

Teacher Preparation and Certification Program

STUDENT HANDBOOK

2020-2021

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PREFACE

Welcome to the Teacher Preparation and Certification Program at Tulane University

Pursuing a career committed to optimizing student learning is indeed a dignified cause. With the many challenges that are associated with our educational structure, now more than ever we need changemakers in the profession. Acquisition of the skills and knowledge involved in the art of teaching is one of the most interesting and enlightening ventures among all pursuits available to us. Knowledge of subject matter and competency in applying this knowledge in teaching and learning situations are real demands made on a successful instructor and can only be acquired through training, study, and a wide range of experiences. Students at Tulane University who choose the teaching certification route are commended for having chosen this path. They are encouraged to aspire to the maximum achievement in their professional preparation.

Tulane University's Teacher Preparation and Certification Program (TPCP) is a post-baccalaureate alternative certification only program. TPCP offers teacher education courses designed for students preparing to teach in grades PK-3rd and 6th -12th in the content areas. It is also possible to complete a TESL add-on licensure, while in our program. TPCP also offers K-12 special education add-on licensure in mild-to-moderate disabilities. The primary goal of TPCP remains to produce rigorous certification programs that balance the importance of disciplinary content knowledge with the teaching skills and dispositions needed to apply that content knowledge in diverse educational settings. This handbook contains general information pertaining to teacher certification at Tulane University. Students are urged to read this handbook carefully for information needed to complete the programs. Readers may be referred to other sources for additional or complementary information. Pre-clinical students and cooperating teachers should also refer to the Early Field Placement Guidebook. Residents and mentor teachers should also refer to our Residency Guidebook, both located on our website. Tulane students are encouraged to consult this handbook and other sources regularly. While it is helpful to get information from friends or classmates, it is best to consult with a TPCP advisor to get answers to specific questions. After initial advising through the School of Professional Advancement, TPCP students are assigned an education advisor based on last name or content area. Undergraduates are urged to also check with their Newcomb-Tulane academic advisors about content majors and baccalaureate degree progress. Post-baccalaureate students also have access to an academic advisor in the School of Professional Advancement. (Brittney Yandle, byandle@tulane.edu)

We welcome you on this pathway of growth and changemaking. As you have questions or concerns which may not be addressed in this handbook, please feel free to visit us in the Teacher Preparation and Certification Offices at 7039 Freret Street or schedule an online meeting with us. We look forward to meeting you!

Richard J. Mihans II, Ph. D.
Interim Director,
Teacher Preparation Certification Program
Tulane University

OVERVIEW

Tulane University is categorized as a small independent southern university, offering more than 70 majors in five different schools, including science and engineering, architecture, business, liberal arts and public health. Tulane is committed to giving students a wealth of program choices rarely equaled among the nation's independent universities. This approach to education has fostered a community of interdisciplinary educators committed to enriching the capacity of individuals, organizations, and communities.

The Teacher Preparation and Certification Program (**TPCP**) is administratively located in Tulane's School of Professional Advancement (SoPA) with some students enrolled in the Newcomb-Tulane College, the School of Liberal Arts, and others enrolled in the School of Science & Engineering.

The program's purpose is to develop compassionate and knowledgeable educators who act with integrity and who are dedicated to fostering academic, social and emotional growth, creative expression, critical thinking, and community service. TPCP strives to extend the University's commitment to preparing educators by using an interdisciplinary approach designed to help meet the needs of all learners.

In addition, the program aims to:

- **promote sensitivity to learner variety and cultural differences**
- **model the application of best practices and educational research**
- **provide opportunities for candidates to practice, reflect, and grow in both college and field settings**

Mission

To develop innovative, caring and knowledgeable educators who use an interdisciplinary approach to meet the needs of diverse learners

Vision

An innovative and caring educator in every classroom

Core Principles

These measurable outcomes are used to create and revise curriculum, to develop and continually revise an assessment for an improvement plan, and to guide continuing strategic planning for the program.

Core Principle 1 Designing and Planning Instruction

1a. Demonstrating Knowledge of Content and Pedagogy; 1b. Demonstrating Knowledge of Students; 1c. Setting Instructional Outcomes; 1d. Designing Coherent Instruction; 1e. Designing Student Assessments

Outcome 1:

Candidates show evidence of understanding how to plan and deliver instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of Common Core State Standards (CCSS) and other content standards, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Candidates will demonstrate knowledge of creating meaningful learning activities with appropriate and engaging instructional materials and resources. Candidates will also demonstrate knowledge of creating purposeful instructional groups (differentiation), well-designed lessons and unit structures that follow the Understanding by Design (UbD) template and that include or consider purposeful technology integration. Candidates will demonstrate knowledge of creating assessments that are congruent with instructional outcomes, using criteria and standards that are clear. Their units or lessons will provide formative and summative assessments with the knowledge of using assessments in ongoing planning.

Tulane teachers are expected to be catalysts for change, directly impacting the lives of PK-12 students in a variety of ways, both in and out of the classroom. Service learning and field experiences in diverse reform “contexts,” such as a variety of New Orleans charter schools, and schools in the New Orleans Recovery School District, help to develop teacher candidates who have extensive first-hand knowledge of how teacher leaders can significantly improve student achievement.

Core Principle 2 The Learning Environment

2a. Creating an Environment of Respect and Rapport; 2b. Establishing a Culture for Learning

Outcome 2: Candidates demonstrate positive teacher and student interaction, a respectful classroom culture and environment, and mastery of content Classroom Management theories and techniques. They use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Candidates will demonstrate the knowledge to create environments that support individual and collaborative learning and encourage self-motivation, social and emotional growth, and active engagement in learning.

The candidate also understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Core Principle 3 Instruction

3a. Communicating with Students; 3b. Engaging and Motivating Students in Learning; 3c. Using Assessment in Instruction; 3d. Demonstrating Flexibility and Responsiveness

Outcome 3: Candidates demonstrate a knowledge of the learner, and of content and subject-specific pedagogy in their application of research-based strategies, their professional discourse, and their responsive problem-solving.

