraduate Grades 4-8</i></p>	<ol style="list-style-type: none"> <li>1. The proposed program does not present a conceptualization that identifies the grades 4-8 program as a true middle-school program. The majority of the courses are the same courses as grades 1-6. The National Middle School Association specifically states that a middle school program “should provide a thorough study of the nature and needs of young adolescents, middle level philosophy, curriculum, and instruction. In addition, the program should provide content preparation in at least two broad teaching fields as well as field experiences at the middle level.” <i>Please examine the NCATE standards for middle school. Please reexamine your curriculum and identify specific courses, objectives, materials, resources, experiences, etc. that can be added to your program to address the needs of middle school students in a more specific and comprehensive manner.</i></li> </ol>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p style="text-align: center;"><i>All Programs</i></p> <ol style="list-style-type: none"><li>1. Many course objectives continue to be limited exclusively to those that “describe” or “identify.” Notable exceptions include courses such as Math 2030 and EDUC 3100. Please continue to examine objectives. Be sure to include objectives that measure students’ success in teaching.</li><li>2. As discussed in the interview, the rationale for “personality testing” is good; however, consider renaming it to more accurately reflect its intention.</li></ol> <p style="text-align: center;"><i>Grades PK-3 and Grades 1-6</i></p> <ol style="list-style-type: none"><li>1. In RDG 3030 and 3060 there appears to be a lack of emphasis regarding whether teacher candidates can teach students to learn to read. RDG 4060, “Diagnosis and Correction of Literacy Difficulties in the Elementary Classroom” appears to be weighted toward reading difficulties with insufficient attention to correction of these difficulties.</li><li>2. Course sequences should be fully examined. In several courses students are asked to perform objectives without sufficient prerequisite skills. For example, in year two, first semester students take ED 3030, Introduction to Reading, which requires them to complete a basal reader analysis and to develop and administer an Informal Reading Inventory. Although these tasks are reasonable, the course content does not appear to prepare students for these types of applications and the prior coursework does not provide students with information about assessment or curriculum design. Given that the students have not had coursework that includes curriculum design, necessary for basal analysis, and curriculum based measurement design, necessary for videotape analysis, these course objectives, activities, and courses in general seem out of order. Continue to examine your program to locate other such areas to ensure that students have the necessary instruction and experiences before being expected to perform these types of applications.</li></ol>

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

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<i>Resources</i>	
1.	Resource needs include: additional specialized faculty, conversion of faculty positions from nine-month to twelve-month appointments, support for site-based supervision/mentorship of practitioners, master teachers to serve as adjunct faculty, and an Assessment and Professional Development School Coordinator.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 4-8</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p style="text-align: center;"><i>Primary Teaching Area: Physics</i></p> <p>1. A total of 31 hours must be completed in the area of Physics to meet requirements for a Primary Teaching Area in Physics. <i>Please identify 11-credit hours of pure Physics to fulfill the 31-credit hour requirement. Provide catalog descriptions of the courses.</i></p>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# OUR LADY OF HOLY CROSS COLLEGE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Practitioner Teacher Programs Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>
<i>Practitioner Teacher Programs Special Education</i>	<b>Recommended for Approval</b>
<i>Masters Alternate Certification Grades 1-6</i>	<b>Recommended for Approval</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The underlying program design emphasizes strands through courses rather than stand alone classes.
2.	Seems to be a sound plan regarding recruitment, support, and retention.
3.	As demonstrated during the interview, OLHCC makes excellent use of portfolios to support, demonstrate, and evaluate candidates learning. In addition, the portfolios clearly demonstrate the convergence of content standards, instructional standards, assessment, and revision over time.
4.	The education faculty appear to work effectively as a cohesive unit that are committed to principles of effective instruction. These principles appear to be consistent and infused across the entire program.
5.	Strong collaboration across college s is evident in the pairings of education and content faculty to revise curriculum in both content and pedagogical courses.
6.	The panel would like to recognize OLHCC for their difficult decision to focus their finite resources on a reduced number of degree/certification programs. This appears to reflect a serious assessment of the available resources and program/faculty strengths.

**B. STRENGTHS (CONT'D)**

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
7.	The revised general education courses show great improvement and careful attention to what teachers will need. This includes the selection of advanced grammar courses, literature courses, and requiring the students to take a math course without allowing a computer technology course as a substitute.
8.	The integration of the professional development and other local schools into the revised teacher preparation program is a recognizable strength of the program. Pre-service teachers have multiple opportunities to teach in the field, receive feedback on their teaching, and work with practicing educators.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades 1-6</i>	<ol style="list-style-type: none"> <li>1. In the program evaluation section the faculty describe the importance of assessing the extent to which candidates have mastered the components of LCET. However, the extent or degree to which this will be based on observation of actual teaching as opposed to secondary products such as portfolios is unclear. <i>Please clarify the extent to which observation of live or video taped teaching will be used in program and candidate evaluation. The panel's key concern is that a sufficient sample of teaching is collected to support evaluation.</i></li> <li>2. EDU 305 and 310 appear to be essentially the same course. <i>Please clarify how these courses are differentiated and make differing contributions to candidates' preparation.</i></li> <li>3. It is unclear how the mathematics methods courses EDCI 312, 313, and EDU 305 differ in terms of what they provide the pre-service teachers. The course objectives and empirical basis are nearly identical. It may be possible to differentiate the courses by shifting what skills candidates learn, focusing on different methods, focusing on differing levels of proficiency, or by revising one of the courses to focus on the identification and remediation of errors and misconceptions in mathematics. <i>Please clarify how these courses differ in either the content covered, skills developed, or the degree of skill proficiency obtained.</i></li> <li>4. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography</li> </ol>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Undergraduate Grades 1-6 (Cont'd)</i></p>	<p>4. (Cont'd)</p> <p>(Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></p> <p>5. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state science content standards and NCATE standards: Physical Science (Chemistry &amp; Physics); Life Science (Biology); Earth and Space Science, and Science and the Environment. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i></p>
<p><i>Practitioner Grades 7-12</i></p>	<p>11. The information provided for the summer seminar EDU 450 is inadequate to support approval of the program. For example, no teaching methods texts are provided in the resources. It is unclear what candidates will learn and that they will be adequately prepared to begin teaching in the fall. Perhaps part of the ambiguity is the result of the decision to treat this summer preparation as one undifferentiated seminar. It was also obvious in the interview that the faculty are much further along in preparing this course than is evident from the document. <i>Please provide additional material clarifying what materials will be used, what skills candidates will acquire, and how those skills will be assessed, such that the candidates will be prepared to begin teaching following this seminar.</i></p> <p>2. The two teaching seminars that occur during the practitioner-teaching year (EDU 451 and 452) appear to be incompletely developed. The only methods text does not provide information related to specific secondary content areas and appears inadequate to cover the breadth of secondary teaching areas that practitioner teacher candidates will teach. <i>Please clarify what materials will be used in these seminars to assure that appropriate materials are available to cover the diverse teaching areas and needs that will arise for practitioner teachers.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

**GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION**

See *Part III: Summary of Findings* for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

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

*All Programs*

1. Some of the graduate courses use challenging high level sources in instructional design, classroom management, and reading that may also be helpful in the undergraduate curriculum, particularly in advanced courses.
2. The mapping of courses content to the LCET is incomplete. It appears that only three or four courses were completed in the mapping sequence. After reading course descriptions, there appears to be many better alternatives for courses that include opportunities for pre-service teachers to obtain proficiency. A better representation of where candidates are obtaining skills is evident when one reads across the courses.

*Undergraduate Grades 1-6*

1. The orientation in mathematics instruction seems to be strongly constructivist (resources, references, and empirical bases). It would strengthen candidates' preparation to provide balanced preparation that it also includes the more direct explicit approaches of comprehensive models of mathematics instruction (e.g., Saxon Math, Direct Instruction, or Singapore Math).
2. The reading practicum course (EDU 401) states that it draws on the findings supporting balanced approaches to literacy, but appears to have a very strong emphasis on whole language and Reading Recovery. Emphasis on these approaches is not aligned with the preponderance of the empirical evidence, state guidelines, federal guidelines, and do not constitute a balanced approach to literacy instruction. It is recommended that the faculty examine the materials, objectives, and assessments that will lead to candidates becoming proficient in using a balanced approach to reading instruction. In particular, clarify this as it is related to direct/explicit forms of instruction.

## SECTION II. CERTIFICATION EVALUATION

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. HSC 101 Personal &amp; Community Health is not a pure science course and cannot fulfill the General Education science requirement. Please identify a science course to meet this requirement and provide a catalog description of the course.</li> </ol>
<i>Practitioner Teachers Program – Grades 7-12</i>	<p><b>Meets Certification Requirements</b></p> <p>Recent State Board of Elementary and Secondary Education action allows universities to offer a 3-credit hour internship during the fall, a 3-credit hour internship during the spring, and 9 hours for a Prescriptive Plan. If you wish to change your existing plan to include a 3-credit hour internship during the fall and 3-credit hour internship during the spring, please indicate the change when submitting a rejoinder for the other programs.</p>
<i>Practitioner Teachers Program – Special Education</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. Information pertaining to vocational/transition services for students with disabilities must be provided in the summer segment. Please revise the courses to address this need.</li> <li>2. You may include a 3-credit hour internship during the fall, 3-credit hour internship during the spring, and 9 hours for a Prescriptive Plan. Please indicate that change in a rejoinder if you wish to make the change.</li> </ol>
<i>Masters Degree - Alternate Certification Grades 1-6</i>	<p><b>Meets Certification Requirements</b></p>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# SOUTHEASTERN LOUISIANA UNIVERSITY

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The design of the special education add-on certification is especially well thought out within this program. Rather than simply complying with the letter of the law and adding 12 hours to the program, the faculty have created a complete program of study for dual certification that makes sense as an integrated whole by making strategic changes in requirements through out the program.
2.	There are several examples in which the revised program is implementing changes in creative ways that may have powerful impact on the preparation of teachers. An example is the History practicum course in 4-8 (EDUC 328).
3.	The plan of study across programs at this university is well thought out and well organized.
4.	The programs are developmental in their design. The programs are designed to provide candidates with a rigorous preparation for entry into teaching.
5.	Many courses have an extensive and balanced empirical basis. This is especially evident of the special education courses.

