



LOUISIANA'S
TEACHER
QUALITY
INITIATIVE

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

Developed by:

*Louisiana Board of Regents,
Board of Elementary and Secondary Education, &
Louisiana Department of Education*

August 23, 2009

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SECTION 1: GENERAL INFORMATION

I. OVERVIEW OF THE REVIEW PROCESS AND THE DOCUMENT

All teacher preparation programs are required by the Board of Regents (BoR) and Board of Elementary and Secondary Education (BESE) to redesign their Mild/Moderate Special Education Programs to address new state certification requirements, state/national content standards, state/national teacher standards, PRAXIS expectations, and NCATE requirements.

Once programs have been redesigned, state and national evaluators will carefully examine all programs to ensure that they meet standards for quality. The review process will examine teacher preparation programs' plans to recruit and select strong teacher candidates, prepare high quality teachers, and support the retention of program completers as they move into new positions. Across all activities, the evaluators will look for research-based practices that have strong quantitative and qualitative support. The goal of the evaluators will be to support the efforts of the Board of Regents (BoR), Board of Elementary and Secondary Education (BESE), and the teacher preparation programs to increase the availability of well-prepared and effective educators for the PK-16+ system of education that Louisiana is developing. These coordinated efforts are ultimately designed to improve the achievement of students in all schools.

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

All teacher preparation programs are asked to use the document *Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers* (2007) that was developed by Linda Blanton and Marleen C. Pugach to guide them as they develop their programs. The document can be found at the following URL: (<http://www.unr.edu/eds/documents/CTQActionGuide.pdf>)

Teacher preparation programs are required to submit a proposal if they wish to offer baccalaureate or alternate programs. Teacher preparation programs are not required to submit proposals if candidates are taking special education courses to add-on certification to a state approved program. All teacher preparation programs must have their redesigned General-Special Education Mild/Moderate: An Integrated to Merged Program approved by the Board of Regents and Board of Elementary and Secondary Education by July 1, 2010 to continue admitting candidates into programs for mild/moderate special education.

The expected outcome is that all teacher preparation programs in Louisiana will have programs in place that increase entry into the teaching profession, provide candidates with state-of-the-art empirically-based preparation, and support graduates' retention in the teaching profession. The structures for the written proposals are presented on the following pages as an organizational aid.

II. FORMAT FOR SUBMISSION

A. General Instructions

1. All documents should be organized in the following order.

- (1) Cover Page
- (2) Table of Contents
- (3) Forms
- (4) Overview of the Programs
- (5) Narrative Description of Courses

Note: Please provide ONE set of course descriptions and not multiple sets. Order the course descriptions according to the Prefixes and Numbers.

- (6) Description of Field Sites and Performance Activities
- (7) Assessment System and Program Evaluation
- (8) Institutional Level Evaluation of Programs

2. All sections of the document must be single-spaced, 12-point type, double spaced between paragraphs, one-inch margins, on 8 ½ x 11 pages.

3. All pages must be numbered.

B. Submission of Proposal

All teacher preparation programs must submit an electronic copy of the proposal to Dr. Jeanne M. Burns (Associate Commissioner for Teacher Education Initiatives) at Jeanne.burns@la.gov by 4:30 PM on November 20, 2009.

All teacher preparation programs are asked to: (1) submit an electronic copy of the signatures with the proposals by November 20, 2009 AND submit an original copy of the signature page via regular mail that is postmarked no later than November 20, 2009.

The Board of Regents will immediately send an e-mail to confirm the receipt of the proposals.

Please contact Dr. Jeanne M. Burns at burnsj@gov.state.la.us or 225-342-4253 if you have questions.

III. TIMELINES FOR REVIEW PROCESS

Timelines for the review process are provided below:

Dates	Activities
November 20, 2009	Submission of Program Section(s) for Baccalaureate program and Alternate Certification programs.
November 23 – December 11, 2009	External evaluators’ review of the programs.
December 14 – 15, 2009 (Tentative)	External evaluators’ interviews with college/district teams and system representative(s).
January 15, 2010	Submission of external evaluators’ recommendations to Board of Regents.
January 22, 2010	Dissemination of external evaluators’ recommendations to the teacher preparation programs.
January 23, 2010 – June 30, 2010	Submission of rejoinders by teacher preparation programs to the Board of Regents for review by the BoR/BESE/LAICU Program Review Committee.
February 1, 2009 – June 30, 2010	Review by BoR/BESE/LAICU Program Review Committee of rejoinders from system boards, private universities, and private providers and final approval by Board of Regents and/or Board of Elementary and Secondary Education.
July 1, 2010	Implementation of new programs.