Research has shown that the depth and breadth of the subject knowledge of a teacher directly impacts the achievement of students. It is absolutely critical that teachers demonstrate competency in the subjects they teach. Beginning with the first education course, EDLA 2000 - Education in a Diverse Society, candidates will begin to realize the multitude of factors that play a role in effective instruction. Communicating and building relationships with students, using assessments to drive instruction, planning engaging and motivating lessons, and demonstrating flexibility and responsiveness are all necessary for effective teaching.

Candidates are required to engage in reflective thinking in a variety of contexts and forms throughout the program. The process of describing, analyzing, and evaluating the educational practices of self and others develops both creative and critical thinking skills. Candidates develop these skills in both the college classroom and through extensive field experience in PK-12 schools. The available research on teaching and learning is the foundation for every education course, and the required psychology courses enrich this knowledge base. In addition, Tulane's teacher candidates are expected to be adaptive educators who care about the social and emotional needs of their students and plan their instruction accordingly.

Core Principle 4 Professional Responsibility and Leadership

4a. Participating in a Professional Community; 4b. Growing and Developing Professionally; 4c. Showing Professionalism

A demonstrated commitment to learning is a necessary foundation for self-evaluation and continuous professional development, two of the hallmarks of educational leaders. Candidates must demonstrate that they can maintain positive relationships with colleagues, participate in a culture of professional collaboration and service to the school, and seek appropriate leadership roles to ensure learner growth and to advance the profession. He or she must engage in ongoing professional learning and use evidence to evaluate continually his/her choices and actions on others. Candidates are expected to reflect an awareness of professional dispositions and standards in all contexts.

Core Principle 5 Sensitivity to Diversity

Outcome 5: Candidates demonstrate a sensitivity to learner variety and cultural differences and use their knowledge to raise the self-esteem and achievement of all learners, regardless of their backgrounds, characteristics, and/or learning profiles.

Much of the available research on the multicultural literacy of teachers focuses on the need for pre-service teachers to have extensive experience with people from diverse backgrounds. TPCP candidates are expected to interact frequently with others with different cultural beliefs, appearances and lifestyles, both in college classrooms and in PK-12 settings. Professional development activities in conjunction with a variety of organizations at Tulane and the greater metropolitan area (e.g. Tulane's Center for Public Service, New Orleans Museum of Art, Audubon Nature Institute) are interwoven throughout the program. Candidates learn to examine their own assumptions and to become highly sensitive to issues of gender bias, racism, stereotyping and other forms of prejudice. Completers of Tulane's TPCP will be encouraged to value and appreciate the

richness of diverse cultures and the importance of creating learning environments in which learners of all types can succeed.

Program Development

In accordance with the Louisiana Components of Effective Teaching and the standards for beginning teachers developed by the Interstate Teacher Assessment and Support Consortium, (InTASC), TPCP was developed by the Advisory Council for Teacher Preparation and Certification. The Advisory Council is comprised of professors from various content departments; principals and teachers from local charter and public schools; current Tulane students; University administrators; and faculty and staff of the TPCP. All share a common goal to create, evaluate, and improve the program on a regular basis to ensure that high quality standards are maintained. The program is coordinated and governed by the School of Professional Advancement via the Teacher Preparation and Certification Program's faculty and staff who maintain the program, advise candidates, assess the professional development of candidates, and make recommendations for program improvement.

In August of 2005, the twelve certification programs offered at Tulane received state approval, and the Teacher Education Accreditation Council (TEAC) awarded national accreditation in April of 2011. In May of 2016, TEAC awarded accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years. TPCP also participates in the activities required for Tulane University's accreditation through the Southern Association of Colleges & Schools (SACS).

Both individual courses and the program as a whole are anchored in various principles set forth in standards provided by professional organizations (e.g., the National Association for the Education of Young Children (NAEYC), the National Board for Professional Teaching Standards (NBPTS), the Teacher Education Accreditation Council (TEAC; now the Council for the Accreditation of Educator Preparation, CAEP), and various content specific organizations, such as the National Council for the Teachers of English (NCTE). TPCP also follows all academic competencies set forth by the Louisiana Standards for State Certification of School Personnel Bulletin 746. TPCP's faculty and staff are dedicated to continually assessing the program through both internal and external means.

One of the most important components of the program is the wide variety of field experiences. Candidates spend a minimum of 150 hours in New Orleans classrooms before the clinical residency experience. Field experience in one or more of TPCP's partner schools is required for almost every course. These experiences begin as one-on-one interactions and observations and culminate in the program's final clinical experience, a year-long residency.

Tulane's TPCP is particularly fortunate in its ability to ensure that candidates become comfortable with diverse learners due to its location at the center of New Orleans, one of the most ethnically and socio-economically diverse cities in the country. The program's candidates experience this diversity through their field experiences across the city and, in addition, experience first-hand both the promise and perils of school reform efforts currently underway in both high-performing and low-performing New Orleans schools.