**B. STRENGTHS (CONT'D)**

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
6.	A thorough mapping of courses to the Louisiana Components of Effective Teaching was submitted with special consideration to the developmental sequence of these proficiencies and offers strong support for the inclusion of all required courses.
7.	Courses in the basic sciences have been adjusted to reflect Louisiana K-12 content standards.
8.	The Mission statement addresses state and national needs.

**C. PROGRAM STIPULATION**

<b>STIPULATION THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate 1-6</i>	1. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<i>Undergraduate Grades PK-3, Grades 1-6, and Grades 4-8</i>	
1.	The title for the student teaching course pertains to elementary students; however, the course is developed for PK-3, 1-6, and 4-8 teachers. It is recommended that the course title be changed to reflect the grade levels that will be addressed within the course.  <i>Grades PK-3</i>
1.	Many of the early childhood courses have a disproportionate emphasis on constructivism, developmental approaches, and whole language. It would strengthen the early childhood curriculum to also teach candidates how to use more explicit instructional strategies when explicit versus discovery oriented approaches are appropriate.
2.	Early childhood courses (e.g., EPSY 304) would benefit from more coverage of the effects of social class, family patterns, ethnicity/culture, and child abuse.

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

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

*Grades PK-3 (Cont'd)*

1. Field experiences and some objectives could be more precise about what candidates will do. For example, EDUC 323 says that students will "observe and teach in PK-3 classrooms." Greater specificity regarding what candidates will do, what skills they will develop as a result, how those skills tie to LCET would strengthen the plan.

*Grades 1-6*

1. The orientation in mathematics instruction seems to be strongly constructivist (resources, references, and empirical bases). It would strengthen candidates' preparation to provide balanced preparation that it also includes the more direct explicit approaches of comprehensive models of mathematics instruction (e.g., Saxon Math, Direct Instruction, Singapore Math, etc.).
2. EPSY 301 would be strengthened by incorporating the literature regarding important contemporary issues such as violence and aggression, family types, poverty, variations in socialization, mass media, and gangs.
3. Substituting an American history course focusing on early U.S. history rather than recent history may be more beneficial at this level of certification given the heavy emphasis on early U.S. history in elementary education.

*Grades 4-8*

1. EDUC 308 would be strengthened if it incorporated a remedial reading component such as *Corrective Reading*. Given the high prevalence of reading difficulties in the middle grades, providing candidates with skills to assess and teach decoding and comprehension strategies to students who are struggling would further strengthen the teacher preparation plan.

## SECTION II. CERTIFICATION EVALUATION

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 4-8</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>To be counted as part of the 31 hours for a Primary Teaching Area, the description for SCIE 300 Teaching Methods for Science Teachers must clearly indicate that the course will focus upon a combination of content knowledge and pedagogy. The 31 hours must address content knowledge. <i>Please add language within the course description to clearly indicate that both content knowledge and teaching methods are addressed within the course.</i></li> </ol>

**Certification Recommendations (It is not necessary for these recommendations to be addressed within rejoinders):**

- EDUC 201 is listed under Knowledge of the Learner in the grid. This course should be listed in the area for flexible hours. The course does not fulfill the requirement for the Knowledge of the Learner. All other 16 hours do fulfill the requirement for the Knowledge of the Learner.**
- If grades 1-6 is added to PK-3 certification, six additional hours in social studies is required.**
- The Primary Teaching Area for Physics should only contain physics courses. The math courses listed should be moved to the section for Flexible Hours on the grid.**

## SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE

The next stage of the Approval Process is described in Section II of this document.

# SOUTHERN UNIVERSITY AND A & M COLLEGE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>
<i>Practitioner Teacher Program</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	It is very evident that the majority of the campus effort has been directed toward examining existing courses and strengthening those courses so that teachers will be more successful when exiting the program and taking the PRAXIS examination. It is clear that this a priority for all colleges within the university. The university has identified its immediate needs for the redesign and focused its attention upon those needs. The university is to be commended for those efforts.
2.	It is evident that collaboration has occurred and is on-going on the campus across the College of Education and College of Arts/Humanities.
3.	An awareness exists that it is the total university's responsibility to prepare teachers.
4.	The university is considering further modifying the teacher education program and exploring the concept of block scheduling.
5.	The university has created a Professional Development School which will help to facilitate the reorganization of courses and field experiences.
6.	The university is implementing innovative ideas to recruit and support teachers.
7.	The university has created an Office of Recruitment in the College of Education.
8.	The university has developed a Center of Excellence for Math and Science.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>All Programs</i>	<ol style="list-style-type: none"> <li>1. Across the programs, similar courses are being taught to teachers in PK-3, grades 1-6, grades 4-8, and grades 7-12. However, no differentiation is evident within the course descriptions. <i>Rewrite the course descriptions or create new courses and clearly indicate how teachers of grades PK-3, 1-6, 4-8, and 7-12 will be taught information appropriate for the developmental needs of the students.</i></li>   <li>2. The methods courses being offered are general and do not address specific content methodology for individual content areas. <i>Please examine the performance objectives and assessments and identify ways in which the courses can address specific needs of teachers in the individual content areas. It should be clear that each methods course focuses on the pedagogy related to the specific content area.</i></li>   <li>3. The programs appear to require a large number of biology courses. However, the State content standards require teachers to also teach concepts in the areas of chemistry and earth science. <i>Please reexamine the science courses and identify a way for teachers to develop the necessary knowledge and skills to address all science content areas.</i> A listing of different types of artifacts or assessments have been provided for each course. However, it is not clear how each individual objective will be assessed. <i>Please describe how students will be assessed for each individual performance objective.</i></li>   <li>4. Pre-service teachers majoring in grades 7-12 Social Studies must possess knowledge in the following four areas to address state content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that the program will meet NCSS standards for NCATE and state content standards.</i></li> </ol>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate PK-3</i>	<p>1. While some early childhood courses are provided that more directly address the needs of PK-3 students, it does not appear that all of the NAYEC and ACEI standards are addressed within the program. <i>Please secure the NAYEC and ACEI standards provide courses that fully address the developmental and pedagogical needs of PK-3 students.</i></p>
<i>Grades 4-8</i>	<p>1. The proposed program does not present a conceptualization that identifies the grades 4-8 program as a true middle-school program. The majority of the courses are the same courses as grades 1-6. The National Middle School Association specifically states that a middle school program “should provide a thorough study of the nature and needs of young adolescents, middle level philosophy, curriculum, and instruction. In addition, the program should provide content preparation in at least two broad teaching fields as well as field experiences at the middle level.” <i>Please examine the NCATE standards for middle school. Please reexamine your curriculum and identify specific courses, objectives, materials, resources, experiences, etc. that can be added to your program to address the needs of middle school students in a more specific and comprehensive manner.</i></p>
<i>Practitioner Teacher Program</i>	<p>1. Confusion appears to exist pertaining to the design of the Practitioner Teacher Program. The proposed Practitioner Teacher Program is not totally structured to address the certification requirements for the Practitioner Teacher Program. Differences noted in the structure were the following.</p> <p>a. During the first summer, practitioner teachers are required to complete 9-credit hours that pertain to all of the following: 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. This did not occur within the proposed program.</p>

**PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Practitioner Teacher Program (Cont'd)</i>	<p>1. (Cont'd)</p> <p>b. During the fall, practitioner teachers are required to complete a 3-hour seminar that addresses immediate needs of the teachers. This seminar should build upon information discussed during the summer. In addition, the teachers will begin a 3-credit internship that will last all year.</p> <p>c. During the spring, practitioner teachers are required to complete another 3-hour seminar that expands upon what was taught the previous semester and during the summer. The second half of the 3-credit internship also occurs.</p> <p>d. Once all coursework is complete, program providers, principals, mentors, and practitioner teachers form a team to review the first year teaching performance of the practitioner teachers and develop a Prescriptive Plan if the practitioner teacher demonstrated weaknesses.</p> <p style="text-align: center;"><i>Schedule a meeting with representatives from the Office of Teacher Quality within the Louisiana Department of Education to thoroughly discuss the requirements for the Practitioner Teacher Program. Develop a program that fully addresses the certification requirements.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.</p>

## E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

#### *All Programs*

1. When the university reexamines the structure of the teacher preparation program in the future, it needs to involve disciplines from across the campus. As part of this process, the university needs to identify ongoing ways to raise the level of teaching and teaching competence. To produce a highly qualified teacher, it is going to take a much deeper and more concentrated level of redesign. It is recommended that the university develop a plan and timeline that clearly identifies the process that will be used as the university restructures the curriculum to ensure that teachers possess the type of knowledge and skills that extends beyond what teachers currently possess. This plan should make it clear that the university has determined the knowledge and skills needed by teachers in the 21<sup>st</sup> century and has redesigned their teacher education program to produce such a teacher.
2. Specific studies have not been cited within the empirical bases for many of the course descriptions. It is recommended that studies be identified and become the basis for instruction provided in the courses.
3. The program assessment section identifies how data will be collected; however, it is not clear how teaching practices and course content will be impacted as a result of the feedback. The university indicates that courses will be changed in the curriculum; however, it is not clear how the university will use the data for program redesign and faculty growth and development. If students are performing poorly, it might be important to examine what is happening within courses, who is teaching the courses, and what needs exist for faculty growth and development.

#### *Resources*

1. The same people are teaching many of the courses. It appears that a need exists for faculty who possess deeper content knowledge. Please examine faculty load and assignments and determine if a need exists to hire new faculty who possess the knowledge and skills to address the performance objectives in each course.

