

Education Residency Handbook

School of Professional Advancement

Tulane University



2026 – 2027 Academic Year

Note: *This handbook reflects the most accurate information **available as of Fall 2026**. Policies are subject to change and do not represent a binding agreement with Tulane University's Education Program. Tulane is not liable for any misunderstandings due to publication errors.*

All clinical partners should regularly review this handbook. Residents must meet with academic advisors to ensure a smooth path to licensure.

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Mission of Tulane University

Tulane's purpose is to create, communicate, and conserve knowledge to enrich the capacity of individuals, organizations, and communities to think, to learn, and to act and lead with integrity and wisdom. Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural, and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university. Tulane's mission statement is published on the university website at:

<https://tulane.edu/about/leadership-and-administration/mission-statement>

Mission of Tulane's School of Professional Advancement

School of Professional Advancement (SoPA) offers high quality, distinctive undergraduate and graduate professional programs to a diverse student population in New Orleans and beyond. The school dates to 1886, when it was founded as the outreach division of Tulane with a mission to offer courses to teachers. While the school's offerings have greatly expanded and changed over time, its focus on programs relevant to working adults has remained.

Mission of the Education Program

We prepare empathetic professional educators who continually develop the mindsets, knowledge, and skills necessary to empower all students to thrive.

State and National Accreditation

Tulane University's Teacher Preparation and Certification Program was initially approved in 2005 by the Louisiana Department of Education (LDOE) and the Board of Elementary and Secondary Education (BESE) to offer the following fully sanctioned licensure pathways:

- Early Childhood Education (PK–3)
- Elementary Education (1-5)
- Secondary Education (Grades 6–12) in the following content areas:
 - English
 - Mathematics
 - Social Studies
 - Chemistry
 - Biology
 - Physics

- World Languages

These programs are fully approved by the state and adhere to Louisiana’s rigorous educator preparation standards. Tulane completed a successful State Review in Spring 2025.

In 2024, the initial teacher preparation programs (UG and MAT) were reaccredited by the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) — the leading national accrediting body for educator preparation. This reaccreditation affirms Tulane’s continued commitment to excellence and accountability in initial teacher preparation.

CAEP accreditation ensures that educator preparation providers meet or exceed standards in the following areas:

- **Content and Pedagogical Knowledge:** Candidates develop deep understanding of their subject matter and effective teaching strategies.
- **Clinical Partnerships and Practice:** Programs provide meaningful, sustained, and high-quality clinical experiences.
- **Candidate Quality, Recruitment, and Selectivity:** Programs attract and support high-caliber teacher candidates throughout their preparation.
- **Program Impact:** Graduates demonstrate a positive impact on P–12 student learning and development.
- **Provider Quality Assurance and Continuous Improvement:** Programs use evidence-based practices to measure outcomes, improve effectiveness, and ensure accountability.

Together, Tulane’s state approval and CAEP accreditation reflect the university’s steadfast dedication to preparing professional educators who are well-equipped to meet the needs of today’s diverse learners.

Program Educational Outcomes – Initial Teacher Preparation

(Who we are becoming as educators)

The Program Educational Outcomes articulate the ultimate aims of the initial teacher preparation program. These outcomes define the core mindsets and values our graduates carry with them as they step into classrooms, communities, and lives of students.

Our goal is to educate teacher candidates who exhibit the following traits:

Empathy

Perspective-taking in our interactions demonstrating deep cognitive and social-emotional empathy.

Professionalism

Enacting our professional expertise intentionally and collaboratively.

Continual Development

Personifying lifelong learning to champion the advancement of students, families, schools, and communities.

Commitment to Long-Term Impact

Approaching our work as advocate-allies, singularly focused on empowering all students to thrive.

Program Learning Outcomes

(What we must know and do as professionals)

Our teacher preparation program is anchored in core principles outlined by national professional standards organizations, including:

- The National Association for the Education of Young Children (NAEYC)
- The National Board for Professional Teaching Standards (NBPTS)
- The Council for the Accreditation of Educator Preparation (CAEP)
- Subject-specific organizations such as the National Council of Teachers of English (NCTE)

At the core of our curricular scope and sequence are four foundational Program Learning Outcomes (PLOs) based on the *Model Core Teaching Standards and Learning Progressions for Teachers 1.0* developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

As such, our Program Learning Outcomes are as follows:

The Learner and the Learning

Construct a learning environment that is developmentally appropriate for each individual student to thrive.

Content

Apply pedagogical content knowledge to develop all students' understandings and transfer of learning in real-world contexts.

Instructional Practice

Integrate effective assessment, planning, and instructional strategies in coordinated and engaging ways that result in growth of all learners.

Professional Responsibility

Contribute to the improvement of craft, self, and school community through ongoing professional learning, reflection, and ethical practice.

The Residency Year

In 2016, the Louisiana Board of Elementary and Secondary Education (BESE) adopted regulations designed to provide teacher candidates with a full-year classroom residency under the supervision of an experienced mentor teacher. Essentially, each first-year teacher has a full academic year of authentic teaching and learning experiences. Teacher candidates admitted into any education program in the state of Louisiana must complete a required yearlong residency to

receive initial teacher licensure in Louisiana.

There are two types of residencies:

- **Student Teacher Residency:**

Resident is paired with an experienced, effective certified mentor teacher for the entire yearlong residency.

- **Practitioner Residency:**

Resident is a practicing classroom teacher (teacher of record) for a full school year with support and feedback from a school-based certified mentor teacher in the certification area.

According to Louisiana State Bulletin 996 Standards for Approval of Teacher and/or Educational Leader Preparation Programs, “a one-year residency shall take place in a public or approved non-public school in a classroom in the certification area.”

The residency shall include a combination of the following experiences:

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

The teacher candidate shall be supervised in all residency experiences by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and program faculty member. The supervision shall include, at minimum, two formal observations of teaching practice per semester, which shall include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team.

Why is Residency Important?

Research and practice demonstrate that applied learning in context with the support of an experience mentor is the best way to prepare effective teachers. Residents benefit from these experiences in the following ways:

- **Apprenticeship:** Residency provides you with more in-depth experience in all aspects of instruction and the profession.
- **Mentoring:** Allows you to practice for a year under the guidance of an experienced mentor teacher.
- **Real-World:** Competency-based model that moves beyond coursework to application and experience

- Network: Supports you in building a network of colleagues and mentors to support you and your career path.

Beginning-of-the-Semester Tasks

- **Enroll** in the Residency Seminar at Tulane’s School of Professional Advancement (SoPA) the semester you begin residency.
 - Contact Academic Advisor, Taurean Mingo, (tmingo@tulane.edu) for support and to ensure enrollment in the correct residency/seminar course.
- **Attend** Residency Orientation Meetings as mandated by the Education Program
- **Attend** the *Mentor Mingle* as mandated by the Education Program
- **Exchange** contact information between the Mentor Teacher and the Tulane Resident (when possible, make the connection before the semester begins)
- **Read** and **electronically sign** the *Residency Handbook* (per guidelines set by program and/or residency supervisor(s))
- **Review** the hosting school’s academic calendar (when possible, review the school’s calendar before the semester begins)

Residency Course Enrollment

In addition to the beginning-of-semester tasks, residents should confirm with their university supervisor or faculty/staff in the Education Program that they are enrolled in the course aligned with their anticipated area of licensure. Teacher Candidates should also confirm the location, day, and time of their residency course. Some classes may be virtual, and others may be in-person, so it is best to confirm prior to the start of classes.

Professional Attire and Demeanor

Residents must adhere to their host school’s dress code and present themselves professionally. Casual attire such as jeans, flip-flops, and tank tops are not appropriate in PreK–12 settings.

Additional expectations:

- Dress in professional, non-distracting clothing.
- Refrain from clothing with advertisements or inappropriate graphics.
- Use only professional communication channels.
- Speak and write in Standard English.
- Maintain a respectful and professional relationship with mentor teachers.

Residents should:

- Arrive on time.
- Ask questions to gain clarity.
- Engage actively in classroom activities.

- Offer support proactively.

Residents are expected to review the Louisiana Aspiring Educator Rubric, the course syllabus, and the education program's Professional Dispositions Rubric for guidance. They are also subject to the Tulane Code of Student Conduct.

Unprofessional behavior may result in removal from a school site and/or dismissal from the program.

Guidelines for Resident/PreK–12 Student Interactions

- Maintain strict confidentiality about student and staff information.
- Use pseudonyms in written assignments.
- Never meet one-on-one with a student without another adult present.
- Maintain professional boundaries in conversations and interactions.
- Do not “friend” students or allow them access to personal social media.
- Do not post photos of students unless approved for an academic project.
- Use only professional devices and accounts for communication.
- Be extremely cautious about what you post, like, or comment on across social media platforms. Even engaging with political commentary or social issues can be documented and potentially used against you, as anything shared in public forums is permanently accessible and subject to scrutiny.