IV. PHILOSOPHY FOR INTEGRATED TO MERGED APPROACH FOR MILD/MODERATE SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities have access to and progress in the general education curriculum. This requirement has forced institutions of higher education to examine ways to better prepare highly qualified teacher candidates to work with all students. As more and more students with disabilities are receiving their education in general education classrooms, the need for teachers trained to provide quality instruction to all students is ever-increasing. As such, it is clear that teacher preparation programs must align with these national trends. “Because of this, every teacher needs to be prepared to work effectively with students who have disabilities and to collaborate effectively with their special or general education teacher counterparts.

This responsibility requires a joint effort on the part of those who prepare general and special education teachers. Moreover, the success of such efforts requires collaboration across institutions of higher education that prepare teachers and state departments of education that create and monitor teacher education policies.” (Blanton, Linda and Pugach, Marleen “Collaboration Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers.” Center for Improving Teacher Quality Action Guide (2007): p.4).

Through collaborative efforts of our higher education institutions, school districts and state department, the integrated to merged approach in the new mild/moderate certification structure, a teacher candidate will acquire the skills to address the variety of learning differences presented by students in today’s classrooms. Additionally, the collaborative skills gained as teacher candidates advance through the integrated to merged approach will allow for the creation of collaborative environments in our schools.

SECTION II: PROGRAM SECTION – GENERAL-SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH

The following should be addressed when preparing the Program Section.

I. COVER PAGE (See Form 1)

II. TABLE OF CONTENTS

III. FORMS

A. Identification of Special Education Programs (See Form 2)

Use Form 2 to identify all programs being proposed by the university or private provider to prepare individuals. Within each component of the chart, identify the Program Pathway (e.g., Practitioner Teacher Program), Grade Levels(s) & Area(s) of Certification (e.g., Grades 4-8 Math, Science, Social Studies, & English), and Number of Hours (e.g., 33 credit hours). For each program, place an “X” on the line to show where the program falls on a continuum that ranges from “a lack of programmatic alignment requiring the bare minimum of faculty collaboration to a single, merged curriculum based on intensive faculty collaboration.” (Blanton & Pugach, 2007) See Page 24 in the Blanton & Pugach document entitled “*Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers*” to attain a clearer understanding of where your program may fall on the continuum. The document is located at the following URL:
<http://www.unr.edu/eds/documents/CTQActionGuide.pdf>

B. Official Plans (See Forms 3, 4, 5, 6, and 7)

Use Forms 3, 4, 5, 6, and 7 to list the courses that will be recommended to candidates to address certification requirements (See Appendix A, B, and C for certification requirements). *Please prepare a separate form for each pathway and grade levels for certification (e.g., Grades 1-5, 4-8, 6-12).* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

C. Degree Course Sequence – University Only (See Form 8)

Use Form 8 to list the sequence of courses that will be recommended to candidates to complete each semester for their undergraduate degrees. *Please prepare a separate form for different types of (e.g., grades 1-5, 4-8, 6-12) certification.* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

D. Progression of Site-based Performance Activities (See Form 9)

Use Form 9 to identify performance activities within site-based settings that candidates will be expected to complete. *Please prepare a separate form for each grade level (e.g., grades 1-5, 4-8, 6-12) and area(s) of certification when the courses/modules differ.*

List the courses/modules/etc. in the order in which it will be recommended that the experiences occur. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

E. Louisiana Components of Effective Teaching for Special Education – II Matrix (See Form 10)

Use Form 10 to identify the one or two primary courses that include performance objectives and performance assessments which address attributes for the Louisiana Components of Effective Teaching for Special Education - II. Private providers should list names of one or two modules/seminars/etc. that include performance objectives and performance assessments that address the components. A list of the Louisiana Components of Effective Teaching for Special Education – II can be found at the following URL:

<http://www.doe.state.la.us/lde/uploads/5564.pdf>

IV. OVERVIEW OF THE PROGRAMS

A. Program Description

The programs should address the Special Education certification requirements - Board of Elementary and Secondary Education (Appendix A, B, and C); national NCATE standards (<http://www.ncate.org/public/programStandards.asp?ch=4>), Louisiana Components of Effective Teaching, (<http://www.louisianaschools.net/lde/uploads/5564.pdf>), PRAXIS expectations; and No Child Left Behind mandates for “highly qualified teachers.”

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

1. Structure of Programs (1 Page Limit)

Provide a brief but thorough overview of the General-Special Education Mild/Moderate: An Integrated to Merged Program. Provide sufficient information to enable the evaluators to understand who will be participating in the programs and how they will progress through the programs. If universities are offering both undergraduate and alternate programs, please clearly identify the differences between the two types of programs.