## SECTION II. CERTIFICATION EVALUATION

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. CRIN 212 Computer Literacy cannot be used as a math requirement for General Education. <i>Please identify a math course to meet this requirement.</i></li> <li>2. CRIN 326 Method for Middle School Science is listed as a course for PK-3. <i>Please identify a course that would be more appropriate for the certification area and provide a course description.</i></li> </ol>
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. CRIN 212 Computer Literacy cannot be used as a math requirement for General Education. <i>Please identify a math course to meet this requirement and provide a catalog description of the course.</i></li> <li>2. CRIN 325 Methods in Teaching Math is double counted as a math course for the Focus area and also as a math course for the Methodology and Teaching area. It cannot be counted twice. <i>Please identify a math course to meet this requirement and provide a description of the course.</i></li> </ol>
<i>Undergraduate Grades 4-8</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. CRIN 212 Computer Literacy cannot be used as a math requirement for General Education. <i>Please identify a math course to meet this requirement and provide a catalog description of the course.</i></li> </ol>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>All Secondary Teaching Areas</i></p> <p>1. It was observed that a different series of courses were sometimes listed for Secondary Teaching Areas when new Primary Teaching Areas were identified. As an example, if a person had a Primary Teaching Area of Social Studies, they took the following English courses if their Secondary Teaching Area was English: ENG 305, ENGL 308, ENGL 309; ENGL 310. If the person had a Primary Teaching Area of Mathematics, they took the following English courses if their Secondary Teaching Area was English: ENG 305, ENGL 308, ENGL 309; ENGL 310; ENG 311. As a result of the decision to do this, there were many problems with insufficient hours. <i>It is recommended that you reexamine this decision and consider identifying a common set of courses that individuals take for a Secondary Teaching Area even when the Primary Teaching Areas differ.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Agriculture</i></p> <p>1. Courses in the Primary Teaching Area for Agriculture total 30. The number of hours required are 31. <i>Please identify an appropriate course to meet this requirement and provide the catalog description of the course.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: General Science</i></p> <p>1. Some Earth Science or Geology courses should be included to make the General Science Primary Teaching Area more rounded. <i>Please identify Earth Science and/or Geology courses that could be substituted for existing courses.</i></p>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p style="text-align: center;"><i>Primary Teaching Area: Biology and General Science</i></p> <ol style="list-style-type: none"> <li>1. Biology and General Science cannot be offered as both primary areas in the same program. <i>Please provide a series of just biology courses if this is to be a Primary Teaching Area of Biology.</i></li> <li>2. <i>If this is to be a 31-credit hour Primary Teaching Area of Biology, please provide nine additional semester hours of biology courses.</i></li> <li>3. <i>Please remove Health and Physical Education from the list of Secondary Teaching Areas, for they cannot be Secondary Teaching Areas.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Chemistry and General Science</i></p> <ol style="list-style-type: none"> <li>1. Chemistry and General Science cannot be offered as both primary areas in the same program. <i>Please provide a series of just chemistry courses if this is to be a Primary Teaching Area of Chemistry.</i></li> <li>2. <i>If this is to be a 31-credit hour Primary Teaching Area of Chemistry, please provide nine additional semester hours of biology courses.</i></li> <li>3. If General Science is to be the Secondary Teaching Area, Earth Science or Geology courses should be listed. <i>Please identify Earth Science and/or Geology courses that students must take and provide catalog descriptions of the courses.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Social Studies</i></p> <ol style="list-style-type: none"> <li>1. <i>For English to be the Secondary Focus Area, please add one additional English course for a total of 19 or more credit hours.</i></li> <li>2. <i>For Biology to be the Secondary Focus Area, please add one additional biology course for a total of 19 or more credit hours.</i></li> </ol>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p><i>Primary Teaching Area: Social Studies (Cont'd)</i></p> <ol style="list-style-type: none"> <li>3. <i>For Chemistry to be the Secondary Focus Area, please add seven additional credit hours of chemistry for a total of 19 or more credit hours.</i></li> <li>4. <i>For Physics to be the Secondary Focus Area, please add five additional credit hours of physics for a total of 19 or more credit hours.</i></li> <li>5. <i>Please remove Health and Physical Education from the list of Secondary Teaching Areas, for they cannot be Secondary Teaching Areas.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Mathematics</i></p> <ol style="list-style-type: none"> <li>1. <i>For Chemistry to be the Secondary Focus Area, please add seven additional credit hours of chemistry for a total of 19 or more credit hours.</i></li> <li>2. <i>For Physics to be the Secondary Focus Area, please add five additional credit hours of physics for a total of 19 or more credit hours.</i></li> <li>3. <i>Please remove Health and Physical Education from the list of Secondary Teaching Areas, for they cannot be Secondary Teaching Areas.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Spanish</i></p> <ol style="list-style-type: none"> <li>1. <i>Courses in the Primary Teaching Area for Spanish total 30. The number of hours required are 31. Please identify an appropriate course to meet this requirement and provide the catalog description of the course.</i></li> <li>2. <i>One credit hour is lacking for science in the General Education area. Please identify a science course to address this requirement and provide a catalog description of the course.</i></li> <li>3. <i>For Speech to be the Secondary Focus Area, please add one additional credit hour of speech for a total of 19 or more credit hours.</i></li> </ol>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p style="text-align: center;"><i>Primary Teaching Area: Computer Science</i></p> <ol style="list-style-type: none"> <li>1. <i>For English to be the Secondary Focus Area, please add one additional credit hour of English for a total of 19 or more credit hours.</i></li> <li>2. <i>For Biology to be the Secondary Focus Area, please add three additional credit hours of biology for a total of 19 or more credit hours.</i></li> <li>3. <i>For Chemistry to be the Secondary Focus Area, please add two additional credit hours of chemistry for a total of 19 or more credit hours.</i></li> <li>4. <i>For Physics to be the Secondary Focus Area, please add nine additional credit hours of physics for a total of 19 or more credit hours.</i></li> <li>5. <i>For Social Studies to be the Secondary Focus Area, please add one additional credit hour of social studies for a total of 19 or more credit hours.</i></li> <li>6. <i>Please remove Health and Physical Education from the list of Secondary Teaching Areas, for they cannot be Secondary Teaching Areas.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: English</i></p> <ol style="list-style-type: none"> <li>1. <i>For Biology to be the Secondary Focus Area, please add one additional credit hour of biology for a total of 19 or more credit hours.</i></li> <li>2. <i>For Chemistry to be the Secondary Focus Area, please add seven additional credit hours of chemistry for a total of 19 or more credit hours.</i></li> <li>3. <i>For Physics to be the Secondary Focus Area, please add five additional credit hours of physics for a total of 19 or more credit hours.</i></li> </ol>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p style="text-align: center;"><i>Primary Teaching Area: French</i></p> <ol style="list-style-type: none"> <li>1. Courses in the Primary Teaching Area for French total 30. The number of hours required are 31. <i>Please identify an appropriate course to meet this requirement and provide the catalog description of the course.</i></li> <li>2. <i>For Biology to be the Secondary Focus Area, please add one additional credit hour of biology for a total of 19 or more credit hours.</i></li> <li>3. <i>For Chemistry to be the Secondary Focus Area, please add seven additional credit hours of chemistry for a total of 19 or more credit hours.</i></li> <li>4. <i>For Physics to be the Secondary Focus Area, please add five additional credit hours of physics for a total of 19 or more credit hours.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Physics and General Science</i></p> <ol style="list-style-type: none"> <li>1. Physics and General Science cannot be offered as both primary areas in the same program. <i>Please provide a series of just physics courses if this is to be a Primary Teaching Area of Physics.</i></li> <li>2. <i>If this is to be a 31-credit hour Primary Teaching Area of Physics, please provide six additional semester hours of physics courses.</i></li> <li>3. <i>Please remove Health and Physical Education from the list of Secondary Teaching Areas, for they cannot be Secondary Teaching Areas.</i></li> <li>4. <i>For English to be the Secondary Focus Area, please add one additional credit hour of English for a total of 19 or more credit hours.</i></li> <li>5. <i>For Biology to be the Secondary Focus Area, please add four additional credit hours of biology for a total of 19 or more credit hours.</i></li> </ol>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 7-12 (Cont'd)</i>	<i>Primary Teaching Area: Physics and General Science (Cont'd)</i>  6. For General Science to be the Secondary Teaching Area, there needs to be more Biology and Earth Science courses. <i>Please identify Biology and Earth Science courses and provide catalog descriptions of the courses.</i>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# UNIVERSITY OF LOUISIANA AT LAFAYETTE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

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

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The mission statement integrates teacher preparation into the overall mission of the university. The mission statement is focused on activities that the University can control and outcomes it can measure.
2.	Strong collaboration across the institution, with local community colleges, with school districts, and with faculty in PK-12 schools is evident.
3.	The RTPP appears to be developmental in its course sequence with all courses and field experiences aligned strategically to ensure that candidates become proficient.
4.	A promising induction program has been developed with a full time Induction Coordinator responsible for gathering data and attending to the needs of program graduates.
5.	Careful thought and clear revision has occurred among many of the courses, including general education courses, content courses, as well as education courses. The revised plan appears to be well designed to produce teachers with a broad content preparation. The addition of an English grammar course looks particularly promising.