Residency Requirements

Residents are expected to meet and maintain certain criteria for the yearlong residency experience. These criteria support compliance with LDOE/BESE policy and ensure residents are fully eligible for placement and certification steps.

Residents must:

- Maintain a minimum GPA of 3.0 if you are enrolled in the MAT or 2.5 in the undergraduate program.
- Pass the Praxis II Content Examination in the certification area prior to admission to Residency.
- Complete the state's fingerprint-based Comprehensive Criminal Background Check (CBC) as required for certification and placement, following LDOE procedures and Tulane instructions.
- Complete all pre-residency program requirements and reviews.
- Complete Mandatory Reporter Training before your first school visit and submit the certificate to your university supervisor.
- Take and pass the required Praxis Pedagogy examination(s) during or directly after the first semester of residency.
- Maintain academic and professional standards during residency, including earning an A or B

in the two residency courses and demonstrating consistent professionalism on mentor and supervisor rubrics.

Louisiana Educator Portal (LEP) / Louisiana Educator Certification (LEC) – Guidance for Residents

The Louisiana Educator Portal (LEP) houses the Louisiana Educator Certification (LEC) application. The LDOE provides an excellent [applicant guide](#) to help residents navigate the application process.

Tulane uses the LDOE Louisiana Educator Portal (LEP) to manage residency and certification steps. Most “missing option” issues in LEP are simply the menu being collapsed. **Portal navigation tip:** Click the three horizontal lines (≡) in the top-left corner to expand the menu and reveal hidden options.

- **Step 1** — Create a MyLA account (required): <https://my.la.gov> (use a personal email you check regularly).
- **Step 2** — Log in through MyLA and open LEP to access the LEC system.
- **Step 3** — Link to Tulane: Advanced Settings → Advanced Provider → Add Provider → enter Provider Code: FA2025 (ALL CAPS, no spaces).

Once you are linked to Tulane, pause. The Licensure Officer will be notified automatically and will release the fingerprinting/CBC step when you are cleared to proceed.

Important CBC note: The LDOE certification CBC is separate from any school-system employment background check and is required before a certification request can move forward.

If you experience a true technical issue within the portal, contact LDOE support:

Teacher Certification Help Portal: <https://teachercerthelp.doe.louisiana.gov>

LDOE Help Desk: 1-877-453-2721

LEP/LEC Access – Guidance for School/HR

Residency Application Completion & Mentor Waiver Requirements | 2026-2027

Purpose. Use this guide when a school is supporting a Tulane teacher resident. It combines the two school-side responsibilities that most often delay certification: completing the school/HR portion of the residency application in LEC/LEP and verifying the mentor credential or completing the required 2026-2027 mentor waiver.

School’s Responsibilities

TASK 1 - RESIDENCY APPLICATION

TASK 2 - MENTOR REQUIREMENT

Establish school/HR access, locate the candidate under Active Applications, complete the HR/school section, and sign the HR Section Review.	Verify that the mentor holds the required LDOE mentor credential. If not, complete the appropriate 2026-2027 waiver process.
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PART I - Complete the Candidate's Residency Application in LEP/LEC

1. Confirm school/HR access. LEC is part of the Louisiana Educator Portal (LEP). HR permissions must be requested and approved through EdLink Security before HR certification features are available.

Public/public charter school: authorized users should see Public Certification in the top menu bar.

Nonpublic school: authorized users should see Nonpublic Certification in the top menu bar.

If the correct Certification menu is missing: contact the school/system EdLink Security Coordinator. If permissions appear correct but access still does not work, contact the Teacher Certification Help Center.

- [Louisiana Educator Portal \(LEP\)](#)
- [Teacher Certification Help Center](#)

Login issues/questions - reach out to local LEA contacts, listed [here](#). If not resolved email LDOE [Data System Support](#).

2. Find the Candidate's Application

1. Log into LEP and open Public Certification or Nonpublic Certification, as applicable.
2. Select Active Applications from the left navigation menu.
3. Set Action Required to True.
4. Locate the candidate and click the blue arrow next to the application.
5. Open the application in progress using the blue arrow above the forms list.

3. Complete and Sign the School/HR Section

1. Review the Applicant Section and verify the request and supporting information.
2. Review any information completed by Tulane or another required authority.
3. Expand the HR Section.
4. Complete all required HR/school forms.
5. Click Complete on the HR Section Review to sign the school/HR portion.
6. Confirm the application has moved forward. After all required signatures, the applicant may still need to pay the processing fee and select Submit Application.

Important: LDOE states that applications not submitted within 45 days of the date started are automatically deleted. Please complete school/HR action promptly.

If the Candidate Does Not Appear

Ask the candidate to confirm that the applicant section is complete and that the application was routed to the correct employing school/system. The school generally cannot act until the candidate has completed and routed the applicant portion.

PART II - Verify the Mentor Credential or Complete the 2026-2027 Waiver

Do not skip this step. A teacher serving as mentor for an undergraduate or post-baccalaureate resident must hold the Mentor Certificate or Provisional Mentor Ancillary Certificate unless an appropriate waiver is approved.

1. Check the Proposed Mentor

Question	YES	NO
Does the proposed mentor currently hold the required LDOE mentor credential?	No waiver is needed. Continue with the residency application.	A waiver may be required. Continue below.

2. Traditional Mentor Credential Waiver

If the proposed mentor does not hold the mentor credential but meets one or more traditional waiver qualifications, the school/system should use the 2026-2027 Traditional Mentor Credential Waiver process.

Traditional waiver qualifications may include:

- Two years of Highly Effective Compass/LEADS ratings
- National Board Certification
- Statewide or national distinction for excellence in teaching
- TAP mentor/master teacher/executive master teacher/certified TAP evaluator experience
- Content Leader experience
- Master's or doctorate in education with exemplary experience hosting student teachers

Required sequence:

1. System Lead initiates the application. This is the first required action. Once submitted, LDOE automatically prompts the mentor and principal by email.

2. Mentor completes the mentor section. The mentor should watch for the automated email and complete the section promptly.

3. Principal/designee completes the principal section. The principal/designee should watch for the automated email and complete the section promptly.

4. Confirm final approval. Do not assume that initiation or completion of one section equals approval. Retain the final approval confirmation.

2026-2027 Traditional Mentor Credential Waiver Request: [Open the LDOE waiver request](#)

If the Mentor Does Not Meet Traditional Waiver Criteria

Contact Tulane before proceeding. LDOE provides an Alternate Mentor Waiver for an individual mutually agreed upon by the LEA and teacher preparation provider who does not meet a traditional waiver criterion. The alternate process requires the System Lead, mentor, principal/designee, and Teacher Preparation Provider (Tulane) to complete prompted sections.

2026-2027 Alternate Mentor Credential Waiver Request: [Open the LDOE alternate waiver request](#)

School / HR Completion Checklist

- ☐ Ensure LEC school/HR permissions are active in EdLink Security.
- ☐ Public Certification or Nonpublic Certification is visible in LEP.
- ☐ Candidate appears under Active Applications and Action Required is set to True.
- ☐ Applicant information and attachments have been reviewed.
- ☐ All required HR/school forms are complete and the HR Section Review is signed.

- ☐ Mentor credential status has been verified.
- ☐ If needed, the System Lead has initiated the correct 2026-2027 mentor waiver.
- ☐ Mentor has completed the waiver section sent by LDOE.
- ☐ Principal/designee has completed the waiver section sent by LDOE.
- ☐ If an Alternate Mentor Waiver is needed, Tulane has been contacted for the TPP portion.
- ☐ Final waiver approval confirmation has been retained.
- ☐ Candidate has been reminded to complete payment/checkout and Submit Application after all signatures are complete.

Official Resources

- [Louisiana Educator Portal \(LEP\)](#)
- [Teacher Certification Help Center](#)
- [2026-2027 Traditional Mentor Credential Waiver Request](#)
- [2026-2027 Alternate Mentor Credential Waiver Request](#)

Login issues/questions - reach out to local LEA contacts, listed [here](#). If not resolved email LDOE [Data System Support](#).

LDOE reference documents available upon request: LEC Public HR Guide, LEC Nonpublic HR Guide, and 2026-2027 Mentor Waiver Process Guide.

Prepared by: Richard John Mihans II, Ph.D. | Senior Professor of Practice | Teacher Licensure & Certification Officer

Resident Calendar

Louisiana statute requires that the yearlong residency be completed in the state or states in which the educator preparation program is authorized to operate. Tulane's Education Program is authorized only in the state of Louisiana; therefore, all residencies must be hosted within an **approved** public or non-public school in Louisiana.

At the beginning of the semester, the university supervisor will meet with residents about important tasks and dates related to placement, paperwork, and supervision. Below are tasks that will allow residents to begin their placement informed; with ease and confidence. Residents should check in with their university supervisor during the first week of classes and ask about the tasks listed in the next section.