2. Teacher Preparation Program and District Collaboration (2 Page Limit)

Discuss the process that was used to create the redesign team to develop the programs. Identify the diverse membership of the redesign teams (e.g., education, arts/science/humanities, etc. faculty, administrators, district personnel, school personnel, parents, etc.) and the process that was used for members to provide input as the General-Special Education Mild/Moderate: An Integrated to Merged Program(s) was redesigned.

Identify other forms of collaboration that occurred as faculty members met to develop courses that addressed national content standards, NCATE standards, PRAXIS examination expectations, and Louisiana's standards for teachers (Louisiana Components of Effective Teaching for Special Education - II).

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

3. Recruitment and Selection

Address each of the following areas to describe efforts to recruit and select candidates for the General-Special Education Mild/Moderate: An Integrated to Merged Program(s).

a. Recruitment (1 Page Limit)

Please describe the collaborative process that will be used for the teacher preparation programs and districts to work together to recruit individuals for the programs.

b. Screening and Selection for Program (1 Page Limit)

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

c. Support of Program Completers (1 Page Limit)

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

V. NARRATIVE DESCRIPTIONS OF COURSES

Note: It is **NOT** necessary to submit course descriptions if an asterisk (*) was placed beside the name of the courses on the Plans (Forms 3-7). An asterisk (*) on an Official Plan is an indication that the course was approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

It is **NOT** necessary to submit reading courses that have been approved by the state. These courses were previously approved by the Board of Regents and the Board of Elementary and Secondary Education during previous teacher preparation program evaluations and do not need to be reviewed again.

The only EXCEPTIONS ARE SPECIAL EDUCATION COURSES. Narrative descriptions MUST be submitted for all 21 or more credit hours for courses listed for the Special Education Focus Area.

For all courses listed on Forms 3, 4, and 5 for “Knowledge of the Learner and Learning Environment,” “Reading,” “Methodology and Teaching,” “Focus Area” (if taught by the Department/College of Education faculty or address teaching methodology for special and regular education), and electives/prescriptive courses (if taught by the Department/College of Education or address teaching methodology), provide a brief **two page (single-spaced) narrative description** that includes the items listed below.

Please submit only one set of course descriptions and organize them by common course prefixes and course numbers.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi.)

- A. Course number, course title, credit hours, and catalog description. (If you are a private provider, please provide the name of the module, seminar, etc. and the number of hours for the module, seminar, etc.)
- B. The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.
- C. A list of 8-10 **measurable objectives** that clearly identify the **most critical competencies** the candidates will demonstrate in the course, module, etc. and a **thorough description of the instruments and/or processes** that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities. *There should be a very clear alignment between the objectives, assessments, and site based performance activities identified on Form 9.* (Note: if an objective addresses an attribute for the Components of Effective Teaching, please list the attribute number at the end of the objective.)

- D. The empirical basis for educational practices and teaching methods covered in the course, module, seminar, etc.. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.).
- E. Textbooks, resources, and materials that will be used to teach the course, module, seminar, etc.
- F. Name(s) of faculty to teach the course, module, seminar, etc. If sufficient numbers of faculty or adequate expertise are not available to provide this preparation, describe the plan to fill this gap. The plan may include professional development for faculty members, hiring additional faculty, or other appropriate measures.

VI. DESCRIPTION OF FIELD SITES AND PERFORMANCE ACTIVITIES (2 Page Limit)

Describe the work sites that will be used in the preparation of the candidates participating in the program. This information should be aligned with the information provided in Form 9.

- A. Describe the criteria that will be used to select sites for the field-based experiences.
- B. Describe the screening process and criteria that will be used to select mentors/supervisors who will work with candidates at work sites.
- C. Describe the preparation process that will be used to train mentors/supervisors to support and evaluate candidates.

VII. ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit)

A. Portfolio Assessment of System

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards were addressed.

B. Program Evaluation

1. Identify how the program's outcomes will be assessed. This must include:
 - a. Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.
 - b. Impact of candidates on school improvement and student achievement. The evaluators are particularly interested in how the programs will determine if candidates have had an impact upon improved student achievement in school programs.

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

VIII. INSTITUTIONAL LEVEL EVALUATION OF PROGRAMS (2 Page Limit)

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

- A. The institution's success in recruiting candidates.
- B. The institution's success in supporting and retaining candidates as they progress through the program.
- C. The institution's success in preparing graduates who are successful in district schools.
- D. The institution's success in supporting program completers who teach within the schools after they complete the program.
- E. The institution's success in using program evaluation data to improve the program.