**B. STRENGTHS (CONT'D)**

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
6.	The redesign proposal includes a comprehensive evaluation plan that gathers baseline data in addition to data from a wide variety of sources that will demonstrate the success of key program components and program graduates.
7.	The disaggregation of the program back into more specific program areas seems carefully thought out and a good idea.
8.	Excellent sets of measurable objectives for courses on instructional design, classroom management, exceptional children, assessment of reading, practicum in reading, child psychology, kinesthetic learning, technology, assessment, and student teaching. Faculty should be congratulated on this.
9.	EDCI 409, 427, 430, 476, 407, 422, EDFL 105, KNES 307, PSYC 311, and READ 411 are particularly impressive in their balanced orientations, use of current sources, and in their objectives and materials.
10.	The capstone course (EDCI 440) appears to be a well thought out idea that is likely to prove very beneficial to candidates.
11.	EDCI 453 (G) is a superbly designed course—a model. Excellent measurable objectives—develop lesson plans, conduct lessons, construct laboratory exercises, critique instructional strategies, etc.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades PK-3 and Grades 1-6</i>	1. Across numerous courses the proposal describes field experience or classroom observations as the method for assessment of candidates' competencies. It was unclear to the panel what these assessments indicate. For example does this mean observation of live performance by faculty, review of artifacts from field experience, or evaluations by cooperating teachers. Further examination of the PASS-PORT rubric indicated that data regarding performance on LCET components appeared to be entered by the candidate rather than a faculty assessor in some cases. Overall it was unclear that there is an adequate extent of assessment of candidates' teaching performance by faculty observation. <i>Please clarify the extent to which candidates' teaching performance of LCET components and specific skills is assessed by observation of teaching by faculty.</i>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades PK-3</i>	<p>1. The differentiation in what candidates will learn in the mathematics methods sequence EDCI 349 and 350 is unclear. The course objectives and empirical basis is not clearly differentiated. It may be that the rather global level of the objectives creates the ambiguity. It may also be the case that further refinement is needed to differentiate the courses such as revising courses to focus on remediation of errors of more clearly differentiating methods or content covered in each course. <i>Please clarify how the content or methods of these three courses are differentiated.</i></p>
<i>Undergraduate Grades 1-6</i>	<p>1. The differentiation in what candidates will learn in the mathematics methods sequence EDCI 349, 350, and 351 is unclear. The course objectives and empirical basis is not clearly differentiated. It may be that the rather global level of the objectives creates the ambiguity. It may also be the case that further refinement is needed to differentiate the courses such as revising courses to focus on remediation of errors of more clearly differentiating methods or content covered in each course. <i>Please clarify how the content or methods of these three courses are differentiated.</i></p>
<i>Undergraduate Grades 7-12</i>	<p>1. It appears that some permissible combinations of primary and secondary methods courses would result in candidates having no methods courses (e.g., industrial arts and business). <i>Please clarify whether or not this is possible. If it is, a strong justification is needed as to why this is desirable or a revision is needed to the program to assure it does not happen.</i></p> <p>2. The preparation program at this level did not clearly address the LCET in the matrix identifying the performance opportunities for each component. Some of the indexed courses did not address the component that was listed at all or did so only very tangentially. Additionally, some of the listed courses appear in only one primary teaching area (e.g., mathematics). <i>Please review the LCET and the program of study. Please provide a revised matrix that clearly demonstrates that performance based assessments will occur for all of the LCET components for candidates in all specialty areas of the Grades 7-12 program.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p style="text-align: center;"><i>All Programs</i></p> <ol style="list-style-type: none"><li>1. The program evaluation section indicates that grades and standardized test scores will be used as a part of the program evaluation to assess the impact of candidates and graduates on PK-12 student achievement. However, the description is vague regarding how these data will be used. Please clarify specifically how standardized test data and students' grades will be used to evaluate the impact of graduates on PK-12 student achievement.</li><li>2. The RTPP's efforts to support increased achievement in PK-12 students as outlined on page 23 of the Institutional Level Evaluation section would be strengthened by addition of formative measures that could guide decision making as the program is implemented. Assessment of learning gains or achievement of specific learning goals may contribute to refinement of procedures before a summative evaluation is completed.</li><li>3. The student handbook looks quite good. The panel recommends further strengthening it by adding a section describing the LCET and what students are expected to learn. If a standardized assessment(s) of the LCET are used or can be developed these could be included to provide prior specification to the candidates of the skills they will be expected to master. This would also facilitate a consistent process across courses, field placements, and candidates.</li></ol> <p style="text-align: center;"><i>Resources</i></p> <ol style="list-style-type: none"><li>1. The faculty identified a number of important resource needs that will need to be addressed in order for the redesigned program to function effectively. The faculty identified personnel needs to support the program's induction program, expanded evaluation efforts, to coordinate field placements, and to staff the new PK-3 program. The faculty also identified a specific need for a faculty member to teach EDCI 463. The faculty also indicated that additional resources will need to support the transition period during which both the existing and the redesigned programs will be operating.</li></ol>

## E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

#### *Undergraduate Grades PK-3*

1. Some courses empirical bases would be strengthened by expanding them to include more contemporary work and the diversity of research beyond that deriving from constructivist approaches. This would include both research on instruction as well as developmental research in domains such as caregiver- child interactions (e.g., Gerald Patterson’s work). Some examples of courses whose empirical base appears either dated or overly narrow include EDCI 349, EDCI 351, READ 302, and HUMR 339.
2. The orientation in mathematics instruction (EDCI 349 and EDCI 350) seems to be strongly constructivist (resources, references, and empirical bases). It would strengthen candidates’ preparation to provide balanced preparation that also includes the more direct explicit approaches of comprehensive models of mathematics instruction (e.g., Saxon Math, Direct Instruction, and/or Singapore Math).
3. Balancing emphasis on teaching reading and developing literacy across the two courses READ 301 and READ 302 might strengthen the reading methods sequence. The first course appears to be a survey of development as it relates to literacy, while the second appears to contain a demanding and meritorious set of specific learning objectives that may be difficult for candidates to master in a single semester/course. Additionally, increasing emphasis on teaching in READ 302 should permit increased attention to critical areas of reading instruction for young children such as explicit instruction in phonemic awareness, decoding, fluency, and comprehension.

#### *Undergraduate Grades 1-6*

1. The proposal for EDCI 300 would be strengthened by providing more specific objectives regarding what candidates will learn and learn to do in teaching language arts.
2. The empirical bases of some courses would be strengthened by expanding them to include more contemporary research that may refine or revise the ideas but forth by classic historical figures such as Vygotsky, Bruner, and Piaget.
3. The preparation in language development and linguistics was a notable strength of the PK-3 program. Recognizing that these are still salient issues for children and educators during the early part of the first through sixth grade period, it may strengthen this certification program to incorporate some of this material into this preparation program. The panel recognizes that the competing demands of course hours, targeting the 124 hour, and the Grades 1-6 certification structure will preclude extensive preparation in this area in separate courses. It might be possible to exchange one course for one examining these issues or increase these issues salience in the courses regarding the learner and learning environment.

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<i>Undergraduate Grades 7-12</i>	
1.	EDCI 448 (G) appears to be incompletely developed. The objectives describe the competencies the candidates will acquire in the broadest possible sense. Given the importance and complexity of secondary language arts methods it would appear that this course warrants the same degree of specificity that is evident in READ 411.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>MATH 217 Topics for Middle School Teachers is not an appropriate math course for the General Education requirements. <i>Please identify a more appropriate math course and provide a catalog description of the course.</i></li> </ol>
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>HUMN 152 is not an appropriate social studies course for the General Education requirements. <i>Please identify a more appropriate social studies course and provide a catalog description of the course.</i></li> </ol>

## SECTION II.

## CERTIFICATION EVALUATION (CONT'D)

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Primary Teaching Area: German</i></p> <p>1. Based upon the catalog description, GERM 401 can only be repeated twice for a maximum of 6-credit hours. This program show that it will be counted for 9-credit hours. Please identify 3-credit hours of German that can be substituted for GERM 401 and provide a catalog description of the course.</p> <p style="text-align: center;"><i>Primary Teaching Area: Journalism</i></p> <p>1. <i>Please provide a course description of CMCN 497.</i></p> <p style="text-align: center;"><i>Primary and Secondary Teaching Area: Mathematics</i></p> <p>1. MATH 360 is listed for the Primary and Secondary Teaching Areas for Mathematics. However, a catalog description was not provided for the course. <i>Please provide a catalog description for MATH 360.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Speech</i></p> <p>1. THEA 365 is listed for the Primary Teaching Area for Speech. However, a catalog description was not provided for the course. <i>Please provide a catalog description for THEA 365.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Biology</i></p> <p>1. All 31-credit hours for the Primary Teaching Area of Biology must be pure biology hours. <i>Please remove the 3-credit hours of chemistry and replace them with 3-credit hours of biology.</i></p>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p style="text-align: center;"><i>Primary Teaching Area: Chemistry</i></p> <p>1. All 31-credit hours for the Primary Teaching Area of Chemistry must be pure chemistry hours. <i>Please remove the biology and physics credit hours and replace them with enough credit hours in chemistry to total 31 or more credit hours.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Earth Science</i></p> <p>1. All 31-credit hours for the Primary Teaching Area of Earth Science must be pure geology hours. <i>Please remove the biology credit hours and replace them with enough credit hours in geology to total 31 or more credit hours.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: General Science</i></p> <p>1. This is actually a 35 hour program since CHEM 102 is a 4-credit hour course and not a 3-credit hour course. <i>Please change the total number of hours to 35 hours.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Physics</i></p> <p>1. <i>Please provide a course description for IRED 200.</i></p>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# UNIVERSITY OF LOUISIANA—MONROE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The rationale for the integrated mathematics and science sequences in the Institutional Section (page 36) is noteworthy.
2.	The Description of Field Sites and Activities in both Program Sections provides a comprehensive overview of proposed field experiences.
3.	The Application of Instructional Media and Technology course, specifically designed for education majors appears to hold great promise for preparation of computer-literate teachers.
4.	The University of Louisiana-Monroe is one of several universities offering a Teacher Warranty for graduates.