Governance of Program: Full-time Faculty & Staff

<p>Richard Mihans III, Ph.D. Interim Director/ Professor of Practice 504.865.5334 rmihans@tulane.edu</p>	<p>Dr. Richard Mihans earned his doctorate from the University of North Carolina at Greensboro in Teacher Education and Development. Prior to coming to Tulane University, he was an Associate Professor of Education at Elon University in North Carolina. Dr. Mihans has been an educator at the elementary, middle, high school, undergraduate and graduate levels. He believes that teaching is not just about planning meaningful learning experiences, but also about making personal connections with students. His research interests include best practices in literacy instruction, social studies education, teacher retention and satisfaction, and critical/social issues in education.</p>
<p>Shannon Blady, Ph.D. Professor of Practice sblady@tulane.edu 504.865.5351</p>	<p>Dr. Shannon L. Blady has been an educator for fifteen years at the elementary, middle, high school, undergraduate and graduate levels. Her research includes Multiliteracies Pedagogy, literacy instruction, social and emotional learning, and critical pedagogy. She also serves as the Paul Tudor Jones II Endowed Professor in Social Entrepreneurship</p>
<p>Roddrick D. Jones, Ph.D. Assessment and Accreditation Coordinator 504.247.1621 rjones27@tulane.edu</p>	<p>Dr. Roddrick D. Jones has 25+ years of experience in higher education. Throughout his career, he has worked for eight institutions of higher learning by way of Academic Records, Advising, Career Services, Enrollment Management, Assessment and Evaluation, Institutional Effectiveness and Research. His background includes overseeing comprehensive integrated assessment plans and developing metrics to measure ongoing progress for multiple degree programs and administrative units. He has experience in program evaluation and monitoring institutional performance, related to accreditation and college-wide strategic planning. Dr. Jones also has experience in designing and conducting evaluations of major NIH and NSF initiatives. He earned his Bachelor of Science degree from Florida A&M University, his M.S. degree from Troy University and his Ph.D. in Higher Education from Jackson State University. His research interest involves predicting learning outcomes of diverse student populations, focusing on learner factors and pedagogy.</p>
<p>Brooke Grant, Ph.D. Professor of Practice 504.865.5350 BGrant1@tulane.edu</p>	<p>Prior to coming to Tulane, Dr. Brooke Grant worked in the Educational Leadership Department at the University of Wisconsin – Superior, serving as an assistant professor. Grant's teaching career began outside of Buffalo, NY where she spent over ten years teaching middle school social studies.</p>

<p>Chris Watts, MAT Professor of Practice</p>	<p>Professor Chris Watts has devoted his entire career to math education. After he was awarded a Math for America fellowship and full scholarship to Bard College, he taught in three different public schools in New York City. During this time, he was granted a Master Teacher Fellowship and was named a finalist for the Big Apple Award, the city’s most prestigious recognition. He served as a mentor for apprentice and first-year teachers, attended the Park City Math Institute twice, and many professional development workshops for his colleagues and for the larger teaching community. He was also a classroom specialist for the City University of New York’s Tutor Corps, an experience that placed him in schools in all five boroughs supporting math teachers and the tutors he trained and supervised.</p> <p>Specifically, Chris is most passionate about helping his students discover mathematics and pedagogical ideas. He’s committed to the notion that students absorb and apply their newfound knowledge best when they unearth content themselves, whether it’s learning how to count, calculate standard deviation, or create a classroom culture which supports all learners. As such, he loves planning and facilitating activities such as games, jigsaws, discussions, debates, and roleplays in his classroom in which students play and develop these concepts, procedures, and formulas.</p>
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State and National Standards

The Teacher Preparation and Certification Program at Tulane is based on recognized state and national standards for high quality teacher education programs: the Louisiana teacher evaluation system (COMPASS), Louisiana Teacher Preparation Competencies, the core principles of the Interstate Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), the National Board for Professional Teaching Standards (NBPTS), and the National Association for the Education of Young Children (NAEYC). Several of these standards documents are included in the appendices for this handbook. Candidates are expected to use the Common Core State Standards (CCSS) for planning and instruction along academic competencies standards documents developed by national content organizations (e.g. National Council for Teachers of Mathematics- NCTM; Next Generation Science Standards, etc.). See Appendix D for more details.

The broad goals of the program’s framework (the core principles) and the learning objectives delineated for each course are aligned with the state and national standards, which pertain to that portion of the curriculum. TPCP also follows all academic competencies set forth by the Louisiana Standards for State Certification of School Personnel Bulletin 746. The strategies used

to monitor and evaluate the progress of students through the program are also tied to both state and national benchmarks for pre-service teachers. For more information, please consult the [Teacher Preparation and Certification site \(https://sopa.tulane.edu/degrees-programs/programs-study/education/post-baccalaureate-teacher-certification\)](https://sopa.tulane.edu/degrees-programs/programs-study/education/post-baccalaureate-teacher-certification)

Program Evaluation and Continued Development

The Teacher Preparation and Certification Program is dedicated to the process of using data gained from assessments to continuously improve the courses, field experiences, and services provided to our students. There have been several improvements made to the program based on the available data: the introduction to the *Understanding by Design* planning model in EDUC 3410 has been expanded based on the feedback from students in the Methods courses. The number of required field experience and credit hours for EDUC 3810 and 3820 have been adjusted and equalized. Information gained from course evaluations and the completion of a program scope & sequence matrix have resulted in both course and assignment revisions.

Information gained from the *Candidate Evaluation of Program Survey*, *Evaluation of Instructional Skills*, the *Alumni Evaluation of Program Survey*, and the *Employer Survey* provide essential evidence of completer proficiency for our annual state and national accreditation reports. Additionally, course and program level metrics have been established to facilitate monitoring academic performance and program effectiveness. These assessment and evaluation results are used to continuously refine and improve the program. As enrollment continues to increase and multiple forms of data on candidate performance and program satisfaction become available, annual reports on the achievement of TPCP students compiled by the Assessment and Accreditation Coordinator and made available to TPCP students on the program's website. In addition, any proposed revisions or additions to courses or programs will be communicated to TPCP students and feedback elicited through the program's website or the TPCP Listserv.

TPCP students who are interested in issues of program evaluation and development may also serve on the program's Advisory Council. Students interested in serving on the Advisory Council should contact the Program Director, who currently makes these appointments.

TPCP Advisory Council

The faculty and staff are responsible for the day to day operations of the Teacher Preparation and Certification Program. The Advisory Council, formed in 2002, participates in strategic planning as well as program development and evaluation.

The overall design of the TPCP curriculum and program requirements was developed by the Council and then approved by Tulane University's Liberal Arts and Sciences Curriculum Committee before being submitted to the state for approval in the spring of 2005. Additions or revisions to the program follow this same path. All constituencies for teacher education are represented on the Advisory Council: TPCP faculty and staff, TPCP students, Tulane faculty and administrators, and faculty and administrators from New Orleans schools. The Council meets once a year, and the current membership list, meeting dates and agendas are posted on the TPCP website.