Note: To get a sense of the entire calendar and associated components/tasks, See Residency Calendar in Appendix C.

Student Teaching Calendar

Student teaching residents are expected to follow the academic calendar of the schools in which they serve.

Louisiana Residency Location note: In rare cases, a residency may be completed outside of Louisiana if the education program has established formal approval or a documented partnership agreement with a school or district in another state. Such arrangements must be requested and approved well in advance — typically one full semester prior to the start of the residency — and are not guaranteed.

Incident Reporting for Teacher Candidates

All adults working with youth in Louisiana are considered **mandatory reporters**. As such, all Tulane residents are required to:

- **Read** the [Louisiana Mandatory Reporting Laws](#)
- **Complete** the official [Mandated Reporter Training](#) prior to their first school visit
- **Submit** their training certificate to their university supervisor

When to Report

If a Tulane student observes or hears something concerning related to potential **abuse or neglect**, they are legally and ethically obligated to report it. This includes:

- A child disclosing information about harm or unsafe conditions at home
- Observable signs of abuse, neglect, or emotional distress
- Any other behavior or evidence that raises concern

How to Report

Immediately inform your site supervisor (at the school where you are placed). If that individual is not available or is not the most appropriate contact, report to:

- The Principal
- The Director
- The HR Manager
- Or another site administrator

Note: Notify your Tulane professor or university supervisor of the incident and your actions.

Guidance and Follow-Up

When in doubt, **err on the side of caution** and report. You are not required to investigate — only to report your concerns to the appropriate personnel.

Definitions of abuse and neglect by a parent or caregiver are available through the [Louisiana Department of Children & Family Services \(DCFS\)](#).

Once a report is made, the school-site administrator and Tulane faculty will take the necessary next steps to ensure student safety and compliance with legal reporting requirements.

Licensure for Residency

To be placed in a yearlong clinical residency, all teacher candidates must hold an appropriate Louisiana provisional teaching certificate—either a Resident Teacher Certificate (R license) or a Practitioner License (PL1, PL2, or PL3). These licenses are issued through the Louisiana Department of Education (LDOE) and authorize candidates to complete their residency experience in a Louisiana school while working toward full initial certification.

Candidates will work closely with Dr. Richard Mihans, Licensure Officer (rmihans@tulane.edu), to prepare and submit their certification paperwork. Attendance at the Residency I Certification Meeting in December or May is required for all candidates planning to begin residency in the fall.

Resident Teacher Certificate (R-License)

This license is for teacher candidates not serving as the teacher of record during the residency. It is valid for one academic year and may be renewed up to two additional years with continued enrollment in the program and if the teacher candidate has passed the required Praxis content exam prior to their application to re-new their R-License.

To be eligible for the R-License, the candidate must:

- Be enrolled in a BESE-approved teacher preparation program
- Have a minimum undergraduate GPA of 2.20 or higher on a 4.00 scale
- Be placed in a public or approved nonpublic school with a teacher of record who holds a valid Level 1, 2, or 3 Louisiana teaching certificate in the area the candidate is pursuing.
- Complete required fingerprinting and background check procedures
- Work with the program's Licensure Officer to submit their licensure application packet via LEP

Required documents for the R-License:

- Completed Resident Teacher Certificate Application
- Professional Conduct Form
- Copies of Social Security card and Driver's License
- Official transcripts from all colleges/universities attended
- **For renewal only:** Official Praxis content exam score report from ETS
- Placement Verification from the program provider

R-License Application Fee Note: Currently, LDOE does not charge an application fee for teacher candidates pursuing the R-License (student teaching).

Practitioner License (PL1, PL2, or PL3)

This license is for teacher candidates serving as teacher of record during their residency. The Practitioner License is valid for one academic year and may be renewed annually with program

enrollment and documented progress. The Louisiana Department of Education issues the following Practitioner Licenses:

- PL1: Practitioner Teacher Program (e.g., certificate-only routes)
- PL2: Certification-Only Programs
- PL3: Master's Degree Programs (e.g., MAT programs)

To be eligible for the Practitioner License, the candidate must:

- Hold a non-education bachelor's degree
- Have an undergraduate GPA of 2.20 or higher (candidates with a GPA below 2.20 must meet conditional admission guidelines)
- Have a passing Praxis content score in the certification area before the date of program admission
- Be hired by a Louisiana school to serve as teacher of record in their certification area
- Be assigned a certified mentor teacher as required by BESE

Required documents for the PL License:

- Completed Practitioner License Application (PL1, PL2, or PL3)
- Intent to Employ Form signed by school system HR
- Professional Conduct Form
- Copies of Social Security card and Driver's License
- Official transcripts documenting degree(s)
- Official Praxis content exam score report from ETS
- Plan of Study from Tulane's Education Program
- Payment receipt from the Louisiana Educator Portal (if a processing fee is required for your selected request)

Additional Notes

- The certification area on the application, plan of study, and intent to employ form **must** match exactly.
- Both licenses are provisional and allow for residency completion prior to applying for Level 1 Initial Certification. Candidates holding either the R or PL credential prior to January 1, 2025, are not required to take the Teaching of Reading exam.
- [Louisiana Praxis requirements](#) (and deadlines for taking those exams) may vary by content area. Candidates will receive personalized support letters (e.g., for Social Studies, Math, Early Childhood, etc.) outlining content exam requirements and preparation resources.
- Praxis preparation is available via [240Tutoring](#), Howard-Tilton Library (in [Popular Education Databases](#)), and [The Learning Liaisons](#). Contact Mr. Taurean Mingo at tmingo@tulane.edu for access and support.

- Questions about licensure eligibility, fingerprinting, required documentation, or your individual timeline should be directed to: Dr. Richard Mihans at rmihans@tulane.edu

Residency Activities

Resident programming carries with it all the duties and responsibilities of a lead teacher even for those serving in the capacity of a student teacher. At least one full academic year must be devoted to residency experience. Student teacher residents must spend a minimum of 80 percent of their time each week engaged in residency activities during both semesters per [Bulletin 996, Section 328, G](#), which states: *Holders of the resident teacher certificate may serve as a substitute teacher in their residency school system for up to ten days each semester. Such service shall not impede a Teacher Candidate's residency performance or ability to successfully complete the preparation program.*

Residency activities include, but are not limited to, the following:

- district-level and school-level professional development;
- instructional goal setting and planning, including individual education plan (IEP) and individual accommodations plan (IAP) review and implementation;
- analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- parent-teacher conferences and communication;
- interaction and collaborations with other teachers; and
- professional development workshops/learning opportunities offered by local groups (e.g., the Stone Center at Tulane, the Audubon Institute, and the National World War II Museum).

Evaluation of Resident Performance Using the *Louisiana Aspiring Educator Rubric (LAER)*

Tulane's Education Program uses the [Louisiana Aspiring Educator Rubric \(LAER\)](#), the statewide observation and evaluation tool endorsed by the Louisiana Department of Education (LDOE), to give formative feedback. As such, each candidate is expected to meet the instructional standards for a beginning teacher and is formally evaluated, at minimum, four (4) times during their yearlong residency. This rubric ensures alignment with Louisiana's expectations for effective teaching and supports candidates in developing the knowledge, skills, and dispositions necessary for success in diverse PreK–12 classrooms.

Your **university supervisor** will complete formalized *LAER* evaluation cycles, while your **mentor teacher** provides ongoing coaching, evidence, and feedback aligned to the same indicators. Together, these sources of evidence inform Tulane's recommendation for licensure and help candidates understand the instructional expectations required by LDOE. The *LAER* consists of the following 12 performance indicators, across multiple domains, including:

- Instructional Plans (IP)
- Assessment (AS)
- Standards and Objectives (S+O)
- Presenting Instructional Content (PIC)
- Activities and Materials (A+M)
- Questioning (QU)
- Academic Feedback (AF)
- Teacher Knowledge of Students (TKS)
- Thinking and Problem-Solving (TH+PS)
- Environment (EN)
- Engaging Students and Managing Behavior (ESMB)
- Professionalism (P)

Each indicator is evaluated using a five-point scale:

- Level 1 – Ineffective
- Level 2 – Developing
- Level 3 – Proficient
- Level 4 – Distinguished
- Level 5 – Exemplary

Scores are based on evidence gathered through classroom observations, lesson artifacts, and student work. Evaluations are conducted jointly by university supervisors and mentor teachers at four key checkpoints throughout the residency year. The results of these evaluations inform the candidate’s professional growth and play a critical role in the holistic recommendation for licensure.

For further details, please refer to the official PDF of the Louisiana Aspiring Educator Rubric.