### C. PROGRAM STIPULATIONS

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Institutional Section</i>	1. Cover pages with signatures were missing. <i>Please submit cover pages for the documents.</i>
<i>Overall for Programs</i>	<p>1. Within some courses, the Resources and Materials sections did not provide sufficient information. Examples include CURR 285, PSYC 205, PSYC 301, and ELED 342. <i>Please list courses for which resources and materials were minimally included and provide appropriate information.</i></p> <p>2. Differentiation was not adequately addressed for courses that span a range of grade levels. Examples include CURR 303, CURR 450, EDFN 201, PSYC 301, ELED 342, ELED 441 and 442. <i>Please provide specific information regarding how these courses will be differentiated. Indicate differences in materials, assignments, and experiences that will provide appropriate preparation for teachers at various certification levels.</i></p>
<i>Undergraduate Grades 1-6</i>	1. Pre-service teachers of grades 1-6 must possess knowledge in the following four areas to address state social studies content standards and NCATE standards: History (Louisiana, U.S., and World); Civics (Citizenship and Government); Geography (Physical and Cultural Systems); and Economics. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be adapted to ensure that new teachers will possess knowledge in all four areas and the program will address NCATE and state content standards.</i>

### D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.

## E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

#### *All Levels*

1. The institutional mission statement appears to be written in a “maintenance” mode (e.g., provide a rigorous program; prepare learning facilitators, and maintain accreditation). The statement does not address important outcomes with respect to PK-16 student learning and local/state needs. Consider the essential knowledge and skills your graduates must have to be successful and effective teachers.
2. At all levels, continue to review performance assessments to ensure more evaluation of teaching performance. Determine success and continuing needs based on analysis of data that you are collecting.
3. Review course sequences in relation to work being expected of candidates. Ensure that students have the necessary instruction and experiences before being expected to perform applications.

#### *Grades 1-6*

1. The Panel commends the University of Louisiana-Monroe for its earnest attempt to redesign the 1-6 Program. Continue to evaluate and revise the program based on emerging information and analysis of data based on candidates’ needs.
2. The new mathematics sequence that is being proposed represents an important attempt to bring together mathematics and education faculty. Although the work is incomplete at this time, this collaboration should have long term benefits. While this proposal represents an excellent first attempt in a complicated effort, continue to examine the math sequence and determine whether the courses (1) adequately prepare candidates with the depth of mathematics content they will need and (2) methods courses include development of assessments, integration of technology, preparation of lesson plans, and instruction with children. Additionally, all new courses being proposed should have assessments tied to objectives.

#### *Resources*

1. Resource needs include (a) an additional faculty member with secondary teaching background and university supervisor at the secondary level and (b) field experience supervisors at the elementary level.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. H&amp;PE 442 is not a pure science and should not be used to fulfill the General Education science requirement. <i>Please identify a science course for the General Education requirement and provide a catalog description of the course.</i></li> <li>2. It does not appear that the reading courses for the Reading/Language Arts Focus Area include diagnosis and remediation of reading. <i>Please rewrite the course descriptions or identify a course that will address reading diagnosis and remediation.</i></li> <li>3. On page 75 of the Program Section, several courses are listed that do not appear in the Degree Plan on page 3. These include:               <ol style="list-style-type: none"> <li>a. HIST 201 (To 1877) - the degree plan for Grades 1-6 lists HIST 202 (After 1877) only.</li> <li>b. ENGL 481- this course emphasizes the development of written communication skills. According to the degree plans, the course is required for middle school teachers but not for elementary teachers.</li> <li>c. BIOL 120 and 121- BIOL 120 is required for Grades 4-8 add-on, but neither course is required for teachers of Grades 1-6.</li> </ol> <p><i>Please clarify these discrepancies.</i></p> </li> <li>4. ART 411 and MSED 335 are included in the document but do not appear in the degree plan. <i>Please clarify these discrepancies.</i></li> </ol>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades 1-6 (Cont'd)</i>	<p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>4. ART 411 and MSED 335 are included in the document but do not appear in the degree plan. <i>Please clarify these discrepancies.</i></li> </ol>
<i>Undergraduate Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>All Certification Areas</i></p> <ol style="list-style-type: none"> <li>1. EDFN 401 Instructional Assessment is not a methods course and cannot be used for Methodology and Teaching. <i>Please identify a methodology course and provide a full course description.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Spanish</i></p> <ol style="list-style-type: none"> <li>1. <i>A Primary Teaching Area requires 31-credit hours of Spanish. Please identify three additional credit hours of Spanish and provide the catalog description of the course.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Speech</i></p> <ol style="list-style-type: none"> <li>1. SPCEECH 101 Speech Communications cannot be used to fulfill the 3-credit hour requirement for Art. <i>Please identify a 3-credit hour Art course that will meet the General Education requirement.</i></li> </ol> <p style="text-align: center;"><i>Primary Teaching Area: Biology</i></p> <ol style="list-style-type: none"> <li>1. A Primary Teaching Area requires 31-credit hours of Biology. <i>Please identify four additional credit hours of biology and provide the catalog description of the course(s).</i></li> </ol>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p style="text-align: center;"><i>Primary Teaching Area: Chemistry</i></p> <p>1. A Primary Teaching Area requires 31-credit hours of Biology. <i>Please identify eight additional credit hours of chemistry and provide the catalog description of the course(s).</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Earth Science</i></p> <p>1. A Primary Teaching Area requires 31-credit hours of Earth Science. <i>Please identify seven additional credit hours of earth science and provide the catalog description of the course(s).</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Physics</i></p> <p>1. A Primary Teaching Area requires 31-credit hours of Physics. <i>Please identify eleven additional credit hours of physics and provide the catalog description of the course(s).</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Computer Science</i></p> <p>1. CURR 482 and CURR 485 cannot be used to fulfill computer science coursework. These hours should be pure computer science courses. <i>Please identify computer science courses to replace CURR 482 and CURR 485 and provide the catalog descriptions of the new courses.</i></p>

**Certification Recommendations (It is not necessary for these recommendations to be addressed within rejoinders):**

- 1. It is recommended that you clarify courses that will included in the PK-3 add-on certification. In the Description of Field Sites (page 82), courses identified on page 4 for PK-3 Add-On (ELED 451, 452, 453, 483) are not listed in the description for field experiences. Additionally, ELED 451 (page 32) and 452 (page 34) refer to cooperative hours with ELED 419, 420, and 421. These course titles were omitted in course descriptions.**

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

# UNIVERSITY OF NEW ORLEANS

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The faculty and administrators of this program are clearly committed to the local needs of their community (New Orleans) and are using creative mechanisms to affect change in student achievement. The University's collaborative work with local community colleges and school districts is an obvious manifestation of this commitment.
2.	Productive collaborative efforts are evident both across colleges (e.g., Education and Arts and Sciences) as well as within the college of education (e.g., special and general education faculty). The collaborative efforts have resulted in active efforts to align preparation with State K-12 content standards, create preparation that is an integrated whole, and appear to have benefited both all parties.
3.	Many courses have a strongly developed empirical base that moves beyond simple citation of names and broad topics or classic/historical figures to citation of current specific research that is directly related to the course content. Specific examples include EDUC 2000 and EDCI 3150.
4.	Clear specific and reasonably comprehensive objectives are evident in many courses. Excellent examples include EDUC 3100, EDCI 3060, EDUC 3110, EDCI 3320, EDSP 3610, and EDSP 3620.

**B. STRENGTHS (CONT'D)**

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
5.	The RTPP evidences a notably strong emphasis on a performance-based model of teacher preparation. It is also developmental in its sequence with careful consideration to the sequencing of courses and field experiences and aligned to state and national standards.
6.	The choice to require special education courses are required for all students makes sense in light of the reality that in today's schools all teachers will be expected to work with students with exceptional needs. This also set the occasion for the design of the add-on certificate for mild-moderate special education that was carefully thought out, is reasonable, and is likely to prepare candidates to be successful. Additionally, the set of middle grades special education courses is particularly well developed.
7.	The RTPP provides a tight integration of content, pedagogy, and assessment which carries through courses, field work, and student teaching. This is particularly evident in the creative effort to assign separate sections of field courses and pair them with interdisciplinary mixes of method courses.
8.	This institution presents a notably strong plan for induction support of its candidates.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades PK-3</i>	<p>1. The reading and language arts curriculum for this level of certification is problematic. The content and objectives for the three primary methods courses (EDCI 3400, 3410, and 3435) are very similar. It is not clear how they are differentiated. Part of the problem may be that the objectives are overly broad. Although the bases of the courses draw from some of the best current evidence the objectives are insufficiently specific to clarify how they guided course development. Also, the inclusion of a middle grades course (i.e., grades 4-8 in a PK-3 certification program is problematic. Additionally, a description for EDCI 3101 was not provided. Assessment and remediation for students who are struggling is not clearly addressed in this sequence. <i>Please clarify the reading sequence. Please be more specific in the objectives so that differentiation in courses and the guidance of the empirical basis is clear. Please provide a description for EDCI 3101. Please replace the middle grades methods course with one that is appropriate to this level of certification. Please clarify what and in what course candidates will be taught regarding the identification and remediation of reading problems.</i></p>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades PK-3 (Cont'd)</i>	<p>2. Several concerns emerged for the mathematics curriculum for this level of certification. First, EDCI 3140 and 3340 have the same empirical basis and objectives. As a result it is not clear how they separately contribute to preparation. Additionally, EDCI 3340 is designed to address students' needs in grades 4-8, which is not included in this level of certification. <i>Please replace EDCI 3340 with a course that is relevant to this level of certification.</i></p> <p>3. Teachers in grades K-3 are required to possess the content knowledge to address content standards in history, geography, national/state government, and economics. With the elective structure used in the preparation program it was unclear how or if this would be accomplished. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can or do address NCSS standards for NCATE and State content standards.</i></p>
<i>Undergraduate Grades 1-6</i>	<p>1. The panel had several concerns regarding the reading and language arts curriculum for this level of certification. The content and objectives for the three primary methods courses (EDCI 3400, 3410, and 3435) are very similar. It is not clear how they are differentiated. Part of the problem may be that the objectives are overly broad. Although the bases of the courses are typically drawn from some of the best current evidence, the objectives are insufficiently specific to clarify how they guided course development. Additionally, assessment and remediation for students who are struggling is not clearly addressed in this sequence. Given the crucial importance of early literacy success and the incidence of reading problems this is a crucial omission. <i>Please clarify the reading sequence. Please be more specific in the objectives so that differentiation in courses and the guidance of the empirical basis is clear. Please clarify what and in what course candidates will be taught regarding the identification and remediation of reading problems.</i></p> <p>2. Several concerns emerged for the mathematics methods curriculum for this level of certification. First, EDCI 3140 and 3340 have the same empirical basis and objectives and generally overlap a great deal. As a result it is not clear how they separately contribute to preparation. Additionally, EDCI 3540's objectives and sources suggest that it is primarily relevant to preschool and kindergarten, which are not included in this level of certification. Additionally, the identification and remediation of errors and misconceptions is not</p>