**FORMS FOR
GENERAL-SPECIAL
EDUCATION
MILD/MODERATE: AN
INTEGRATED TO MERGED
PROGRAM**

**INTEGRATED-SPECIAL EDUCATION MILD/MODERATE:
AN INTEGRATED TO MERGED PROGRAM
COVER PAGE**

Name of University of Private Provider:			
Official(s) Primarily Responsible For the Overall Implementation of the Program:	#1	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:
	#2	Name, Rank, & Title:	
		Address:	
		Telephone:	E-mail:
REDESIGNED PROGRAMS TO BE SUBMITTED			
Check ALL redesigned programs being submitted for evaluation.			
1. Baccalaureate Degree – General-Special Education Mild/Moderate: An Integrated to Merged Approach			
	<input checked="" type="checkbox"/>	<i>Grades</i>	
		Grades 1-5	
		Grades 4-8	
		Grades 6-12	
2. Practitioner Teacher Program – General-Special Education Mild/Moderate: An Integrated to Merged Approach			
	<input checked="" type="checkbox"/>	<i>Grades</i>	
		Grades 1-5	
		Grades 4-8	
		Grades 6-12	
3. Master of Arts in Teaching Alternate Program - General-Special Education Mild/Moderate: An Integrated to Merged Approach			
	<input checked="" type="checkbox"/>	<i>Grades</i>	
		Grades 1-5	
		Grades 4-8	
		Grades 6-12	
By signing and submitting this proposal, the signator is certifying that the degree: (1) has been jointly developed by university/private provider faculty and K-12 schools; (2) addresses Louisiana’s Components of Effective Teaching, NCATE accreditation standards, and PRAXIS expectations; and (3) is based upon empirical research pertaining to effective practices.			
Name and Title Campus Head/Authorized Campus Representative or Private Provider Head:			
Signature of Campus Head/Authorized Campus Representative or Private Provider Head:			
Date:		Telephone Number:	
E-mail Address:			

FORM 2

**GENERAL-SPECIAL EDUCATION MILD/MODERATE:
AN INTEGRATED TO MERGED PROGRAM CONTINUUM**

<i>Pathway</i>	<i>Grade Level(s) & Areas of Certification</i>	<i>Number of Hours</i>
e.g., Practitioner Teacher Program	Grades 4-8 (Math, Science, Social Studies, & English)	33 credit hours
<i>Continuum of Collaboration</i>		
<i>Discrete Programs</i>	<i>Integrated Programs</i>	<i>Merged Programs</i>

<i>Pathway</i>	<i>Grade Level(s) & Areas of Certification</i>	<i>Number of Hours</i>
<i>Continuum of Collaboration</i>		
<i>Discrete Programs</i>	<i>Integrated Programs</i>	<i>Merged Programs</i>

<i>Pathway</i>	<i>Grade Level(s) & Areas of Certification</i>	<i>Number of Hours</i>
<i>Continuum of Collaboration</i>		
<i>Discrete Programs</i>	<i>Integrated Programs</i>	<i>Merged Programs</i>

<i>Pathway</i>	<i>Grade Level(s) & Areas of Certification</i>	<i>Number of Hours</i>
<i>Continuum of Collaboration</i>		
<i>Discrete Programs</i>	<i>Integrated Programs</i>	<i>Merged Programs</i>

FORM 3

**BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN
INTEGRATED TO MERGED APPROACH – GRADES 1-5
PLAN**

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English <i>(12 credit hours)</i>			
	Mathematics <i>(12 credit hours)</i>			
	Science <i>(15 credit hours)</i>			
	Social Studies <i>(12 credit hours)</i>			
	Arts <i>(3 credit hours)</i>			
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology, Educational Psychology; The Learner with Special Needs, Classroom Organization and Management; and Multicultural Education) <i>(15 credit hours across all grade levels)</i>				

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 3 (CONT'D.)

**BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN
INTEGRATED TO MERGED APPROACH – GRADES 1-5
PLAN**

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
Special Education Focus Area (<i>A total of 21 credit hours of special education coursework</i>)				
Methodology and Teaching	Reading and Literacy Content/ Methodology <i>(12 credit hours)</i>			
	Math Content/ Methodology <i>(6 credit hours)</i>			
	Teaching Methodology and Strategies (<i>Science and Social Studies must be addressed</i>) <i>(6 credit hours)</i>			
	Student Teaching <i>(9 credit hours)</i>			
Flexible Hours for the University's Use (<i>3 credit hours</i>)				
TOTAL HOURS (<i>126 credit hours</i>)				

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 4

BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH – GRADES 4-8 PLAN

Check one:

✓	<i>Area of Certification</i>
	English
	Mathematics
	Science
	Social Studies

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English <i>(12 credit hours)</i>			
	Mathematics <i>(12 credit hours)</i>			
	Science <i>(15 credit hours)</i>			
	Social Studies <i>(12 credit hours)</i>			
	Arts <i>(3 credit hours)</i>			
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology, Educational Psychology; The Learner with Special Needs, Classroom Organization and Management; and Multicultural Education) <i>(15 credit hours across all grade levels)</i>				

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 4 (CONT'D.)

BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH – GRADES 4-8 PLAN

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
Focus Area	Special Education Focus Area (A total of 21 credit hours of special education coursework)			
	One Middle School Content Focus Area (Total of 21 credit hours in one of the following content areas: English, Mathematics, Science, or Social Studies.) (Note: General Education coursework must be used to create the 21 credit hours.)			
Methodology and Teaching	Reading and Literacy Content/ Methodology (6 credit hours)			
	Teaching Methodology and Strategies (6 credit hours)			
	Student Teaching (9 credit hours)			
Flexible Hours for the University's Use (3-6 credit hours)				
TOTAL HOURS (123 credit hours)				

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 5

**BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN
INTEGRATED TO MERGED APPROACH – GRADES 6-12
PLAN**

Area of Certification (e.g., Math):	
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Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English <i>(6 credit hours)</i>			
	Mathematics <i>(6 credit hours)</i>			
	Science <i>(9 credit hours)</i>			
	Social Studies <i>(6 credit hours)</i>			
	Arts <i>(3 credit hours)</i>			
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology, Educational Psychology; The Learner with Special Needs, Classroom Organization and Management; and Multicultural Education) <i>(15 credit hours across all grade levels)</i>				

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 5 (CONT'D.)

**BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN
INTEGRATED TO MERGED APPROACH – GRADES 6-12
PLAN**

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
Focus Area	Special Education Focus Area <i>(A total of 21 credit hours of special education coursework)</i>			
	One High School Content Focus Area <i>(A total of 30 credit hours in one content area. (Note: General Education coursework must be used to create the 21 credit hours.)</i>			
Methodology and Teaching	Reading and Literacy Content/ Methodology <i>(6 credit hours)</i>			
	Teaching Methodology and Strategies <i>(6 credit hours)</i>			
	Student Teaching <i>(9 credit hours)</i>			
Flexible Hours for the University's Use <i>(6-9 credit hours)</i>				
TOTAL HOURS <i>(123 credit hours)</i>				

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 6

**GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO
MERGED APPROACH
PRACTITIONER TEACHER PROGRAM
PLAN**

Grade Levels (e.g., Grades 6-12):	
(If Appropriate) Area(s) of Certification (e.g., Physics)	

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your teacher preparation program for the Practitioner Teacher Program.

Program Requirements	Credit Hours Required	Course Prefixes and Numbers (if appropriate)	Course Titles/Module Names/Etc.
SUMMER OR FALL PREPARATION <i>(12 credit hours or 180 contact hours)</i>			
TEACHING INTERNSHIP FIRST YEAR <i>(12 credit hours or 180 contact hours)</i>			
END OF FIRST SCHOOL YEAR AND SUBSEQUENT TWO YEAR PRESCRIPTIVE PLAN <i>(3-9 credit hours or 45 to 135 contact hours)</i>			
TOTAL HOURS <i>(27- 33 credit hours or 405-495 contact hours)</i>			

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 7

**GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO
MERGED APPROACH
MASTER OF ARTS IN TEACHING DEGREE – ALTERNATE CERTIFICATION
PLAN**

Grade Levels (e.g., Grades 6-12):	
<i>(If Appropriate)</i> Area(s) of Certification (e.g., Physics)	

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Master of Arts in Teaching Degree – Alternate Certification.

Program Requirements	Credit Hours Required	Course Prefixes and Numbers	Course Titles
KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT (15 credit hours)			
READING (6-9 credit hours)			
METHODOLOGY AND TEACHING (3-6 credit hours)			
STUDENT TEACHING OR INTERNSHIP (6-9 credit hours)			
ELECTIVES (If Applicable) (0-3 credit hours)			
TOTAL HOURS (33-42 credit hours)			

Note: Please place an asterisk (*) beside all courses that were approved by the Board of Regents and Board of Elementary and Secondary Education during previous teacher preparation program evaluations.

FORM 8

BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH – COURSE SEQUENCE

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

<input checked="" type="checkbox"/>	Grades	Areas of Certification
	Grades 1-5	
	Grades 4-8	Areas (e.g., English):
	Grades 6-12	Areas (e.g., Math):

YEAR ONE					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

YEAR TWO					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

FORM 8 (CONT'D)

**BACCALAUREATE DEGREE – GENERAL SPECIAL EDUCATION MILD/MODERATE: AN
INTEGRATED TO MERGED APPROACH – COURSE SEQUENCE**

YEAR THREE					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

YEAR FOUR					
1st Semester			2nd Semester		
<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>	<i>Course Prefixes & Numbers</i>	<i>Course Titles</i>	<i>Credit Hours</i>

FORM 9

GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH – COURSE SEQUENCE PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES

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

PATHWAY: (e.g., Practitioner Teacher Program:	
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	<i>Grades</i>	<i>Areas of Certification</i>
✓	Grades 1-5	
	Grades 4-8	Areas (e.g., English):
	Grades 6-12	Areas (e.g., Math):

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

Course Numbers or Names of Modules/Seminars/Etc.	Listing of Site-Based Performance Activities	Number of Hours Required for Site-Based Experiences

Note: Please make additional copies of this page if needed.