Special Education Advisory Council

The Special Education Advisory Council was created in early 2020 to support the design and launch of the special education add-on certification pathway. The Council consists of local experts, advocates and practitioners in the field of special education and is charged with the following goals:

- Create coordinated, collaborative partnerships between Tulane and stakeholders that are grounded in a shared vision for and commitment to serving students with learning differences.
- Strengthen special education teacher preparation by building a training program that is based in research and best practice, as well as felt needs currently manifest in our community.
- Increase the number of effective special educators in classrooms by recruiting qualified candidates and providing rigorous and supportive preparation through quality coursework, mentoring and field experience.

Center for Public Service



The mission of the Center for Public Service is to combine community service with academic learning, and by doing so, enhance the quality of the undergraduate experience at Tulane. Coordinators from the Center for Public Service (CPS) work with the faculty and staff of the Teacher Preparation and Certification Program to provide appropriate placements for students, initiate orientations at school sites, and encourage development of multicultural literacy through a variety of seminars and activities. The program coordinators also track students' completion of required clock hours at the various sites. The staff at CPS is dedicated to the goal of improving student achievement in New Orleans; several of the coordinators are former teachers and provide a wealth of support for TPCP students. **Visit the Center for Public Service** website at <http://cps.tulane.edu/>

ADVISING AND PROGRAM PLANNING

All students interested in earning certification must meet with the SoPA TPCP advisor (Brittney Yandle, byandle@tulane.edu) before or during enrollment in the first TPCP course to develop a Program Advising Plan (See Appendix F).

*Please note: Under Louisiana policy, students who already hold a degree in education may NOT enroll in an alternative certification program.

TPCP offers certification to all post-baccalaureate students from any university, through a state approved process in: early childhood (grades PK-3rd) and secondary education (grades 6th -12th) in the following content fields: English, mathematics, social studies, science (physics, chemistry, biology), and foreign language (German, Latin, French, Spanish, and Italian).

Special Education Add-on Certification

Certified teachers or students who wish to expand their knowledge and practice in meeting the needs of diverse learners can pursue the special education add-on certification in mild-to-moderate disabilities. Special education is a high needs endorsement locally, regionally and nationally. The goals of the special education program are to:

- Prepare students with in-depth knowledge and skills to meet the needs of diverse learners.
- Provide students with additional opportunities to advance their learning and career options in the high-demand, high-need area of special education.
- Create a flexible, rigorous special education talent pipeline that addresses the special education teacher shortage in the local, regional and national PreK-12 sector.

For more information on the special education pathway, go to teacher.tulane.edu.

Teaching English as a Second Language (TESL) Endorsement

Students who are currently working toward initial certification can take four TESL courses to earn a Teaching English as a Second Language (TESL) endorsement. According to the National Center for Education Statistics, the percentage of public school students in the United States who were English Language Learners in 2014-2015 was 9.4 percent, or an estimated 4.6 million students <https://nces.ed.gov/fastfacts/display.asp?id=96>. The number of English Language Learners in New Orleans has increased substantially since Hurricane Katrina in 2005, and this shift has been reflected in the public charter classrooms.

If you are interested in this endorsement, please consider Tulane's TESL program, which consists of four classes of methods, structure, language/culture, and curriculum design. Please see Appendix J for details and/or visit <https://global.tulane.edu/esl/tesl> for more information.

For Part-Time School of Professional Advancement Post-Baccalaureate Students:

Students with a baccalaureate degree (from Tulane or elsewhere) should enroll in the TPCP courses as part-time students through the School of Professional Advancement (SoPA). SoPA

students need to maintain a close on-going relationship with their TPCP advisor and meet with them at the following checkpoints:

- **Initial Advising**
- **Checkpoint 1 & Entrance Interview - After EDUC 3410 Craft of Teaching**
- **Checkpoint 2- Program Continuance Review (when enrolled in EDUC 3801 or 3802)**
- **Checkpoint 3- Prior to Clinical**
- **Final Checkpoint- near end of Residency**

Students are encouraged to review the SoPA website for tuition rates and financial assistance updates. TPCP students are eligible for financial aid. Many of these individuals have full-time jobs while they are working on achieving certification. A minimum of four semesters are required for most post-baccalaureate students to complete the preliminary professional coursework, followed by the clinical experience. The TPCP faculty and staff work closely with students and certification specialists in the Louisiana State Department of Education to ensure the successful completion of the licensure requirements in a timely fashion.

Post-grads with degrees from outside the US will need to have their international credentials evaluated by *World Education Services*---this process is explained at <http://www.wes.org>

For Full-Time Tulane Undergraduates

Undergraduate students at Tulane can take TPCP coursework while earning their undergraduate degree but are not formally admitted to TPCP until their bachelor's degree is completed. Undergraduates enrolled in TPCP courses must submit an intent to seek certification form (found on TPCP's website), meet with their TPCP , and an advisor from the major or content focus area (French, Math, English, etc.). Students are **responsible** for meeting with advisors **at the following checkpoints:**

- **Initial Advising (with Brittney Yandle)**
- **Checkpoint 1- After EDUC 3410 Craft of Teaching (TPCP advisor)**
- **Checkpoint 2- Program Continuance Review (when enrolled in EDUC 3801 or 3802)**
- **Checkpoint 3 and Entrance Interview- Prior to Residency**
- **Final Checkpoint- near end of Residency**

Undergraduates who have decided to earn a Louisiana teaching certificate usually begin the education coursework during the first semester of the sophomore year and complete the pre-Residency courses by the end of the senior year. Undergraduates who begin the program coursework later in their degree programs can finish the courses as part-time students after the baccalaureate degree program is finished. Any remaining coursework and the Residency are finished through the School of Professional Advancement at their tuition rate after the undergraduate degree is awarded.