### C. PROGRAM STIPULATIONS

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Undergraduate Grades 1-6</i></p>	<p>2. (Cont'd)</p> <p>represented in this preparation sequence. <i>Please clarify how EDCI 3140 and 3340 separately contribute to preparation. This will likely require additional detail in the objectives. Please clarify where in the course of preparation that the identification and remediation of errors is addressed. Please clarify how EDCI 3540 is relevant to this level of certification or replace it with a course that is clearly relevant to this level of certification.</i></p> <p>3. Teachers in grades 1-6 are required to possess the content knowledge to address content standards in history, geography, national/state government, and economics. With the elective structure used in the preparation program it was unclear how or if this would be accomplished. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can or do address NCSS standards for NCATE and State content standards.</i></p>
<p><i>Undergraduate Grades 4-8</i></p>	<p>1. The panel had several concerns regarding the reading and language arts curriculum for this level of certification. The content and objectives for two of the three primary methods courses (EDCI 3400, and 3435) are very similar. It is not clear how they are differentiated. Part of the problem may be that the objectives are overly broad. Although the bases of the courses are typically drawn from some of the best current evidence, the objectives are insufficiently specific to clarify how they guided course development. Additionally, assessment and remediation for students who are struggling is not clearly addressed in this sequence despite the high incidence of reading failure in the middle grades. <i>Please clarify the reading sequence. Please be more specific in the objectives so that differentiation in courses and the guidance of the empirical basis is clear. Please clarify what and in what course candidates will be taught regarding the identification and remediation of reading problems.</i></p> <p>2. An additional concern was evident in the reading sequence was the absence of differentiation from the PK-3 or 1-6 curriculum. Both of these courses appear in those curriculums. <i>Please clarify how this preparation addresses the specific needs of teachers and students in the middle grades.</i></p>

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades 4-8 (Cont'd)</i>	<p>3. Several limitations were evident in the teaching methodology block at this level of certification. First, EDCI 3310 is an adolescent development class that does not appear to provide teaching methodology preparation. Second, the objectives and empirical bases for the remaining methodology courses (EDCI 3320 and 3330) overlap to such a degree it is unclear how they differentiate instruction for science, social studies, mathematics, and health. The rationale for combining health and mathematics education is not clear. This combination raises the concern that inadequate preparation in mathematics education will be provided. <i>Please clarify how EDCI 3310 constitutes methods preparation or replace this course with one that provides methods preparation. Please provide additional detail clarifying how EDCI 3320 and 3330 are differentiated and teach methodologies specific to the content areas covered. Additional specificity in the objectives will be needed to achieve this. Please provide your rationale for combining mathematics and health education into one course.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.</p>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<i>All Programs</i>
<p>1. The faculty identified a number of important resource needs that will need to be addressed in order for the redesigned program to function effectively. The faculty identified personnel needs to support the program's induction program and expanded evaluation efforts. The faculty also indicated that additional personnel needs are evident for coordinating fieldwork and working with the program's Professional Development</p>

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

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

*All Programs (Cont'd)*

1. (Cont'd)

Schools. The faculty also indicated that additional resources will need to support the transition period during which both the existing and the redesigned programs will be operating.

*Grades PK-3 and Grades 1-6*

1. The orientation in mathematics instruction seems to be strongly constructivist (resources, references, and empirical bases). It would strengthen candidates' preparation to provide balanced preparation that it also includes the more direct explicit approaches of comprehensive models of mathematics instruction (e.g., Saxon Math, Direct Instruction, or Singapore Math).

*Grades 4-8*

1. EDCI 3310 (Young Adolescent Health and Development) would be strengthened by inclusion of material on contemporary issues such as drug abuse, gangs, mass media, and development in relationship to socioeconomic status.

*Grades 7-12*

1. Increasing the emphasis on specific observable performance objectives would further strengthen the proposal. In a number of courses broad terminology such as apply, recognize, demonstrate, or participate is used in manner that make it somewhat ambiguous as to what the candidate will do. Additionally some objectives are so broad (e.g., apply theories of development or plan effective instruction) that they should be very difficult to assess. This is particularly evident in EDUC 2000, 2200, 3100, 3110, 3920, and 4000. Increasing specificity of those performance objectives tied to the LCET would be particularly helpful.

2. The courses in the reading and language arts domains (EDCI 3220 and 4432) would be substantively strengthened by adding objectives and materials directly related to teaching students content reading strategies (e.g., Archer & Gleason, 1993). Additionally, given the high incidence of reading difficulty in the upper grades the reading curriculum would be further strengthened by providing candidates with skills will allow them to identify and remediate reading difficulties (e.g., *Corrective Reading*; *REWARDS*).

## SECTION II. CERTIFICATION EVALUATION

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li><i>Please provide a course description of Liberal Arts 2288.</i></li> </ol>
<i>Undergraduate Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li><i>Please provide a course description of Liberal Arts 2288.</i></li> </ol>
<i>Undergraduate Grades 4-8</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li><i>Please provide a course description of Liberal Arts 2288.</i></li> </ol>
<i>Undergraduate Grades 7-12</i>	<p>Does Not Meet Certification Requirements</p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li><i>Please provide a course description of Liberal Arts 2288.</i></li> <li><i>Please identify a minimum of one additional credit hour of social studies for the Secondary Teaching areas and provide a catalog description of the course.</i></li> </ol>

## SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE

The next stage of the Approval Process is described in Section II of this document.

# XAVIER UNIVERSITY OF LOUISIANA

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 4-8</i>	<b>Recommended for Approval with Stipulations</b>
<i>Undergraduate Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The redesign process has been instrumental in directly involving content faculty in not only discussing secondary courses but elementary courses as well.
2.	External funding has been secured to provide scholarships as recruitment incentives to encourage individuals to pursue careers in teaching.
3.	The university is being proactive in decisions that they are making. As an example, Xavier increased math and science requirements based upon observation that many of teachers taught in middle school settings.
4.	It is evident that Xavier University is thinking through the components of their program. They are considering how courses should be sequenced and assigning experiences that will be meaningful to the teachers as they progress through the sequence.
5.	University leaders and faculty display a passion and desire to further enhance their teacher preparation program. A commitment to do so is evident.
6.	Some of the methods courses are being taught by content faculty (e.g., music, Art, etc.).

**B. STRENGTHS**

<b>OVERALL STRENGTHS OF THE PROGRAM(S)</b>	
7.	The university has been very supportive in addressing their resource needs. The university has provided new faculty, provided library resources, and assigned a faculty to help with the recruitment of teachers.

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>All Programs</i>	<ol style="list-style-type: none"> <li>1. Pre-service teachers in grades PK-3, 1-6, 4-8, and 7-12 (Primary Teaching Area: Social Studies) need to possess content knowledge in the following areas to address State content standards and NCATE standards: national/state government, economics, U.S. history, Louisiana history, etc. <i>Please reexamine the courses and identify ways in which new courses can be substituted or existing courses can be modified to ensure that the program will meet NCSS standards for NCATE and State content standards.</i></li> <li>2. For grades PK-3 and grades 1-6, the EDEL 3071 course does not provide much methodology for social studies. <i>Please reexamine this course and revise the course to indicate how both will be fully addressed.</i></li> <li>3. Classroom Management course EDUC 2044E, 2044S, EDUC EDSP 2044 contains early childhood, elementary, middle school, high school, and special education pre-service teachers. <i>Differentiate the expected competencies for each group.</i></li> </ol>
<i>Undergraduate Grades PK-3</i>	<ol style="list-style-type: none"> <li>4. A clear description was not provided within the math methods courses to indicate that pre-service teachers were being taught pedagogy in courses. <i>Please rewrite the math methods courses to clearly indicate that they are pedagogy based. Provide specific information about the types of instructional techniques that they will be taught to teach the content.</i></li> </ol>
<i>Undergraduate Grades 4-8</i>	<ol style="list-style-type: none"> <li>1. The proposed program does not present a conceptualization that identifies the grades 4-8 program as a true middle-school program. The majority of the courses are the same courses as grades 1-6. The major difference is a small increase in content course credits beyond the grades 1-6 program and one additional course for middle school students. The National Middle School Association specifically states that a middle school program “should provide a thorough study of the</li> </ol>

**C. PROGRAM STIPULATIONS (CONT'D)**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Undergraduate Grades 4-8</i>	<p>1. (Cont'd)</p> <p>nature and needs of young adolescents, middle level philosophy, curriculum, and instruction. In addition, the program should provide content preparation in at least two broad teaching fields as well as field experiences at the middle level.” <i>Please examine the NCATE standards for middle school. Please reexamine your curriculum and identify specific courses, objectives, materials, resources, experiences, etc. that can be added to your program to address the needs of middle school students in a more specific and comprehensive manner.</i></p>
<i>Undergraduate Grades 7-12</i>	<p>1. The 3 hours of “reading” in the section entitled “Methodology and Teaching” pertains to the teaching of reading strategies to middle and high school students. It should not be a readings course for the subject areas. <i>Develop a course that will enable teachers to assess reading, diagnose strengths and weaknesses, and utilize appropriate reading strategies to improve students’ reading performance.</i></p> <p>2. EDEL 3032 is a general methods course for all students. <i>Please clearly identify how the strategies will be appropriate for each individual content area.</i></p>
<i>All Programs</i>	<p>1. Specific statements pertaining to differentiation have been provided within courses that combine elementary, middle, and high school pre-service teachers. However, specific information is not provided regarding specific types of materials that students will be using that are appropriate for the developmental needs of the students (e.g., elementary, middle, and/or high school). <i>Please provide more specific information to clearly indicate how these courses will be differentiated for the varying certification levels.</i></p>

**D. GENERAL RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>GENERAL WEAKNESSES OBSERVED IN MOST PROPOSED PROGRAMS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>See <i>Part III: Summary of Findings</i> for additional areas (e.g., Progressive Field Experiences, Content Preparation, Identification of Performance-Based Objectives, Assessment/Evaluation, Reading and Mathematics Preparation, etc.) that all universities need to collectively address during the next year.</p>

**E. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
1. A limited number of strategies were identified to support new teachers during their first two years of teaching. Work with other universities and the local school district(s) to identify effective ways in which the university can provide ongoing support to new teachers.