Residency: Roles and Responsibilities

Residents must make the transition from the familiar university classroom to new situations where they hone their craft of teaching, not just for one lesson but for the entire academic year. There are new obligations and responsibilities, but there are also new rewards. The following list of expectations will help the resident conceptualize this critical stage of professional development:

- Remember that the students in the classroom come first.
- Develop and carry out effective classroom routines.
- Plan units and daily lessons that meet local, state, and national standards.
- Adapt strategies and plans to meet the needs of diverse learners.

- Maintain accurate and complete records of student progress.
- Understand and adhere to school policy and expectations for faculty.
- Participate in activities outside the classroom.
- Provide meaningful feedback to students about their progress.
- Use student progress data to adapt and revise plans and teaching strategies.
- Strive to be a positive role model for students.
- Evaluate and reflect on teaching performance in a journal.
- Be open to suggestions for improvement from others.
- Communicate effectively with parents/caregivers.
- Maintain professional relationships with faculty, administrators, and support personnel.
- Be enthusiastic; demonstrate interest and concern for students in the classroom.

Recommended Professional Organizations for Teacher Candidates

Tulane residents are encouraged to join a professional teaching organization during their clinical experience to access resources, mentorship, and liability coverage.

The following organizations offer **student memberships** that include **professional liability insurance**:

- [Louisiana Association of Educators \(LAE\)](#) — union-affiliated, includes legal support
- [Associated Professional Educators of Louisiana \(A+PEL\)](#) — non-union, focused on professionalism and development
- [National Education Association \(NEA\)](#) — national union with automatic LAE affiliation in Louisiana

Membership is not required but is strongly recommended, particularly for student teachers and practitioner residents working directly with P–12 students in school settings.

Please note: In the event of legal action or litigation, Tulane University is **not obligated to provide legal defense** or representation on behalf of teacher candidates.

For this reason, joining a professional organization that offers **liability coverage and legal support** is **highly encouraged** during your residency experience.

Responsibilities to Tulane University and the Teaching Profession

The integrity of Tulane’s Teacher Preparation and Certification Program is based on the shared commitment of the entire university community to honesty, professionalism, and academic excellence. As members of the Tulane community and future educators, students are expected to uphold the highest standards in both academic and clinical settings.

All residents must be familiar with Tulane’s academic and professional policies. These standards govern the conduct of work that forms the basis for academic evaluation and professional readiness. Students are responsible for reviewing and abiding by all university, program, and

school-site policies related to academic integrity, professional behavior, and ethical conduct.

Please consult the following policies and resources for further guidance:

[SoPA's Academic Integrity Policies \(Undergraduate & Graduate\)](#)

[Tulane University Student Code of Conduct](#)

[SoPA's Student Information link](#)

During the Clinical Residency, All Candidates Should:

- Focus on continual self-analysis and professional development
- Cooperate fully with both the mentor teacher and university supervisor
- Take advantage of professional development activities at the school
- Ask questions, seek assistance, elicit feedback, and follow suggestions
- Maintain high standards of ethical professional behavior
- Respect the privacy and confidentiality of students, teachers, and staff
- Discuss all plans, changes, and procedures with the mentor teacher
- Be proactive and anticipate ways to assist the mentor teacher
- Take responsibility for making a positive difference in the profession
- Set clear goals for future professional growth and development
- Failure to meet these expectations—including academic dishonesty, unprofessional behavior, or ethical misconduct—may result in removal from the residency placement, disciplinary action, or dismissal from the program.

Residents' Professional Dispositions

As future educators, Tulane residents are entering a profession that carries profound responsibility and public trust. Teacher candidates must be aware of the national dialogue around teacher quality, and the critical impact that effective — or ineffective — instruction has on student achievement in PreK–12 classrooms.

Throughout their time in Tulane's initial teacher preparation program, candidates are introduced to a wide range of professional standards, many of which emphasize **dispositions** — the values, attitudes, and ethical commitments that shape how teachers interact with students, colleagues, and the community.

Each resident is expected to **consciously and consistently reflect** on the ethical implications of their decisions and behaviors in the classroom.

One frequently referenced set of principles is the **Code of Ethics of the Education Profession**, developed by the National Education Association (NEA) in 1975. The full code is available here:

[NEA Code of Ethics of the Education Profession](#)

Core Professional Expectations for Tulane Residents:

- **Confidentiality:** All information about students in the host classroom or school must be kept confidential. If student information is shared for an assignment, all identifying

details must be removed.

- **Student-Centered Focus:** Residents should prioritize student learning and growth over making a favorable impression on mentor teachers or university supervisors.
- **Professional Demeanor:** Residents must carry themselves with dignity and integrity, modeling respectful, ethical, and emotionally mature behavior.
- **Positive Disposition:** Residents should demonstrate enthusiasm for teaching and treat all students with empathy, courtesy, and respect.
- **Cultural Competence:** Residents must show multicultural sensitivity and work to create inclusive learning environments that honor and celebrate diversity.
- **Individualized Understanding:** Residents should recognize and honor that each student has unique strengths, needs, interests, and learning profiles.
- **Fairness and Equity:** Residents must remain impartial and fair when managing classroom behavior and addressing student concerns.
- **Professional Conduct:** Residents are expected to become integrated members of the school's professional community and follow all policies, procedures, and expectations set by the host school.
- **Aligned Discipline:** Disciplinary practices used by the resident should align with the standards of the mentor teacher and the classroom environment.
- **Respect for Mentorship:** The resident must acknowledge the leadership of their mentor teacher and operate within the authority delegated to them. While planning, instruction, and assessment may be collaborative, final decisions on grading, curriculum, and policy remain with the host teacher.

Residents' Final Program Capstone Project

At the conclusion of the clinical assignment, residents complete a culminating experience known as the **Capstone Project**, or the **Gateway to Teaching Portfolio**. This project/portfolio serves as a final demonstration of the resident's growth, reflection, and readiness for professional licensure.

To prepare, residents must compile and submit a portfolio of **key artifacts** collected throughout their program experience. The portfolio is comprised of 10 key artifacts that address the InTASC Model Core Teaching Standards. Residents will submit five artifacts during Residency I. Then submit an additional five artifacts during Residency II. Faculty members will review the portfolio to ensure that all program requirements have been met.

As part of this culminating assignment, candidates will:

- Reflect on their experiences across coursework and residency
- Address questions from faculty related to their learning, decision-making, and instructional practice
- Present artifacts that demonstrate a clear understanding and application of the InTASC

Model Core Teaching Standards

These ten national teaching standards define the competencies expected of all beginning educators and serve as the Tulane Education Program's framework for evaluating candidates' instructional effectiveness.

InTASC Model Core Teaching Standards:

Standard 1: Learner Development

Understands how learners grow and develop, and creates developmentally appropriate, challenging learning experiences.

Standard 2: Learning Differences

Uses knowledge of individual differences and diverse cultures to support inclusive learning environments that allow all students to thrive.

Standard 3: Learning Environments

Collaborates with others to create safe, engaging, and collaborative learning spaces that support positive social interaction and self-motivation.

Standard 4: Content Knowledge

Understands the central concepts and structures of the discipline(s) taught and designs meaningful learning experiences for all learners.

Standard 5: Application of Content

Connects concepts and uses multiple perspectives to engage learners in critical thinking, creativity, and real-world problem solving.

Standard 6: Assessment

Employs multiple assessment methods to monitor student progress, guide instruction, and support student ownership of learning.

Standard 7: Planning for Instruction

Plans effective instruction grounded in content knowledge, pedagogy, and student understanding, informed by the local and school community context.

Standard 8: Instructional Strategies

Uses a range of strategies to develop deep understanding and enable students to apply their knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

Engages in continuous professional learning and reflects on practice to improve instruction and support the learning of all students.

Standard 10: Leadership and Collaboration

Seeks leadership roles and works collaboratively with learners, families, colleagues, and the broader community to advance student learning and the teaching profession.

Expectations of Residents

Attendance

Residents are expected to attend an initial onboarding event at the beginning of their residency to receive information concerning expectations. They should also communicate with their mentor teacher during the summer prior to the residency.

Key items to discuss prior to residency include:

- The school's visitor policy and location of the sign-in log
- All paperwork related to residency (e.g., background checks, vaccination/booster documentation, mandatory reporter training)
- Start date for professional development and end date for academic year close-out
- A brief tour of the school (if applicable)

Once residency begins, residents are expected to be present at the host school during all regularly scheduled times. It is the resident's responsibility to monitor weather alerts that may affect school operations.

If a resident must miss a day, they must notify their mentor teacher, appropriate school personnel, and their university supervisor. Attendance is part of the mandatory class policy. Any scheduling changes must be mutually agreed upon.

High-Quality Instructional Materials (HQIM) & Curriculum Use

Residents are expected to learn and implement the school system's adopted curriculum and instructional materials with integrity, using mentor guidance and university feedback to strengthen instruction. Louisiana provides tiered reviews and implementation supports that define what "high quality" looks like in practice. As such, teacher candidates should:

- **Lead** with the LEA-adopted HQIM (core curriculum) and plan within the established scope and sequence.
- **Use** HQIM-aligned assessments and student work to drive instruction (reteach, small group, scaffolds, extension).
- **Design** lessons that:
 - prioritize clarity;
 - use explicit modeling;
 - provide purposeful practice; and
 - incorporate frequent checks for understanding.