Transfer of Credits from Other Programs

Students who wish to transfer credits from other institutions of higher learning will need to provide the course descriptions and syllabi of coursework completed elsewhere. Any course considered for transfer credit must be less than ten years old. The Request for Transfer of Credits form (available on the TPCP website) along with the course syllabi should be given to the TPCP Director, who will forward them to the appropriate instructor(s) for review. The Program Director must give the final approval for all transfer coursework. TPCP will accept NO MORE THAN NINE HOURS OF TRANSFER CREDIT. Students who wish to apply for an exemption to this limit must submit a written request to the program director. Each case will be considered on an individual basis based on the course(s) and other extenuating circumstances.

Admission Process

Post-baccalaureate students must be admitted to TPCP and be eligible for a Louisiana State Practitioner's License Type 2 (PL 2) before continuation in the program.

Eligibility for the PL2 requires:

- Completion of the Praxis I *or* ACT score of 22 or higher; *or* SAT combined verbal and math score of 1100 or higher (new SAT); or SAT 1030 or higher (pre-March 2016).
- Praxis II in all appropriate content exams
- EDLA 2000, ~~completion of 80 clock hours of focused field experience (EDUC 3250 and EDUC 3260)~~ (letter of employment from your supervisor and a completed *Experience Verification Form*)
- Post Bacs who are currently teaching must submit letter of employment from your supervisor and a completed *Experience Verification Form for their TPCP file*
- Two letters of reference (from a supervisor or colleague)
- Completed background checks with the New Orleans Police Department.

Successfully completing The Program Continuance Review (PCR)

These requirements must be completed before or during the first two semesters of program coursework.

Post-baccalaureate candidates who are not admitted and not PL2 eligible after completing two semesters of coursework will not be allowed to register for coursework (through a registration block) until they have met these requirements.

Undergraduate students may take coursework without full admission to the program but must graduate and be PL2 eligible before entering the final residency for certification.

*Full admission to the program is concurrent with receiving the PL2 eligibility letter. (See Appendix G for the full admission process or contact the Assistant Director for additional information.

Academic Requirements

The grades for all TPCP students are reviewed each semester. Students are required to maintain a cumulative TPCP GPA of 3.0; a grade of "D" or "F" in any TPCP course that is required for certification must be re-taken if the candidate is pursuing teacher licensure. In most instances, a

student can drop the course and then retake it at a later time. The specific situation will have to be reviewed by the TPCP Academic Committee. TPCP students who earn a grade of C or below in any pre-clinical course will receive **academic counseling** and must meet with the course instructor first and with their program advisor if necessary to determine a plan to address the problems. The course instructor must also bring the issue to the attention of the program director. Please note that undergraduates must also adhere to the grading policies of Newcomb-Tulane College. These can be found at:

<http://www.tulane.edu/~admincat/2007/pdfs/NTCollege/4Academic%20Policies%202007.pdf>

Those students enrolled through the School of Professional Advancement must adhere to their grading policies, which can be found at: <http://sopa.tulane.edu/content/academic-standards>.

The dates for withdrawing with refunds and without refunds are included on each semester's [academic calendar](#). It is the student's responsibility to initiate the drop form and obtain required signatures by the university's deadline. These forms are available in the TPCP Office.

The awarding of an “incomplete” or “I” in any TPCP course is governed by university policy and should only be awarded when an unforeseen or emergency situation prevents a candidate from completing the final project/exam AND when the work can be completed within a 30-day period. The grade change form removing the incomplete must be submitted by the 30-day deadline or the ‘I’ reverts to an ‘F.’ If unforeseen circumstances (e.g. medical or other emergencies) prevent the student from completing work before the one-month deadline, a **“Request to Extend Incomplete”** form must be requested by the candidate and approved by the course instructor and the appropriate dean. Both forms are available in the TPCP office and must be signed by the professor, the program director, and the Dean of the School or College (the Dean or Assistant Dean of Newcomb-Tulane for undergraduates, or the Dean or Assistant Dean of the School of Professional Advancement for post-graduates).

PRAXIS Requirements

According to Louisiana law, students interested in earning certification must demonstrate appropriate levels of knowledge and skills at various points in their teacher preparation programs by earning passing scores on the Praxis licensing tests. Students will have two (2) attempts to successfully complete any required test (except those applying for a waiver, who have one attempt). Incoming post-graduate students must have met the requirements for Praxis I (or exemption) and Praxis II content tests as part of the program admission process.



PRAXIS I

The PRAXIS I tests in reading, writing, and mathematics verify that teacher education candidates possess the necessary foundational skills to successfully complete a teacher preparation program. It is the candidate's responsibility to provide this score report to TPCP.

A student is exempt from the Praxis I requirement with a verified ACT composite score of 22 or above or an SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) or possession of a graduate degree. It is the candidate's responsibility to provide the ACT/SAT score report. In most cases, the candidate should request a score report be sent to him/her and then should bring that score report to the advisor

to place in the student folder. If necessary, the Praxis I test should be completed as soon as a student declares his or her intent to seek certification.

Post-graduates have to complete Praxis I and II by checkpoint one (see Appendix F).

PRAXIS II

The PRAXIS II tests verify that teacher candidates are competent in the subject areas in which they wish to teach (Content Area exams), and that they are knowledgeable about research-based teaching methods (Principles of Learning and Teaching or PLT).

Each certification area has a PLT test as well as at least one content test. Each state has selected specific tests for teacher licensure. If you plan to teach in another state, you must first meet all of Louisiana's licensure requirements and then check with that state's licensing requirements. Other updates that TPCP receives regarding state regulations and testing may be delivered via our Listserv.

In order to receive an eligibility letter for the state's PL 2 (Practitioner's License - Type 2), ALL of the original Praxis II score reports must be in the candidate's program file.

Post-graduates have to complete the Praxis II content test(s) before enrolling in Methods courses (see Appendix G for the *Checklist for Admission/PL2 Eligibility*).

Please visit www.ets.org/praxis for more information, sample questions, and test codes.