**SECTION II. CERTIFICATION EVALUATION**

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate Grades PK-3</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 1-6</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 4-8</i>	<b>Meets Certification Requirements</b>
<i>Undergraduate Grades 7-12</i>	<p style="text-align: center;"><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>All Programs</i></p> <ol style="list-style-type: none"> <li>1. The 3-credit hours of reading under the Methodology and Teaching area needs to be a course that prepares teachers of grades 7-12 to use appropriate strategies (e.g., content area reading strategies) to help students read more effectively. The courses listed (e.g., CHEM 4****, BIOLOGY4****, MATH 4030, HIST 4415S, ENG 3135, etc.) for all of the certification areas do not address the teaching of reading. <i>Please identify a course in the area of reading that can be substituted and provide a description of the new course(s).</i></li> <li>2. EDUC 1100 Instructional Technology cannot be used to fulfill the Methodology and Teaching requirement. <i>Please identify a methodology course that differentiates for each of the certification areas and provide a description of the course(s).</i></li> </ol>

**SECTION II.**

**CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>All Programs (Cont'd)</i></p> <p>3. A Secondary Teaching Area must have a minimum of 19-credit hours in a specific area of certification (e.g., English, Biology, Chemistry, Math, etc.). <i>Please review all courses that are listed for Secondary Teaching Areas, and identify at least 19 hours of coursework for specific Secondary Teaching Areas. Provide a catalog description of each course.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Biology</i></p> <p>1. <i>Identify a 3-credit hour biology course to be added to provide a minimum of 31-credit hours for the Primary Teaching Area of Biology.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Chemistry</i></p> <p>1. <i>Identify a 3-credit hour chemistry course to be added to provide a minimum of 31-credit hours for the Primary Teaching Area of Chemistry.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: English</i></p> <p>1. PHIL 3250 cannot be used to fulfill a science requirement for General Education. <i>Identify a science course to replace PHIL 3250 and provide a catalog description of the course.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Social Studies</i></p> <p>1. Philosophy of Science or Environmental Philosophy cannot be used to fulfill a science requirement for General Education. <i>Identify pure science courses to replace these courses and provide a catalog description of the course(s).</i></p>

**SECTION II. CERTIFICATION EVALUATION (CONT'D)**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate Grades 7-12 (Cont'd)</i></p>	<p>In order to meet certification requirements, the following must be addressed:</p> <p style="text-align: center;"><i>Secondary Teaching Area: Social Studies</i></p> <p>1. Theology and Philosophy cannot be used to fulfill social studies requirements. <i>Identify social studies courses to replace Theology and Philosophy and provide a catalog description of the courses.</i></p> <p style="text-align: center;"><i>Primary Teaching Area: Mathematics</i></p> <p>1. Computer Science cannot be used to fulfill 3-credit hours of a Secondary Teaching Area in Math. <i>Identify a math course to replace the Computer Science course and provide a catalog description of the course.</i></p>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Section II of this document.

**APPENDIX A**

**NEW CERTIFICATION STRUCTURE**

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

**Approved by BESE as Notice of Intent  
December 14, 2001**

# NEW CERTIFICATION STRUCTURE

## A. RECOMMENDED CHANGES

1. Have the universities recommend that teachers be issued Level 1 Teaching Certificates when they have met state certification requirements and hold the universities accountable for the success of the teachers that they recommend for certification.

This would eliminate the need for the Louisiana Department of Education to count hours on transcripts and allow the department to become more involved in providing support to universities to improve the quality of teacher preparation programs. (Note: The Louisiana Department of Education would still continue to review transcripts and issue certificates to out-of-state teachers.)

2. Change the certification structure to allow teachers to develop more content knowledge in the grade levels in which they are expected to teach and provide them with more flexible hours to add special education and other grade levels to their certification areas. This would allow new teachers to be certified in one or two areas when completing a 124 credit hour undergraduate degree program.

See B. New Certification Areas and Courses for the areas of certification that are more content specific.

See C. Additional Certifications for requirements to add additional areas of certification.

3. Require all new teachers to receive mentoring during their first year of the Louisiana Teacher Assistance and Assessment Program and have them undergo the assessment during the second year.
4. Require all teachers to pass the teacher assessment and teach for a total of three years before being issued a Level 2 teaching certificate.
5. Require all new teachers to undergo a predetermined amount of professional development during a five year time period in order to have their teaching certificates renewed for 5 years. Have the Blue Ribbon Commission on Teacher Quality develop the details for the professional development system during 2000-2001.



## B. NEW CERTIFICATION AREAS AND COURSES

1. Common Elements of Basic Certification for All Grade Levels:
  - a. General Education Coursework Same general coursework areas and hours (e.g., 54 hours) for Grades 1-6 and 4-8.
  - b. Knowledge of the Learner and Learning Environment Same general coursework areas and hours (e.g., 15 hours) for all PK-12 teachers.
  - c. Teaching Methodology Varying requirements based upon focus areas.
  - d. Student Teaching Same requirements and hours (e.g., 9 hours) for all PK-12 teachers.
2. Differing Elements of Basic Certification:
  - a. Focus Areas Four new focus areas:
    - (1) Preschool to Grade 3 (Focus: Greater Depth in Early Childhood, Reading/ Language Arts, and Mathematics)
    - (2) Grades 1-6 (Focus: Greater Depth in Reading/Language Arts and Mathematics)
    - (3) Grades 4-8 (Focus: Greater Depth in Content - Generic or Two In-depth Teaching Areas)
    - (4) Grades 7-12 (Focus: Greater Depth in Content - Primary Teaching Area and Secondary Teaching Area)

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

*Secondary Teaching Area:* Pre-service teachers must complete at least 19 credit hours in a second content area (e.g., Science, Social Studies, etc.).
  - b. Flexible University Hours Flexible hours that may be used by the universities to create quality teacher preparation programs.
3. Additional Certifications: Additional grade level certifications that would require approximately 12-15 credit hours. Universities could create programs that would allow teachers to obtain more than one type of certification within the 124 total hours by using the flexible hours to add additional grade level or special education certifications.



**B. NEW CERTIFICATION AREAS AND COURSES (CONT'D)**

AREAS		GRADES PK - 3 CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-6 CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - GENERIC OR TWO IN-DEPTH TEACHING AREAS)		GRADES 7-12 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)
KNOWLEDGE OF LEARNER AND THE LEARNING ENVIRONMENT  <i>(These hours may be integrated into other areas when developing new courses.)</i>	Child/Adolescent Development/Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, Multicultural Education  (Note: All of these areas should address the needs of the regular and exceptional child.)	15 hours  Emphasis Upon Early Childhood	15 hours  Emphasis Upon Elementary School Student	15 hours  Emphasis Upon Middle School Student		15 hours  Emphasis Upon Middle and High School Student
METHODOLOGY AND TEACHING	Reading			6 hours		3 hours
	Teaching Methodology	6 hours	6 hours	9 hours		6 hours
	Student Teaching**	9 hours	9 hours	9 hours		9 hours
FLEXIBLE HOURS FOR THE UNIVERSITY'S USE		22 hours***	19 hours	Generic	Two In-depth Teaching Areas	17-26 hours
				19 hours	17-20 hours	
TOTAL HOURS****		124 hours	124 hours	124 hours		124 hours

- \* If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.
- \*\* Students must spend a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.
- \*\*\* Three of the flexible hours must be in the humanities. This must occur to meet General Education Requirements for the Board of Regents.
- \*\*\*\* In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

*Notes: Minimum credit hours have been listed. Programs may use the flexible hours to add more content hours to the various elements of the program. The Board of Regents defines a major as being 25% of the total number of hours in a degree program; thus, 25% of 124 credit hours is 31 credit hours. The Board of Regents defines a minor as being 15% of the total number of hours in a degree program; thus 15% of 124 credit hours is 19 credit hours.*

**C. ADDITIONAL CERTIFICATIONS**

It is recommended that universities consider using their flexible hours to provide pre-service teachers opportunities to select additional areas to add to their certification - either special education or extended grade level certifications - when they obtain their Bachelor degree. The additional hours would provide pre-service teachers with the necessary core knowledge to teach the additional content necessary for the new certification areas .