HQIM resources and curriculum guidance: <https://louisianabelieves.com/academics/curriculum>

NOTE: Teacher Candidates should supplement intentionally by choosing resources that align to Louisiana

Learning Standards and complement (not replace) the adopted materials.

Changes to Placement, Withdrawal, and Removal

If placement changes are necessary due to school-based or resident issues, every attempt will be made to resolve concerns before reassigning a resident.

If the issue stems from the resident's behavior or performance, a written prescriptive plan will be developed. If concerns persist despite support, the resident may be removed from the placement or counseled out of the program.

Maintaining a 3.0 GPA and meeting professionalism benchmarks is required for program continuation.

Teacher professionalism and dispositions will be held to a very high standard. Additionally, failure to maintain an education GPA of 3.0 or having received multiple unsatisfactory evaluations from PreK-12 mentor teachers or university supervisors can result in a resident being counseled out of or dismissed from the program.

Memorandum of Understanding (MOU)

Teacher residents who are not full-time teaching practitioners can only be placed in school settings where Tulane University has a signed *Memorandum of Understanding (MOU)*. This agreement outlines the legal liabilities and defines the responsibilities of both the university and the host school.

Responsibilities of Residency Personnel

University Supervisor Responsibilities

The university supervisor is a Tulane faculty member or adjunct instructor who provides direct oversight during the clinical experience and serves as the instructor for the accompanying residency course. Responsibilities include, but not limited to:

- Supporting and evaluating residents throughout the clinical experience
- Leading bi-weekly seminars for residents
- Conducting four formal observation and evaluation cycles
- Coordinating with mentor teachers and collecting required documentation
- Ensuring compliance with observation rubrics and reporting procedures
- Communicating university and LDOE licensure requirements, timelines, and documentation expectations
- Developing, implementing, and monitoring prescriptive support plans for residents who

need targeted growth in professional practice, dispositions, or program compliance

Educator Disposition Assessment (EDA)

Tulane uses the [EDA rubric](#) to track candidates' professional dispositions across the residency year. Residents are expected to demonstrate consistent professionalism, ethical practice, reliability, and responsiveness to feedback. *(See Appendix I: EDA Rubric*

Mentor Teachers' Qualifications and Responsibilities

Per BESE/LDOE policy, each resident must be supported by a qualified mentor teacher. For LDOE reporting and (when applicable) LDOE-funded stipends, mentor eligibility is tied to the mentor credential/waiver process and state timelines.

Mentor teachers are full-time classroom educators who serve as co-educators and daily guides for residents. Mentor Teachers must hold a valid state of Louisiana teaching license that is aligned to the certification area in which the resident is seeking. In addition, mentor teachers must hold a mentor teacher credential issued by LDOE. Read carefully the *Mentor Credential & Waiver* section below. The Mentor Teacher Profile is submitted to the university supervisor and, if applicable, collaborate with school leadership to complete the LDOE Mentor Credential Waiver Process by the stated deadline.

Further, Mentor Teachers must:

- **Participate** in program training and evaluation processes
- **Provide** regular feedback using the Louisiana Aspiring Educator Rubric (LAER) and the Educator Disposition Assessment (EDA)
- **Introduce** and explain the resident's role to PreK–12 students
- **Meet** regularly for professional discussions and guidance
- **Provide** constructive, actionable feedback
- **Share** sample lesson and unit plans with commentary
- **Offer** residents increasing opportunities to lead instruction
- **Coach** residents on instructional delivery and professional behaviors
- **Support** resident self-reflection and growth
- **Observe** and evaluate the resident using LAER and EDA rubrics
- **Attend** education program trainings and meetings

Effective mentor teachers:

- **Model** professional decision-making and reflective practice
- **Communicate** clearly and constructively
- **Share** teaching responsibilities in a scaffolded, supportive environment
- **Infuse** diverse instructional and management strategies in daily instruction
- **Integrate** technology meaningfully into instruction

- **Promote** a safe and inclusive learning environment

Mentoring time requirement:

LDOE mandates that mentorship should be at least 15% of instructional time (approximately 5 hours per week), including co-planning, observation, feedback, modeling, and support for reflective practice.

Mentor Credential & Waiver Application (LDOE / BESE)

For many state reporting requirements (and, when applicable, LDOE stipend eligibility), the mentor teacher must hold an approved mentor credential. For the 2026–2027 year, LDOE recognizes mentor eligibility when the mentor holds one of the following on October 1, 2026:

- Mentor Teacher Ancillary Certificate
- Provisional Mentor Teacher Ancillary Certificate
- 2026–2027 LDOE Mentor Credential Waiver (case-by-case)

Mentor credential waivers are granted at no fee and are issued by LDOE on a case-by-case basis for mentors highly recommended by the principal. Waiver consideration typically requires one or more of the following qualifications:

- Two years of Highly Effective COMPASS ratings
- National Board Certification
- Statewide or national distinction for excellence in teaching
- Experience as a TAP mentor/master teacher/executive master teacher or certified TAP evaluator
- Content leader experience (e.g., participation in Content Leader training or redelivery of professional development)
- A master's or doctorate in education and exemplary experience hosting student teachers

Operational timeline reminders (LDOE)

Resident certificate applications should be submitted by September 1, and eligibility is tied to credential status as of October 1. If a waiver is needed, start early so approval is in place before these deadlines. **The deadline to submit a mentor teacher waiver for the Fall 2026 semester is October 1.**

Tulane will coordinate with school leadership as needed; however, waiver initiation and system submission are LEA-led in the LDOE process.

LDOE Resident and Mentor Stipends

LDOE allocates funds to school systems (LEAs) that host eligible residents (those teacher candidates on an R-License that are also placed at a public and/or public charter School. When eligibility requirements are met and required data is reported, LEAs may pay \$3,300 to eligible yearlong undergraduate residents holding a resident certificate and \$2,000 to eligible mentors. Stipend eligibility, timelines, and reporting requirements are determined by LDOE and may change year to year.

Clinical Seminar Class for Residents

Residents attend required seminars addressing:

- Classroom experiences and reflections
- Teaching philosophy
- Data analysis and professional development
- Social-emotional learning and community building

These sessions provide support, reduce anxiety, and foster collaborative growth.

Evaluating Residents

Evaluations of residents' knowledge, skills, and dispositions occur throughout the yearlong clinical experience. The mentor teacher is expected to provide ongoing feedback on instructional plans, teaching techniques, and classroom management, while engaging in regular communication with the resident. The focus is on collaboratively analyzing the resident's instructional practice to improve effectiveness and ensure PreK–12 student growth. Open and frequent communication between the mentor teacher and resident is essential for development.

The university supervisor conducts (4) four formal instructional evaluations using a comprehensive teacher evaluation system. Tulane's education program has adopted the ***Louisiana Aspiring Educator Rubric (LAER)***, developed by the National Institute for Excellence in Teaching. This rubric is aligned with the ***Louisiana Educator Rubric (LER)*** used statewide by the Louisiana Department of Education. It is a **formative tool** designed to support continuous professional growth by identifying and addressing areas for improvement throughout the residency year.

The university supervisor is responsible for:

- **Conducting** scheduled observations and evaluations using the LAER;
- **Sharing** formative and summative student achievement data with both the mentor teacher and resident;
- **Supporting** the development of the resident's instructional practice and professional dispositions.

The mentor teacher completes two formal instructional evaluations using the LAER:

- One evaluation during Residency I;
- One evaluation during Residency II.

To ensure transparency and clarity:

- A three-way conference is held after each formal evaluation between the mentor, resident, and university supervisor.
- Evaluation scores and comments are shared and discussed collectively to guide next steps.
- If the resident does not demonstrate proficiency in key competency areas:
- A written prescriptive plan is developed to target areas for improvement;
- This plan becomes the primary focus for the remainder of the clinical experience;
- The university supervisor will conduct a focused observation (Observation 3) later in the semester to assess the resident's progress in the targeted area;
- The mentor teacher plays a supporting role by helping the resident prepare for that observation and coaching them along the way.

Recommendation for Licensure

Tulane's teacher preparation program is governed by Louisiana's teacher preparation policies outlined in [Title 28, Bulletin 996. Under Chapter 7, Subchapter C, Section 745](#), the education program and the residency school site share responsibilities for documenting and assessing teaching competency throughout the yearlong clinical experience.

Specifically:

- The education program must assess and document evidence of teaching competency for all residents.
- These assessments are jointly administered by the education program and the school site principal (or their designee).
- Assessments must include:
 - Observations conducted across the residency year.
 - Evidence of the resident's impact on student learning, such as Student Learning Targets (SLTs) or other performance-based indicators.