Things to REMEMBER:

- It is the student's responsibility to register for the correct PRAXIS tests and to register in time to meet necessary program deadlines.
- For undergraduates, the PRAXIS II test(s) in your content area must be successfully completed BEFORE pre-clinical completion (Admission to Residency) and formal admission to TPCP.
- The PRAXIS II PLT test should be finished during student teaching/internship.

TPCP COURSE DESCRIPTIONS

The course descriptions for all TPCP courses are available on the online [Tulane University Catalog](#).

PLEASE NOTE: Enrollment in a TPCP course does not guarantee recommendation for licensure. Students will be reviewed annually by university supervisors and cooperating teachers. There will be a formal review at the mid-point of the program.

All students interested in earning certification must meet with a TPCP advisor to develop a Program Advising Plan—this should be completed before or during enrollment in the first TPCP course (see *Appendix F*).

Early Childhood Education (PK-3rd)

Students complete an undergraduate degree:**

- a) the Tulane coordinate major in Psychology- Early Childhood (undergraduates only)
- b) a major in psychology (undergraduates only), or
- c) any baccalaureate degree.

Since ECE students **MUST** pass the PRAXIS II test in early childhood PK-3rd content, it is **STRONGLY** recommended that undergraduate's complete general coursework with this in mind (coursework in world and U.S. history, geography, science, etc.).

(** In Louisiana, students in certification-only programs demonstrate content knowledge through the Praxis II tests, NOT by credit hours earned within an undergraduate content major, i.e. if a history major passes the ECE Praxis II content test, that person may work towards an Early Childhood license.)

All students complete the following coursework for Early Childhood (PK-3rd) certification:

EDLA 2000 Education in a Diverse Society (3 hours)

AND the required service learning corequisite course:

-EDLA 2890 20 hours of Tier 1 Service Learning in PK-12 School

EDUC 3410 The Craft of Teaching (3 hours)

AND the required service learning corequisite course

-EDUC 3893 20 hours of Tier 2 service learning in PK-12 Schools

EDLA 3160 Children's and Adolescent Literature (3 hours)

PSYC 3210 Child Psychology (3 hours) (Prerequisite: Introduction to Psychology)

EDUC 3420 Emergent Literacy (3 hours) [20 hours of field experience]

EDUC 3801 Methods of Teaching Early Childhood Reading (3 hours) [30 hours field experience]

EDUC 4110 Teaching Social Studies & Writing in the Early Childhood Classroom (3 hours) [20 hours of field experience]

EDUC 4120 Teaching Science in the Early Childhood Classroom (3 hours) [20 hours of field experience]

EDUC 4130 Math in Early Childhood Classrooms (3 hours) [30 hours of field experience]]

AFTER completion of the undergraduate degree, candidates finish a clinical capstone in either:

EDUC 5210 Student Residency (3) and EDUC 5220 Student Residency (3) or

EDUC 5230 Practitioner Residency (3) and EDUC 5240 Practitioner Residency (3)

In addition to coursework, candidates must complete:

(only allowed a maximum of two attempts)

- **PRAXIS I** Tests (PPST) (A student is exempt from the Praxis I requirement with a verified ACT composite score of 22 or above or an SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) or possession of a graduate degree).
 - **PRAXIS II** Test in Elementary Education PK-3rd (to be certified in Early Childhood PK-3rd)
 - **PRAXIS II** To be certified in PK-3rd students must also take the Principles of Learning & Teaching: Early Childhood exam
- *Students MUST verify all test codes <https://www.ets.org/praxis/la/requirements>

After completion of coursework, PRAXIS exams, and student teaching, successful candidates can be recommended for Level 1 Certification in Louisiana.

Sequencing of TPCP Early Childhood PK-3rd Courses

Several of the courses required for Early Childhood Education program completion are only offered once a year (either fall only or spring only). Students interested in earning the ECE teaching certification should meet with a TPCP advisor before they enroll in EDLA 2000 to plan out a program of study to ensure that prerequisites are met. All students must register for any co-requisite service-learning component or focused field experience that corresponds to their courses. Please check the course description section of this handbook for additional information.

The majority of the TPCP courses have extensive field experience requirements. ECE undergraduates will also have extensive service learning/field experience requirements in their psychology courses. Candidates may not enroll for coursework that requires more than 80 hours of field experience in one semester without special permission from the program director. For undergraduates in the PSYCH- ECE coordinate major, this includes BOTH the service learning or field experience hours from Psychology AND the TPCP courses.

Suggested Program of Study

[A suggested Program of Study for Early Childhood Certification \(PREK – 3rd grades\) can be found here.](#)

Secondary Content (grades 6-12)

Suggested major in a content field (e.g., BA in English)

Content Field
English

****Suggested Certification Area**
English

Mathematics	Mathematics
Chemistry	Chemistry
Ecology & Evolutionary Biology	Biology
Cellular & Molecular Biology	Biology
Physics	Physics
French	French
Spanish	Spanish
Italian	Italian
German	German
Economics, History, Political Science, Sociology	Social Studies
Classical Studies or Latin	Latin

(** In Louisiana, candidates in certification-only programs demonstrate content knowledge through the Praxis tests, NOT by credit hours earned within an undergraduate content major, i.e. if a history major passes the Praxis II content tests in English, that person may work towards an English Language Arts license. Due to possible changes in certification policy, it is recommended that students periodically check Educational Testing Services www.ets.org AND Louisiana Department of Education www.teachlouisiana.net websites.)