FORM 10

**GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED
APPROACH
LOUISIANA COMPONENTS OF EFFECTIVE TEACHING FOR SPECIAL EDUCATION - II**

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

PATHWAY: (e.g., Practitioner Teacher Program):	
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✓	<i>Grades</i>	<i>Areas of Certification</i>
	Grades 1-5	
	Grades 4-8	<i>Areas (e.g., English):</i>
	Grades 6-12	<i>Areas (e.g., Math):</i>

Directions: For each pathway, grade level of certification, and content area(s), identify the one or two primary courses that include a performance objective and performance assessment which addresses the attribute. Type the course number(s) (e.g., EDUC 201) that address the attribute(s) in the last column. Descriptions of each domain, component, and attribute can be found in Appendix D.

DOMAIN I: PLANNING

Components	Attributes	Course Numbers or Module/Seminar/Etc. Names.
I.A.	I.A.1	
	I.A.2	
	I.A.3	
	I.A.4	
	I.A.5	
	I.A.6	

DOMAIN II: MANAGEMENT

Components	Attributes	Course Numbers or Module/Seminar/Etc. Names
II.A.	II.A.1	
	II.A.2	
II.B.	II.B.1.	
	II.B.2	
II.C.	II.C.1.	
	II.C.2.	

DOMAIN III: INSTRUCTION

Components	Attributes	Course Numbers or Module/Seminar/Etc. Names
III.A.	III.A.1	
	III.A.2	
	III.A.3	
	III.A.4	
	III.A.5	

FORM 10 (CONT'D.)

GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH

**LOUISIANA COMPONENTS OF EFFECTIVE TEACHING FOR SPECIAL EDUCATION – II
(CONT'D.)**

DOMAIN III: INSTRUCTION (CONT'D)

Components	Attributes	Course Numbers or Module/Seminar/Etc. Names
III.B.	III.B.1	
	III.B.2	
	III.B.3	
III.C.	III.C.1	
	III.C.2	
	III.C.3	
	III.C.4	
III.D.	III.D.1	
	III.D.2	
	III.D.3	
	III.D.4	

DOMAIN IV: PROFESSIONAL DEVELOPMENT

Components	Attributes	Course Numbers or Module/Seminar/Etc. Names
IV.A.		
IV.B	IV.B.1	
	IV.B.2	

DOMAIN V: SCHOOL IMPROVEMENT

Components	Attributes	Course Numbers or Module/Seminar/Etc. Names
V.A	V.A.1	
	V.A.2	
	V.A.3	
V.B	V.B.1	
	V.B.2.	
	V.B.3.	

APPENDICES

APPENDIX A

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

**GENERAL-SPECIAL EDUCATION MILD/MODERATE UNDERGRADUATE PROGRAM: An Integrated to Merged Approach¹
FOR GRADES 1-5, GRADES 4-8, GRADES 6-12²
Adopted October 2004; Effective July 1, 2010**

<i>Mild/Moderate Special Education Undergraduate Program Structure</i>		Mild/Moderate Special Education Grades 1-5	Mild/Moderate Special Education Grades 4-8	Mild/Moderate Special Education Grades 6-12
General Education Coursework	English	12 hours	12 hours	6 hours
	Mathematics	12 hours	12 hours	6 hours
	Sciences	15 hours	15 hours	9 hours
	Social Studies	12 hours	12 hours	6 hours
	Arts	3 hours	3 hours	3 hours
FOCUS AREA SPECIAL EDUCATION & CONTENT		<i>Special Education</i>	<i>Special Education & One Middle School Content</i>	<i>Special Education & One High School Content</i>
		Special Education Focus Area: A total of 21 hours of special education coursework. ³	Special Education Focus Area: A total of 21 hours of special education coursework. ³ One Middle School Content Focus Area: Total of 21 hours in one of the following content areas: English, Mathematics, Science, or Social Studies. (Note: General Education coursework may be used to create the 21 hours.)	Special Education Focus Area: A total of 21 hours of special education coursework. ³ One High School Content Focus Area: A total of 30 hours in one content area (Note: General Education coursework may be used to create the 30 hours.)
Knowledge of the Learner and the Learning Environment	Child Development/Psychology, Adolescent Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, and Multicultural Education.	15 hours	15 hours	15 hours
Methodology and Teaching	Reading and Literacy Content/Methodology	12 hours	6 hours	6 hours
	Math Content/Methodology	6 hours		