At the end of the program, a holistic licensure recommendation is conducted by the faculty, mentor teacher, and school site principal or designee. If a candidate is found not ready for licensure, they will be informed in person and in writing. See the "Addressing Concerns" section for more detail.

Assessment Requirements

Tulane uses Canvas as its learning management and assessment system. Residents use Canvas to submit instructional artifacts, performance data, and licensure documents. The platform

ensures alignment with both state and national accreditation requirements and helps residents stay organized.

Throughout the clinical experience, residents are expected to reflect on and curate their Canvas portfolios. Each resident must upload one instructional unit that demonstrates growth and readiness. The completed portfolio is used to determine eligibility for initial licensure.

Residents upload the following items into Canvas that support and document the residency phase of the program:

- Weekly Residency Hours Log
- Learning (POP) Cycle Data (Lesson Plan, LAER, and Reflection – two cycles per semester)
- Professional Educator Disposition Assessment (EDA) - (one per semester)
- Collaborating with Families Plan
- Data Analysis Project (DAP)
- Capstone Project – InTASC Portfolio and Presentation

The university supervisor will upload the following:

- All LAER Rubrics (completed by the university supervisor and the mentor teacher)
- All Professional Disposition Rubrics (completed by both supervisor and mentor teacher)
- Gateway to Teaching/Capstone Project Rubric
- Verified Classroom Hours Log

Residents must also submit a self-evaluation and complete an evaluation of their mentor teacher. The mentor teacher will likewise complete a formal evaluation of the resident. All evaluations are submitted through Canvas and verified by the supervisor.

Questions about the portfolio process should be directed to the university supervisor.

Weekly Attendance

Residents must enter their weekly residency hours into Canvas. Mentor teachers are responsible for verifying these logs.

Addressing Concerns

Residents are expected to become familiar with course and school policies and to ask clarifying questions as needed. Although concerns are rare, issues may arise during the clinical experience and should be addressed early, directly, and professionally.

Common concerns include:

- Unpreparedness for teaching

- Unexcused absences
- Unprofessional behavior
- Low-quality work
- Interpersonal conflicts

Program Protocol for Addressing Concerns

When problems occur, the program follows these steps:

1. **Mentor teacher addresses the concern directly** with the resident and clarifies expectations.
2. **If the concern continues, the mentor teacher involves the university supervisor** for a three-way meeting (mentor–resident–supervisor).
3. **An action plan is developed** to address specific areas for improvement, including clear expectations, timelines, and evidence of progress.
4. **If needed, a resident’s schedule may be adjusted** to provide targeted support and increased guided practice.
5. **Informal observations may increase**, with specific oral and written feedback provided regularly.
6. **Digital recordings may be used** (when appropriate) to support resident reflection and growth.

Prescriptive Support Plan for Improvement

A **Prescriptive Support Plan** is initiated when a resident is identified as not yet meeting instructional, professional, or dispositional expectations aligned to the **Louisiana Aspiring Educators Rubric (LAER)** and the **InTASC Standards**. The plan is designed as a **positive, developmental support tool**—a clear net of guidance and accountability that helps residents strengthen practice, build confidence, and successfully progress toward **teacher licensure**.

1. **Identify & Refer:** Concerns are documented through observation evidence and aligned to LAER/InTASC indicators; the resident is referred to program faculty for review.
2. **Assign & Collaborate:** A Program Faculty Advisor is assigned and collaborates with the Mentor Teacher (and University Supervisor, as applicable) to clarify growth priorities.
3. **Develop the Plan:** The team creates a written plan with targeted focus areas, aligned standards, specific expectations, timelines, and the evidence that will demonstrate progress.
4. **Implement Supports:** The resident engages in structured supports (e.g., lesson-planning routines, instructional practice goals, feedback check-ins, and reflection prompts) tied

directly to the plan.

5. **Monitor & Review:** Progress is reviewed at established benchmarks using observation data, instructional artifacts, and resident reflections, leading to a documented determination and next steps.

Documentation Expectations

Mentor teachers should maintain professional documentation, including:

- A **dated log** of concerns and observed patterns
- **Notes from conferences** and follow-up conversations
- Copies of **written feedback** provided to the resident
- Documentation from **other staff** (if applicable and relevant)

Standing, Licensure Recommendation, and Escalation

To be recommended for licensure, residents must earn an **“A” or “B”** and demonstrate professional behaviors aligned with the **LAER**. An **“Unsatisfactory”** in areas such as **Growing and Developing Professionally** or **Reflecting on Teaching** may disqualify the resident from licensure recommendation.

If concerns arise, **mentor teachers should consult first with the university supervisor**. If the concern remains unresolved, contact the Program Director, **Dr. Claudine Davis** (cdavis57@tulane.edu). Residents should first attempt to resolve concerns with the mentor teacher or university supervisor; if unresolved, they may contact the Program Director and/or submit a [formal concern form](#).

Licensure and Provisional License Timeline (LDOE)

As stated earlier, residents typically hold one of the following provisional credentials from the Louisiana Department of Education: (1) the **Resident Teacher Certificate (R)** for yearlong residencies or (2) a **Practitioner License (PL)** for employed candidates (Levels **1, 2, or 3**, as applicable). These credentials are valid for **one school year**, are renewable, and may be held for a **maximum of three years** while the holder completes certification through a BESE-approved educator preparation program.

Provisional credentials include:

- Resident Teacher Certificate (**R certificate**)
- Practitioner License (**PL**, Levels 1, 2, or 3)

Before a provisional credential expires, residents must either:

- **Complete program requirements** and apply for **Level 1 certification** through the LDOE certification system, **or**
- **Renew the provisional credential** by remaining in provisional status with support from school leadership and submitting required documentation to LDOE.

These credentials may be renewed **twice** (maximum of **three years total**). Failure to transition to full certification within the allowable window may result in credential expiration and could jeopardize employment.

Program Completion & Licensure Process

Upon successful completion of the yearlong residency and all program requirements, candidates participate in a final, collaborative review of readiness for licensure. This review draws on evidence from the residency year (e.g., LAER-aligned observations, coursework performance, professionalism/dispositions, and mentor feedback) and includes input from Tulane faculty, the mentor teacher, and the residency school principal or designee.

Required Certification Meeting

Each spring, Tulane's Licensure Officer, Dr. Richard Mihans (rmihans@tulane.edu), will hold a required **certification meeting**, typically during the **first or second week of May**. During this meeting, the Licensure Officer will review the paperwork and key requirements for obtaining the **Level 1 Teaching Certificate** through the Louisiana Department of Education (LDOE).

At this meeting, residents will receive their invitation and instructions to begin the Level 1 licensure application process in the Louisiana Educator Portal (LEP)/Louisiana Educator Certification (LEC) system. It is **imperative** that residents attend this meeting so they can receive access and guidance needed to initiate the Level 1 application.

Level 1 Licensure Submission Requirements (LEP/LEC)

Level 1 licensure applications cannot be submitted until the following items are complete and available:

- An **official final Tulane transcript** is issued showing **final GPA** and **final grades** for all required Education coursework (including residency coursework).
- The required **Praxis Pedagogy examination(s)** have been passed, and an **official score report** is available for upload.
- All required documents are uploaded in the portal in the requested format (PDF/JPG) and match the candidate's legal name and certification area(s).

Once these conditions are met, residents will submit their Level 1 application through LEP/LEC and Tulane will complete the university recommendation process as directed by LDOE.

Role of the Licensure Officer in the Certification Process

During the licensure meeting, Dr. Mihans will:

- Review all submitted documentation
- Package and submit the complete *Initial Certification Recommendation Application* (IN) via the LDOE educator portal
- Ensure timely application submission of the Level 1 Teaching License in the resident's certification area(s).

Please Note: Once a resident's application for certification is submitted to the Louisiana Department of Education (LDOE), the teacher candidate must await official action from the Department. The LDOE is solely responsible for reviewing the application, requesting any additional documentation, and issuing the teaching license. The Licensure Officer does not make licensure decisions and does not control the timeline or outcome of the state's certification process.

Additional Notes

- Residents who are not yet employed in a Louisiana school may be granted "Non-practicing" status, which preserves the validity of the teaching license until they begin work and can receive required evaluation ratings.
- Residents who do not meet the 2.50 minimum GPA may be eligible to apply for a Temporary Employment Permit (TEP) if all other program requirements are successfully completed.