Students complete the following coursework for Secondary Certification:

- **EDLA 2000 Education in a Diverse Society (3 hours)**
- AND the required service learning corequisite course
 - EDLA 2890 20 hours of Tier 1 Service Learning in PK-12 School
- **PSYC 3200 Educational Psychology (3 hours)** (prerequisite Intro to Psychology)
- **PSYC 3390 Adolescent Psychology (3 hours)** (prerequisite Intro to Psychology)
- **EDUC 3410 The Craft of Teaching (3 hours)**
 - AND the required service learning corequisite course
 - EDUC 3893 20 hours of Tier 2 service learning in PK-12 Schools
- **EDUC 3802 Methods of Secondary Reading Instruction (3 hours)** [30 hours field experience]
- **EDUC 4210 Methods I of Secondary Instruction (3 hours)** [40 hours field experience]
- **EDUC 4220-4260 Methods II of Secondary Instruction (3 hours) offered spring only** (Students select one Methods II class from the following for their content area below, 40 hours of field experience required)
 - EDUC 4220** Social Studies Methods (3 hours)
 - EDUC 4230** Science Methods (3 hours)
 - EDUC 4240** English Methods (3 hours)
 - EDUC 4250** Mathematics Methods (3 hours)
 - EDUC 4260** Foreign Language Methods (3 hours)

After completion of a baccalaureate degree and TPCP courses, students finish a final clinical capstone or Teaching Residency (6 credit hours):

- **EDUC 5250** Student Residency (3) and **EDUC 5260** Student Residency (3) or
- **EDUC 5270** Practitioner Residency (3) and **EDUC 5280** Practitioner Residency (3)

In addition to coursework, students must complete a passing score or better on:

- **PRAXIS I** Pre-Professional Skills Tests (PPST) for Reading, Writing, and Mathematics

(A student is exempt from the Praxis I requirement with a verified ACT composite score of 22 or above or an SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) or possession of a graduate degree).

- **PRAXIS II** Content Area Test
- **PRAXIS II PLT** To be certified in 6th -12th grade contents students must also take the Principles of Learning & Teaching: Grades 7th-12th
- Foreign Language students are required to take **PRAXIS II** World Languages Pedagogy instead of the PLT (7th-12th grade)

**Students MUST verify all Praxis test codes at <https://www.ets.org/praxis/la/requirements>

After completion of coursework, PRAXIS exams, and student teaching or internship, successful candidates can be recommended for Level 1 Certification in Louisiana.

Sequencing of TPCP Courses for Secondary Education

Several of the courses required for Secondary program completion are only offered once a year; either fall only or spring only. Candidates interested in earning the secondary teaching certification should meet with a TPCP advisor before they enroll in EDLA 2000 to plan out a program of study to ensure that prerequisites are met.

Candidates must register for any service-learning component or focused field experience that corresponds to their courses. Please check the course description section of this handbook for additional information. In addition, most TPCP courses have extensive service learning/field experience requirements. Practitioners who are currently teaching full-time complete the field experience/practicum hours in their classrooms, but still must enroll (or complete the appropriate request for waiver where appropriate).

Candidates may not enroll in coursework that requires more than 80 hours of field experience in one semester without special permission from the program director.

Suggested Program of Study

[A Suggested Program of Study for Secondary Content Area Focus is located here.:](#)

Year 1:

- **EDLA 2000** with EDLA 2890 (UG) OR EDUC 3250 (PB) Offered fall and spring

- **EDUC 3410** with EDUC 3260-01(PB) or EDUC 3260-02 (UG) Offered fall and spring
(Prerequisites: 2000/2890 or 3250 (may be taken concurrently with instructor permission)
- **PSYC 3200** (service learning determined by PSYC professor) **OR PSYC 3390** (service learning determined by PSYC professor)
- **EDUC 3802/3820** (30 hours of practicum in EDUC 3820) **Offered fall and spring**
(Prerequisites: EDLA 2000, EDLA 2890 OR EDUC 3250, EDUC 3400, EDUC 3260)

Year 2:

- **EDUC 5010** Methods I for Secondary Education (40 hours practicum) Offered **fall only**
(Prerequisites: EDLA 2000/2890 or 3250, EDUC 3400, EDUC 3260 delete (for PL2 seekers), EDUC 3802/3820. PSYC 3200 strongly recommended)
- **PSYC 3200** (service learning determined by PSYCH professor) **OR PSYC 3390** (service learning determined by PSYCH professor) *Depending on courses taken in year one*
- **EDUC 5090-5130** Methods II for Secondary Education **Offered spring only** (40 hours practicum)
(Prerequisites: EDLA 2000/2890 or EDUC 3250, EDUC 3400, EDUC 3260 (for PL2 seekers), EDUC 3802/3820, EDUC 5010, PSYC 3200 and PSYC 3390)

Year 3: (Must be a Post-baccalaureate student)

- **EDUC 6916** Student Residency (3) and **EDUC 6917** Student Residency (3) **or**
- **EDUC 6918** Practitioner Residency (3) and **EDUC 6919** Practitioner Res. (3)

Special Education Add-On Certification in Mild-to-Moderate Disabilities

Approximately one-in-five PreK-12 students in the United States receive special education services. Meeting the needs of these diverse learners requires qualified teachers with specialized understandings of this population and the knowledge and skills to properly support them. The shortage of educators with special education credentials and training at the local, regional and national levels is growing. For Tulane students who are enrolled in the licensure path of the education program, these courses offer the opportunity to earn an initial teaching license concurrently with the special education license. For Tulane students on a non-certification education track, it expands the available course offerings to better prepare them for a range of careers within the education sector. The course series also offers practicing teachers an opportunity to advance their careers and enhance their knowledge and skills. In order to earn the license, teachers must already have an initial license in the grade band or content, complete the required six courses in the pathway and pass the appropriate Praxis exam.

The following courses are required for special education add-on certification in mild-to-moderate disabilities in Louisiana:

- **EDUC 5500 Assessment and Evaluation of Students with Disabilities** (3 hours)
- **EDUC 5510 Collaborative Teaming** (3 hours)
- **EDUC 5520 Instructional Practices in Special Education** (3 hours)
- **EDUC 5530 Reading and Literacy** (3 hours)

- **EDUC 5540 Behavior Support and Intervention (for grades PreK-3 and 1-5) (3 hours) OR EDUC 550 Self-Determination and Transition (for grades 4-8 and 6-12) (3 hours)**
- **EDUC 5560 Fundamentals of Instructional Technology**

Study Abroad Experience

Students have the opportunity to spend the entire month of June in Ferrara, Italy, an UNESCO World Heritage Site, known for its Renaissance palaces and castles. They will have the option to choose two (3-credit hour) courses in Education, Art History, and Psychology. These courses cover the Reggio Emilia Approach to Education, the growth and development of children and adolescents, and art history and appreciation in Italy.