	Teaching Methodology and Strategies	6 hours (Science & Social Studies must be addressed.)	6 hours	6 hours
	Student teaching ⁴	9 hours	9 hours	9 hours
Flexible Hours for the University's Use		3 hours	3-6 hours	6- 9 hours
TOTAL HOURS ⁵		126 hours	123 hours	123 hours

¹Linda P. Blanton, Marleen C. Pugach, "Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers," pp. 11-24.
(<http://www.unr.edu/eds/documents/CTQActionGuide.pdf>)

²Students who do not possess basic technology skills should be provided coursework or opportunities to develop those skills early in their program.

³Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

⁴Students 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. Fifty percent (50%) of the student teaching must include working with and actual teaching of students with disabilities.

⁵In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during the 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.

*Minimum credit hours have been listed. Programs may use available flexible hours to add more content hours to the various elements of the program. Institutions may add credit hours to meet additional Board of Regents and/or institutional requirements.
No final grade below a "C" will be accepted by the State Department of Education in any coursework within the undergraduate program, with the exception of general education requirements.*

APPENDIX B

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

Program Requirements	Mild/Moderate Special Education Grades 1-5	Mild/Moderate Special Education Grades 4-8	Mild/Moderate Special Education Grades 6-12
Admission to the Program	<ul style="list-style-type: none"> ▪ Baccalaureate degree from a regionally accredited university ▪ Minimum 2.20 or higher GPA (college or university program) ▪ Minimum 2.50 or higher GPA (private provider program) ▪ Pass PRAXIS Pre-professional Basic Skills Tests (reading, writing, mathematics)—Individuals who already possess a graduate degree will be exempted from this requirement. In addition, an ACT composite score of 22 or a SAT combined verbal and math score of 1030 may be used in lieu of PRAXIS PPSTs. ▪ Grades 1-5: Pass PRAXIS Elementary Education: Content Knowledge (#0014) ▪ Grades 4-8: Pass the PRAXIS Middle School Subject-Specific Exam for the content area to be certified ▪ Grades 6-12: Pass the PRAXIS Secondary Core Subject Exam (s) (English, foreign language, mathematics, the sciences or social studies) ▪ Full-time teaching position 		
Summer or Fall Preparation 12 hours (or 180 contact hours)	<u>Courses or equivalent contact hours focus on:</u> Methodology, Behavior Management (Classroom Management of Students with Disabilities), Curriculum Based Assessment/IEP, Vocational Transition, Foundations of Reading, Foundations of Special Education, Psychology (Child)	<u>Courses or equivalent contact hours focus on:</u> Methodology, Behavior Management (Classroom Management of Students with Disabilities), Curriculum Based Assessment /IEP, Vocational Transition, Reading and Literacy, Foundations of Special Education , Psychology (Child/Adolescent)	<u>Courses or equivalent contact hours focus on:</u> Methodology, Behavior Management (Classroom Management of Students with Disabilities), Curriculum Based Assessment/IEP/Vocational Transition, Reading and Literacy, Foundations of Special Education, Psychology (Adolescent)
Teaching Internship First Year 12 hours (or 180 contact hours)	Teaching Internship consists of: <ul style="list-style-type: none"> • Full-time teaching position in Grades 1-5 • One-on-one supervision through program provider, support from school-based mentor through LaTAAP • Fall seminar, Spring seminar 	Teaching Internship consists of: <ul style="list-style-type: none"> • Full-time teaching position in Grades 4-8 • One-on-one supervision through program provider, support from school-based mentor through LaTAAP • Fall seminar, Spring seminar 	Teaching Internship consists of: <ul style="list-style-type: none"> • Full-time teaching position in Grades 6-12 • One-on-one supervision through program provider, support from school-based mentor through LaTAAP • Fall seminar, Spring seminar
Seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans – development and implementation; assessment; collaboration between special education and general education (e.g., co-planning, co-teaching, behavior intervention, accommodations, services/support); collaboration with parents; and data-driven decision making or any other identified needs. Technology will be addressed in all grade levels.			
End of First School Year and Subsequent Two Years	<ul style="list-style-type: none"> • Program providers, principals, mentors, and practitioner teachers form teams to review first-year teaching performance of practitioner teachers and determine the extent to which the practitioner teachers have demonstrated teaching proficiency. • If weaknesses are cited (End of First Year), teams will identify additional types of instruction to address areas of need. Prescriptive plans that 		