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Appendix A: Tulane Personnel: 2025 – 2026 Residency Faculty & Supervisors

Name	Role	Contact Information
Claudine Davis, PhD	Program Director of Education Professor of Practice, PreK–12	Email: cdavis57@tulane.edu
Hazel Woods, PhD	Associate Program Director Professor of Practice, Student Teacher Residency Coordinator	Email: hparker4@tulane.edu
Brooke Grant, PhD	University Supervisor for Residency Senior Professor of Practice, PreK–12	Email: bgrant1@tulane.edu
Richard J. Mihans II, PhD	Certification/Licensure Officer Senior Professor of Practice, PreK–12	Email: rmihans@tulane.edu
Trung Nguyen, PhD	University Supervisor for Residency Professor of Practice, PreK–12	Email: tnguyen27@tulane.edu
Erica Smith-Fouquier, PhD	University Supervisor for Residency Professor of Practice, PreK–12	Email: esmith39@tulane.edu
Audacious Douglas	Residency & Certification Support Coordinator	Email: adouglas3@tulane.edu

Appendix B: Residency Terms Defined

Mentor Teacher - certified, experienced, full-time teacher that supports, guides and contributes to the evaluation of the student teacher resident or practitioner resident.

Practitioner Resident – a Tulane teacher candidate completing residency and is also the teacher of record. A practitioner resident must hold a Practitioner License (PL2). The request for the practitioner license as well as renewal of the license (if applicable) must be submitted directly to the LDE by the employing authority. The teacher is restricted to the specific grade level and content area as designated on the practitioner licenses.

Residency School Site – the school that hosts the student teacher or practitioner resident during the yearlong residency.

School Coordinator – a school staff person who works with the education program faculty/staff to identify mentor teachers and coordinate resident placements.

Student Teacher Resident – a Tulane teacher candidate completing residency as a student teacher. The student teacher resident is not left alone in the classroom. The mentor teacher or another school staff person is always present in the classroom with the student teacher resident.

Teacher Candidate – a Tulane student seeking a degree or certification in the education program.

University Supervisor – a Tulane faculty or adjunct professor that provides supervision, conducts observations, and completes evaluations with student teacher and practitioner residents. The university supervisor consistently communicates with the mentor teacher and student teacher resident or practitioner resident. This is the professor of the course for which the placement is required.

Appendix C: Residency I & II: Year-At-A-Glance, Events, & Attendees

Residency I: At-A-Glance

Component/Event	Deadline/Due Date	Parties Involved/Attendees
Mentor Mingle	Before Week 4 of the semester	Residency Supervisor, Certification Officer, Seminar Instructor, University Supervisor, Mentor, Resident
Seminar Attendance	Bi-weekly	Seminar Instructor, Resident
Learning Cycle I	By Week 8 of the semester	University Supervisor, Mentor, Resident
Learning Cycle II	By Week 14 of the semester	University Supervisor, Mentor, Resident
Educator Disposition Rubric	By the end of the semester	Seminar Instructor, University Supervisor, Mentor, Resident
Portfolio (aligned to INTASC)	TBD by seminar instructor	Seminar Instructor

Residency II: At-A-Glance

Component/Event	Deadline/Due Date	Parties Involved/Attendees
Seminar Attendance	Bi-weekly	Seminar Instructor, Resident
Learning Cycle I	By Week 8 of the semester	University Supervisor, Mentor, Resident
Learning Cycle II	By Week 14 of the semester	University Supervisor, Mentor, Resident

Educator Disposition Rubric	By end of the semester	Seminar Instructor, University Supervisor, Mentor, Resident
Portfolio (aligned to INTASC)	TBD by seminar instructor	Seminar Instructor

Certification Requirements During Residency

Component/Event	Deadline/Due Date	Parties Involved/Attendees
Praxis PLT (Passing Score Submitted)	By end of the Residency I	Resident
Certification Application	After Residency II (upon receipt of final transcript)	Certification Officer, Resident

Appendix D: Sample Letter to Teacher

Candidates: Praxis Exam Requirements & Preparation Resources

Dear [Student Name],

Thank you for reaching out about the Praxis testing requirements for [Program] Education Content-Area (Grades X - X). Below is important information regarding the required Praxis exam and resources to help you prepare effectively.

Praxis Content Exam for [Program of Study] Education: Content-Area

To apply for your Practitioner License (PL-3) and enroll in the Residency Program, you must pass the required Praxis content exam. Holding a PL or R-License is essential for Residency, which is the capstone experience of the program.

Deadline to Submit Passing Content Scores:

- March 31 → for Fall Enrollment
- Your licensure-area required Praxis Content Test is: Praxis Exam # XXXX

Praxis Preparation Resources

Resource	Details	Contact
240 Tutoring	You may access free study materials for your Praxis content exam through the 240 Tutoring platform. Access is valid for 30 days. Your individual link can be accessed here! If you need a renewal, please contact me directly.	Mr. Mingo tmingo@tulane.edu
Howard-Tilton Tulane Library	Praxis prep materials are available under "Praxis Resources" on the Howard-Tilton Library website. If you encounter access issues, contact Kay Maye.	Kay Maye kmaye@tulane.edu
The Learning Liaisons	Provides webinars and targeted study materials for Praxis prep. Visit The Learning Liaisons for details.	info@thelearningliaisons.com

If anything is unclear or you'd like to discuss your plan further, feel free to reply.

Appendix E: Sample Letter to Undergraduate

Students Interested in MAT Accelerated Pathway to Teacher Licensure (Elementary MAT Example)

Dear [Student's Name]

We're thrilled that you're considering the **Accelerated MAT in Elementary Education (Grades 1–5)**! It's a meaningful and impactful path, and we'd be honored to support you along the way.

Based on Dr. Davis's plan, it looks like you're considering our licensure path in **Elementary Education**. If that's correct, the **Praxis content exam** you'll need to take is:

Required Praxis Content Test for Elementary Education (Grades 1–5):

[Praxis Test #7001](#), which includes the following four sub-tests:

- **7002:** Teaching Reading & Language Arts
- **7003:** Mathematics
- **7004:** Social Studies
- **7005:** Science

I've linked above to the Praxis website where you can create an account, explore test prep materials, and register for your exam when you're ready. You'll have the option to take the test either remotely or at one of several in-person testing centers—there are plenty in Louisiana and across the country.

As you begin preparing, please reach out to Mr. Mingo (tmingo@tuloane.edu) so he can connect you with our **240 Tutoring** resource. The link he'll provide gives you 30 days of access and can be renewed if needed. We wait to activate this resource until students are ready to study since there's a cost involved on our end—we want to be thoughtful stewards and make sure you're set up for success.

When you are ready to move forward, we will be here for you every step of the way. You've landed in a fantastic place, and we're genuinely excited about what lies ahead. Please keep me posted on your progress, and don't hesitate to reach out with any questions.

Wishing you a wonderful day!

Appendix F: Sample Letter to Undergraduate Students: Interest in Coordinate Major Pathway to Teacher Licensure (Elementary Coordinate Major Example)

Dear [Student's Name],

Welcome to our program—we're thrilled that you're considering the **Elementary Education Coordinate Major (Grades 1–5)**! It's a meaningful and impactful path, and we're so excited to support you as you explore this direction.

Based on Dr. Davis's plan, it looks like you're planning to pursue licensure in **Elementary Education**. If that's correct, the **Praxis content exam** you'll need to take:

Required Praxis Content Test for Elementary Education (Grades 1–5):

[Praxis Test #7001](#), which includes the following four sub-tests:

- **7002:** Teaching Reading & Language Arts
- **7003:** Mathematics
- **7004:** Social Studies
- **7005:** Science

I've linked above to the Praxis website where you can create an account, explore test prep materials, and register for your exam when you're ready. You'll have the option to take the test either remotely or at one of several in-person testing centers—there are plenty in Louisiana and across the country.

As you begin preparing, please let reach out to Mr. Mingo (tmingo@tulane.edu) so he can connect you with our **240 Tutoring** resource. The link he'll provide gives you 30 days of access and can be renewed if needed. We wait to activate this resource until students are ready to study since there's a cost involved on our end—we want to be thoughtful stewards and make sure you're set up for success.

We're here for you every step of the way. You've landed in a fantastic place, and we're genuinely excited about what lies ahead. Please keep me posted on your progress, and don't hesitate to reach out with any questions.

Wishing you a wonderful day!

Best,

Dr. Mihans

Appendix G: Sample Letter for Residency Certification– Pre-Residency Paperwork

Dear [Student's Name],

You are currently listed as eligible to begin your residency in [Semester/Year]. Before the residency year begins, please complete the following items so we can verify eligibility and meet LDOE requirements:

- Confirm your Louisiana Educator Portal (LEP) account is active and that you are linked to Tulane University as your preparation provider (Provider Code: FA2025).
- Portal tip: Click the three horizontal lines (≡) in the top-left corner to expand the menu and reveal hidden options.
- After you link to Tulane, wait for Tulane's Licensure Officer to release the fingerprinting/CBC step. Do not start a request you cannot finish.
- Confirm your placement details and mentor teacher information with your school and with Tulane.

We will schedule a required certification meeting in May to review your portal status, required documents, and next steps.