BASIC CERTIFICATIONS	ADD-ON CERTIFICATIONS		TOTAL HOURS
	NEW CERTIFICATIONS	ADDITIONAL COURSES AND HOURS	
GRADES PK - 3	GRADES 1-6	Content Emphasis:  Sciences  Social Studies Mathematics <p style="text-align: right;">6 Hours 6 Hours 3 Hours</p>	15 Hours
GRADES 1-6	GRADES PK - 3	Content Emphasis:  Nursery School and Kindergarten <p style="text-align: right;">12 Hours</p>	12 Hours
GRADES 1-6	GRADES 4-8 (Generic)	Content Emphasis:  English Mathematics Science Social Studies <p style="text-align: right;">3 Hours 3 Hours 4 Hours 3 Hours</p>	13 Hours
GRADES 4-8	GRADES 1-6	Reading/Language Arts and Math Emphasis:  Reading/ Language Arts Mathematics <p style="text-align: right;">9 Hours 3 Hours</p>	12 Hours
GRADES 1-6, GRADES 4-8, OR GRADES 7-12	Mild/Moderate Special Education	Special Education Emphasis*:  Methods and Materials for Mild/Moderate Exceptional Children, Assessment and Evaluation of Exceptional Learners, Behavioral Management of Mild/Moderate Exceptional Children, and Vocational and Transition Services for Students with Disabilities <p style="text-align: right;">12 Hours</p>  Practicum in Assessment and Evaluation of Mild/Moderate Exceptional Children (Note: This should not be required if students participate in student teaching that combines regular and special education teaching experiences.) <p style="text-align: right;">3 Hours</p>  * General knowledge of exceptional students and classroom organization should be addressed in the curriculum for all teachers under Knowledge of Learner and the Learning Environment .	12 Hours  (Additional 3 Hour Practicum if not Integrated Into Other Field-Based Experiences and Student Teaching)

## APPENDIX B

### Louisiana Alternative Certification Program

#### *Providing Alternative Paths to Teacher Certification*

(Approved for Notice of Intent - April 2001)

The Louisiana Alternative Certification Program provides opportunities for individuals with non-education degrees to become certified public school teachers. Individuals seeking teacher certification under the alternative certification program will follow one of the following alternative certification paths: the ***Practitioner Teacher Program*** and the ***Masters Degree Program***.

Candidates for admission to any one of the programs must possess a baccalaureate degree from a regionally accredited university and must pass the Pre-Professional Skills Test on the PRAXIS and the content specific examinations for the PRAXIS. More detailed explanations relative to program admission requirements are explained within the description of each alternate certification path.

Individuals seeking certification under the ***Practitioner Teacher Program*** must submit an official transcript for evaluation to a Louisiana college or university with an approved teacher education program or to a state-approved private practitioner program provider. Individuals seeking certification under the ***Masters Degree Program*** must submit an official transcript for evaluation to a Louisiana college or university with an approved teacher education program. [A list of Louisiana colleges and universities offering the ***Practitioner Teacher Program*** and the ***Masters Degree Program*** is available from the Louisiana Department of Education, Division of Teacher Standards, Assessment, and Certification and on the Louisiana Department of Education's web site, [www.doe.state.la.us](http://www.doe.state.la.us). A list of private program providers offering the ***Practitioner Teacher Program*** is also available from these same sources.]

Universities offering alternative certification are required to begin implementation of the newly adopted paths on or before July 2002.

No students should be accepted into the "old" post-baccalaureate alternate certification program after January 2002. Candidates already in the "old" alternative certification program would be given until January 2005 to complete their programs.

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## **Practitioner Teacher Program** Alternative Path to Certification

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State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a Practitioner Teacher Program. Practitioner Teacher Programs may offer certification in Grades 1-6, Grades 4-8, or Grades 7-12 (regular or special education). The Practitioner Teacher Program is a streamlined certification path that combines intensive coursework and full-time teaching.

### *Admission to the Program*

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university.
2. Have a 2.5 GPA on undergraduate work. Appropriate, successful work experience can be substituted for the required GPA, at the discretion of the program provider. However, in no case may the GPA be less than 2.0. (Note: State law requires that upon completion of the program the teacher candidate has a 2.5 GPA for certification.)
3. Pass the Pre-Professional Skills Test (e.g. reading, writing, and mathematics) on the PRAXIS.
4. Pass the content specific examinations for the PRAXIS
  - a. Candidates for Grades 1-6 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty examination;
  - b. Candidates for Grades 4-8 (regular and special education): pass the *Middle School Education: Content Knowledge* specialty examination;
  - c. Candidates for Grades 7-12 (regular and special education): pass the *content specialty examination(s)* (e.g. English, Mathematics, etc.) on the PRAXIS in the content area(s) in which they intend to teach.
5. Meet other non-course requirements established by the college or university.

### *Program Requirements*

1. Teaching Preparation (Summer)      9 credit hours (or equivalent 135 contact hours)

Grades 1-6, 4-8 and 7-12 practitioner teachers will 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 positions.

Mild/moderate special education teachers will take 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.

2. Teaching Internship & First Year Teaching    9 credit hours (or equivalent 135 contact hours)

Practitioner teachers will assume full-time teaching positions in districts. During the school year, these individuals will participate in two seminars (one seminar during the fall and one seminar during the spring) that address immediate needs of the Practitioner Teacher Program teachers and receive one-on-one supervision through an internship provided by the program providers. The practitioner teacher will also receive support from school-based mentor teachers (provided by the Louisiana Teacher Assistance and Assessment Program) and principals.

### 3. 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 practitioner teachers demonstrated proficiency, they will enter into the assessment portion of the Louisiana Teacher and Assessment Program during the next fall. 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 12 credit hours (or 15-180 equivalent contact hours) of instruction will be developed for practitioner teachers. In addition, the teams will determine if the practitioner teachers should participate in the new teacher assessment during the fall or if the practitioner teachers should receive additional mentor support and be assessed after the fall.

### 4. Prescriptive Plan Implementation 1-12 credit hours (15-180 contact hours)

Practitioner teachers who demonstrate areas of need will complete prescriptive plans.

### 5. Louisiana Assessment Program

Practitioner teachers will be assessed during the fall or spring of the second year of teaching depending upon their teaching proficiencies.

### 6. PRAXIS Review

Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the PRAXIS.

### *Certification Requirements*

Private Providers and colleges or universities will submit signed statements to the Louisiana Department of Education which indicate 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 the program with an overall 2.5 or higher GPA.
3. Passed the specialty examination (PRAXIS) for their area(s) of certification.
  - a. Grades 1-6: *Elementary Education: Content Knowledge* specialty examination *(Note: This test was required for admission.)*
  - b. Grades 4-8: *Middle School Education: Content Knowledge* specialty examination *(Note: This test was required for admission.)*
  - c. Grades 7-12: *Specialty content test in areas to be certified.* *(Note: This test was required for admission.)*
  - d. Mild/Moderate Special Education 1-12: *Special Education*
4. Passed the *Principles of Learning and Teaching* examination (PRAXIS)
  - a. Grades 1-6: *Principles of Learning and Teaching*
  - b. Grades 4-8: *Principles of Learning and Teaching*
  - c. Grades 7-12: *Principles of Learning and Teaching*

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## ***Masters Degree Program*** Alternative Path to Certification

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A Louisiana college or university with an approved teacher education program may choose to offer an alternative certification program that leads to a masters degree. Alternative certification programs may be offered by a college or university only in those certification areas in which that institution has an approved teacher education program. The college or university may choose to offer the masters degree program as either a Master of Education or a Master of Arts in Teaching. Masters Degree Programs may offer certification in Grades PK-3, Grades 1-6, Grades 4-8, or Grades 7-12 (regular or special education).

### *Admission to the Program*

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university.
2. Have a 2.5 GPA, or higher, on undergraduate work.
3. Pass the Pre-Professional Skills Test (e.g. reading, writing, and mathematics) on the PRAXIS.
4. Pass the content specific examinations for the PRAXIS
  - a. Candidates for PK-3 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty exam;
  - b. Candidates for Grades 1-6 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty examination;
  - c. Candidates for Grades 4-8 (regular and special education): pass the *Middle School Education: Content Knowledge* specialty examination;
  - d. Candidates for Grades 7-12 (regular and special education): pass the *content specialty examination(s)* (e.g. English, Mathematics, etc.) on the PRAXIS in the content area(s) in which they intend to teach.
5. Meet other non-course requirements established by the college or university.

### *Program Requirements*

1. Knowledge of Learner and the Learning Environment 15 credit hours  
*Grades PK-3, 1-6, 4-8, and 7-12:* Child/adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies  
  
*Mild/Moderate Special Education 1-12:* Special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, vocational and transition services for students with disabilities
  2. Methodology and Teaching 12 - 15 credit hours  
Methods courses and field experiences
  3. Student Teaching or Internship 6 - 9 credit hours
- TOTAL: 33 - 39 credit hours

## *Certification Requirements*

Colleges or universities will submit signed statements to the Louisiana Department of Education which indicate that the student completing the **Masters Degree Program** alternative certification path met the following requirements:

1. Passed the PPST components of the PRAXIS. *(Note: This test was required for admission.)*
2. Completed all coursework (undergraduate and masters program) with an overall 2.5 or higher GPA.
3. Passed the specialty examination (PRAXIS) for their area(s) of certification.
  - a. Grades PK-3: *Elementary Education: Content Knowledge* specialty exam *(Note: This test was required for admission.)*
  - b. Grades 1-6: *Elementary Education: Content Knowledge* specialty exam *(Note: This test was required for admission.)*
  - c. Grades 4-8: *Middle School Education: Content Knowledge* specialty examination *(Note: This test was required for admission.)*
  - d. Grades 7-12: *Specialty content test in area to be certified* *(Note this test was required for admission.)*
  - e. Mild/Moderate Special Education 1-12: *Special Education*
4. Passed the *Principles of Learning and Teaching* examination (PRAXIS)
  - a. Grades PK-3: *Principles of Learning and Teaching K-6*
  - b. Grades 1-6: *Principles of Learning and Teaching K-6*
  - c. Grades 4-8: *Principles of Learning and Teaching 5-9*
  - d. Grades 7-12: *Principles of Learning and Teaching 7-12*

Universities offering alternative certification options are required to begin implementation of the newly adopted paths on or before July 2002.

No students should be accepted into the "old" post-baccalaureate alternate certification program after January 2002. Candidates already in the "old" alternative certification program would be given until January 2005 to complete their programs.