Prescriptive Plan 3-9 hours (or 45 to 135 contact hours)	<p>require from three to nine credit hours of instruction, or 45 to 135 equivalent contact hours, will be developed for practitioner teachers.</p> <ul style="list-style-type: none"> • Prescriptive Plan Implementation (Second Year)—Three to nine credit hours, or 45 to 135 contact hours. Candidates who demonstrate areas of need will complete prescriptive plans. • Practitioner teachers will use prescriptive hours to meet the reading competency requirements by completing the same number of semester hours in reading as required for undergraduate teacher preparation programs: (1) elementary 1-5 programs, nine hours; middle grades 4-8 programs, six hours; secondary 6-12 program, three hours or (2) pass a reading competency assessment. 		
Total Hours 27-33 (or 405 to 495 contact hours)			
<p>Must meet the following requirements for exit:</p> <ul style="list-style-type: none"> • Completed all coursework with minimum overall 2.50 • Demonstrate proficiency in Reading Competencies <p>Must pass the following PRAXIS Pedagogy exams:</p> <ul style="list-style-type: none"> • Education of Exceptional Students: Core Content Knowledge (0353) • Education of Exceptional Students: Mild/Moderate Disabilities (0542) <p>In addition to <u>one</u> of the following aligned to candidates grade level:</p> <ul style="list-style-type: none"> • Elementary Grades 1-5: Principles of Learning and Teaching K-6 (0522) • Middle Grades 4-8: Principles of Learning and Teaching 5-9 (0523) • Secondary Grades 6-12: Principles of Learning and Teaching 6-12 (0524) 			

APPENDIX C

MASTER'S DEGREE ALTERNATE PROGRAMS GENERAL-SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH FOR GRADES 1-5, GRADES 4-8, GRADES 6-12

Program Requirements	Mild/Moderate Special Education Grades 1-5	Mild/Moderate Special Education Grades 4-8	Mild/Moderate Special Education Grades 6-12
Admission to the Program	<ul style="list-style-type: none"> ▪ Baccalaureate degree from a regionally accredited university ▪ Minimum 2.50 GPA ▪ Pass PRAXIS Pre-professional Basic Skills Tests (reading, writing, mathematics)—Individuals who already possess a graduate degree will be exempted from this requirement. In addition, an ACT composite score of 22 or a SAT combined verbal and math score of 1030 may be used in lieu of PRAXIS PPSTs. ▪ Grades 1-5: Pass PRAXIS Elementary Education: Content Knowledge (#0014) ▪ Grades 4-8: Pass the PRAXIS Middle School Subject-Specific Exam for the content area to be certified ▪ Grades 6-12: Pass the PRAXIS Secondary Core Subject Exam (s) (English, foreign language, mathematics, the sciences or social studies) 		
Knowledge of the Learner and the Learning Environment (15 hours)	<u>Courses focus on:</u> Behavior Management (Classroom Management of Students with Disabilities), Curriculum Based Assessment/IEP, Vocational Transition, Foundations of Special Education, Psychology (Child)	<u>Courses focus on:</u> Behavior Management (Classroom Management of Students with Disabilities), Curriculum Based Assessment /IEP, Vocational Transition, Foundation of Special Education, Psychology (Child/Adolescent)	<u>Courses focus on:</u> Behavior Management, (Classroom Management of Students with Disabilities), Curriculum Based Assessment /IEP, Vocational Transition, Foundation of Special Education, Psychology (Adolescent)
Reading	Foundations of Reading, Reading and Literacy (9 hours)	Reading and Literacy (6 hours)	Reading and Literacy (6 hours)
Methodology and Teaching	Methodology, Instructional Strategies in Core Content Areas (3-6 hours)	Methodology, Instructional Strategies in Specific Core Content Area (6 hours)	Methodology, Instructional Strategies in Specific Core Content Area (6 hours)
Student Teaching or Internship	(6-9 hours)	(6-9 hours)	(6-9 hours)
Electives	(0-3 hours)	(0-3 hours)	(0-3 hours)
Total Hours	33-42	33-42	33-42

Must meet the following requirements for exit:

- Completed all coursework with minimum overall 2.50
- Demonstrate proficiency in Reading Competencies

Must pass the following PRAXIS Pedagogy exams:

- Educ. of Exceptional Students: Core Content Knowledge (0353)
- Educ. of Exceptional Students: Mild/Moderate Disabilities (0542)

In addition to one of the following aligned to candidates grade level:

- Elementary Grades 1-5: Principles of Learning and Teaching K-6 (0522)
- Middle Grades 4-8: Principles of Learning and Teaching 5-9 (0523)
- Secondary Grades 6-12: Principles of Learning and Teaching 6-12 (0524)