Sincerely,

Dr. Mihans

Questions? Email Tulane's Licensure Officer (rmihans@tulane.edu). For technical portal issues, use LDOE support: <https://teachercerthelp.doe.louisiana.gov> or 1-877-453-2721.

Appendix H: Initial Licensure Preparation Letter – For Residency Teacher Candidates Preparing to Exit Our Programs

Dear Practitioner Residents and Student Teachers,

As you prepare to exit the program and apply for your Level 1 Teaching Certificate, please follow the process below. This letter is intended as an overview; you will receive detailed, step-by-step instructions during the required May certification meeting.

1. Confirm Your Portal Setup (LEP/LEC)

- Log in through MyLA (<https://my.la.gov>) and access the Louisiana Educator Portal (LEP).
- Ensure Tulane is linked as your preparation provider (Provider Code: FA2025).
- If the portal appears “empty,” click the three horizontal lines (≡) to expand the menu.

2. Fingerprint-Based CBC Requirement

Louisiana requires a fingerprint-based Comprehensive Criminal Background Check (CBC) for certification. The certification CBC is separate from any school-system employment background check.

After you are linked to Tulane, wait for the Licensure Officer to release the CBC step and then follow the IdentoGO prompts as directed.

3. Do Not Start a Level 1 Request Until You Can Finish It

- LDOE may delete portal requests not submitted within required timelines (e.g., after 45 days).
- Level 1 cannot be submitted until your official final transcript shows your final GPA and final residency grades and your Praxis Pedagogy score report is available for upload.

4. Mentor Credential Requirement

Your mentor must meet LDOE mentor credential requirements for state reporting and, when applicable, stipend eligibility. If a waiver is needed, it must be initiated early through your principal/designee and Tulane so approval is in place by state deadlines.

5. Next Step: Required Certification Meeting

You will attend a required certification meeting in early May where the Licensure Officer will review documents, confirm readiness, and provide the invitation to begin the Level 1 request in LEP/LEC.

For technical portal issues, contact LDOE: <https://teachercerthelp.doe.louisiana.gov> or 1-877-453-2721.

Appendix I: Educator Disposition Assessment (EDA) Rubric

Name: _____ Date: _____

Evaluator: _____

Rating Scale

Score	Rating	Descriptor
0	Needs Improvement	Minimal evidence of understanding/commitment to the disposition
1	Developing	Some evidence of understanding/commitment to the disposition
2	Meets Expectations	Considerable evidence of understanding/commitment to the disposition

Directions: Rate each disposition using **0–2**. Use comments to explain ratings as needed.

Average the nine disposition scores for an overall composite.

Dispositions and Indicators (Succinct Rubric)

1) Effective Oral Communication Skills

0 – Needs Improvement

Frequent major errors in language/grammar/word choice; monotone delivery with low student participation; vocabulary consistently too difficult or too simplistic.

1 – Developing

Generally appropriate language/grammar/word choice with noticeable common errors; attempts to vary delivery but some students remain disengaged; occasional mismatched vocabulary.

2 – Meets Expectations

Consistently professional language/grammar/word choice; varies delivery to encourage participation; uses age-appropriate explanations of content vocabulary.

2) Effective Written Communication Skills

0 – Needs Improvement

Tone is harsh/negative; major spelling/grammar errors or frequent common mistakes.

1 – Developing

Respectful tone with occasional negative undertone; common spelling/grammar errors.

2 – Meets Expectations

Respectful, positive communication with stakeholders; precise spelling/grammar.

3) Professionalism (*Danielson 4f; InTASC 9(o)*)

0 – Needs Improvement

Does not respond to communication and/or fails to submit assignments; poor punctuality/attendance; crosses major ethical boundaries; shares inappropriate personal issues; minimal group participation.

1 – Developing

Delayed responses and/or late submissions; inconsistent punctuality/attendance; crosses minor ethical boundaries; occasional inappropriate personal disclosures (limited); minimal participation or monopolizes conversation.

2 – Meets Expectations

Responds promptly and submits required work; consistent punctuality/attendance; maintains ethical/professional boundaries; keeps personal issues out of the workplace; contributes actively and productively in groups.

4) Positive and Enthusiastic Attitude (*Marzano 29*)

0 – Needs Improvement

Frequently complains; rarely offers solutions; resists change and reacts negatively to suggestions; flat affect/limited positive expression.

1 – Developing

Seeks solutions with prompting; tentatively tries new ideas but lacks confidence/clarity; sometimes misses opportunities to show positive affect.

2 – Meets Expectations

Proactively seeks solutions without complaining; tries new ideas/activities; demonstrates appropriate positive affect with students (verbal and non-verbal).

5) Preparedness in Teaching and Learning (*Danielson 1e, 3e, 4a; InTASC 3(p)*)

0 – Needs Improvement

Rejects feedback; limited awareness of effectiveness/how to improve; arrives unprepared or without materials; does not adjust instruction when a lesson is failing.

1 – Developing

Inconsistently applies feedback; reflection needs support for accurate improvement steps; has partial plans/materials; recognizes issues but struggles to adjust.

2 – Meets Expectations

Implements feedback; learns/adjusts based on reflection; arrives prepared with materials; adapts instruction mid-lesson to address needs.

6) Values Cultural and Academic Diversity (*Danielson 1b, 2a, 2b; Marzano 36, 39; InTASC 2(m)(n)(o), 3(o), 9(m), 10(q)*)

0 – Needs Improvement

Inequitable embrace of diversity; does not maintain a safe classroom (ignores negative behaviors).

1 – Developing

Performs superficial inclusion; intends to create safety/no tolerance for harm but needs stronger follow-through and skill.

2 – Meets Expectations

Implements inclusive practices across cultural/ethnic/cognitive frames; actively maintains a safe classroom and corrects negative behaviors.

7) Collaboration with Stakeholders (*Danielson 4c, 4d; Marzano 55, 56; InTASC 1(k), 3(n), 3(q)*)

7(o))

0 – Needs Improvement

Inflexible; cannot work well with others; dismisses consensus; disrespectful tone (interrupts/talks over others); rarely shares strategies even when prompted.

1 – Developing

Some flexibility; generally respectful but inconsistent; shares strategies with limited effort.

2 – Meets Expectations

Flexible and thoughtful; accepts consensus; consistently respectful (even in disagreement); proactively shares strategies and collaborates productively.

8) Self-Regulated Learner / Initiative (*Danielson 4e; Marzano 57; InTASC 9(l), 9(n), 10(r), 10(t)*)

0 – Needs Improvement

Does not self-correct; does not seek appropriate support (or over-relies on support); limited research base (no/limited citations).

1 – Developing

Beginning to identify weaknesses; seeks support with some follow-through; research use is emerging but not yet well integrated.

2 – Meets Expectations

Seeks solutions before requesting support; uses research to inform practice; cites sources appropriately in submitted work.

9) Social & Emotional Intelligence (*Marzano 37, 38*)

0 – Needs Improvement

Overreacts to sensitive issues; low perseverance/resilience; limited empathy/awareness of others' feelings.

1 – Developing

Self-regulates after an initial overreaction; demonstrates grit most of the time; shows sensitivity most of the time.

2 – Meets Expectations

Remains calm during sensitive discussions; demonstrates perseverance/grit; consistently demonstrates empathy and compassionate social awareness.

Scoring

Average Composite Score Across Nine Dispositions: _____

Comments:

Appendix J: Teacher Candidate Prescriptive

Support Plan (Template)

Purpose: This plan provides a structured, supportive process for addressing performance, professionalism, or disposition concerns during residency. It is used to clarify expectations, document supports, and monitor progress.

When this plan may be used (examples):

- Repeated missed deadlines, incomplete work, or attendance issues
- Concerns about instructional planning, delivery, or classroom management
- Concerns related to professionalism, communication, or collaboration
- Patterns in observation feedback indicating limited growth over time

Standard prescriptive support steps:

- Identify concern(s) with evidence (observation notes, artifacts, emails, attendance records, etc.).
- Hold a problem-solving meeting with the resident, mentor teacher, and university supervisor (and program leadership when needed).
- Draft the Prescriptive Support Plan with clear, measurable goals and a short timeline (often 2–4 weeks, unless otherwise specified).
- Provide targeted supports (modeling, co-planning, observation cycles, coaching, additional readings/training, etc.).
- Conduct documented check-ins and adjust supports as needed.

Prescriptive Support Plan Template (copy and complete):

Resident Name / ID	[Enter]
Program / Certification Area	[Enter]
Placement School / Mentor Teacher	[Enter]
Date Plan Initiated	[Enter]
Primary Concern(s)	[Enter]
Evidence / Data Sources	[Enter]

Goal(s) (Measurable)	[Enter]
Supports Provided (by Mentor/University)	[Enter]
Resident Action Steps	[Enter]
Responsible Parties	[Enter]
Check-in Dates & Monitoring Plan	[Enter]
Success Criteria & Outcome	[Enter]