All students will have an opportunity to visit the Loris Malaguzzi International Centre, the heart and home of the Reggio Emilia Approach. Students will also have many opportunities to enhance the context of their courses as they explore the museums and cultural centers of Ferrara, Venice, and Florence.

Students from any major or classification (i.e., freshmen, seniors or graduates), are welcome to join this rewarding and inspiring abroad experience. All courses are taught in English.

If you have specific questions about this program, please reach out to Dr. Shannon Blady at sblady@tulane.edu. Feel free to contact osa@tulane.edu if you have questions about the logistics of summer study abroad.

ASSESSMENT OF CANDIDATES' LEARNING

LiveText by Watermark

In the spring of 2016, TPCP implemented LiveText, an online data management and electronic portfolio system. Candidates will purchase a one-time “subscription” that is active for a five-year

period. This is a student's electronic file in the online system that will be updated every semester as they continue to add reflective journals, unit and lesson plans, research and reflective writings, field experience and instructional evaluations. The rubrics used to assess these documents are also entered into the system, allowing students and instructors immediate access to the standards by which various artifacts are evaluated.



Each education course has several “key assessments” which are used to document a candidate's skills, knowledge and dispositions. With this system, each candidate's growth can be individually documented from the first education course through the completion of student teaching. Each level of the electronic portfolio system requires education students to have achieved certain requirements and have successfully demonstrated mastery of identified skills, knowledge, and professional dispositions through the submission of various artifacts (e.g., unit/lesson plans, videos, papers, reflective journals, evaluations etc.).

Students, beginning with EDUC 3410, are required to have an active LiveText account. Students will purchase an individualized LiveText subscription online directly from the company. LiveText Purchasing Directions can be found in the course syllabi and in the TPCP Residency and Early Field Experiences Guides. Students enrolling in the fall semester must purchase LiveText by the first week of September. Students enrolling in the spring semester must purchase LiveText by the first week of February.

Please note: Post-graduate students who wish to work as classroom teachers while completing the certification coursework may be required to complete several program requirements early on to obtain the Louisiana Practitioner's License. Please contact the TPCP director or assistant director for additional information (see Appendix G).

Any candidate intending to apply for a waiver from the residency should meet with the Program Director to ensure that all requirements for the waiver are met. **These meetings should occur PRIOR to completion of the final Methods II course.**

The TPCP Director will NOT sign an application for a waiver of the internship OR for the Level 1 Certificate until ALL LiveText assessment documentation requirements have been met.

OVERVIEW OF EARLY FIELD EXPERIENCES (Pre-Clinical)

Early field experience/service learning in one or more public schools is required in nearly every education course in the program. TPCP students observe cooperating teachers; tutor individuals and small groups; serve as literacy tutors; and teach small-group and whole class lessons. These placements are coordinated through TPCP or the Center for Public Service. By the time students enter the final clinical experience (residency), they will have completed nearly 180 hours of

field-based learning. Assignments and activities require TPCP students to make direct links between the research being studied in the college classroom and what they are observing or experiencing in PK-12 classrooms. Tulane University is fortunate to have a cadre of highly qualified cooperating teachers who are eager to assist and support the next generation of educators.

TPCP Students' Roles in PK-12 Classrooms

As TPCP students progress through their certification programs, they are expected to engage in a variety of activities in the classrooms in which they complete their field experiences/service learning. Students' roles correspond to the TPCP course requirements and their level of proficiency as pre-service teachers. TPCP students are placed in PK-12 classrooms according to their designated certification area. As they gain professional knowledge and skills, students are expected to demonstrate learning in the field classroom setting as well as in the university classroom. The focus of this level of field experience is to enable the TPCP student to gain first-hand experience of the complex nature of instructional decision-making and the components of classroom and school culture.

At the onset of their program progression, students have several early clinical experiences working with individual children as literacy tutors. The focus of these field experiences is on the TPCP student's gaining direct experience working with struggling or reluctant readers (EDLA 2000, EDUC 3420), using diagnostic tools (EDUC 3801 and 3802), and designing intervention plans (EDUC 3801 and 3802).



Also in conjunction with the Reading Methods courses, early childhood and secondary students assume the role of a literacy teaching assistant. In this role, students must design and teach a variety of “literacy” mini lessons/activities, collect student achievement data, analyze that data, and evaluate the effectiveness of their instructional decisions. These literacy activity mini lessons are observed by the university instructor.

By the time a TPCP student is enrolled in the final two Methods courses, he or she is expected to serve as a **teaching assistant**, helping the classroom teacher with grading, small group activities, and whole class instruction whenever possible. During their methods courses, the TPCP student/teacher candidate is expected to design a UbD unit and design/teach a minimum of two full lessons either from this unit or one that the cooperating teacher suggests. The university instructor observes and evaluates these lessons.

The candidate is expected to meet the instructional standards for a beginning teacher and is evaluated using the TAP™ Instructional Rubric. This evaluation rubric is aligned with the state's new COMPASS evaluation system for PreK-12 teachers.

In addition to the required classroom hours (35 hours), teacher candidates in Methods courses are expected to participate in at least five hours of professional development activities: faculty meetings, professional development activities at the school, parent/teacher conferences, etc. In addition to those 40 hours, teacher candidates are required to attend two workshops offered online or by local

groups such as The Stone Center for Latin American Studies, the Audubon Institute and the National World War II Museum. One workshop should address effective instructional technology.

TPCP Early Field Experience Matrix

This table includes the number of clock hours and the nature of the required field experience/service learning for each of the TPCP Pre-Clinical courses.

Service Learning or Field Experience	Activities	Clock-Hours
EDLA 2890 (Co-req with EDLA 2000)	Reading tutor Reflective journals	20 hours
EDUC 3893 (Co-req with EDUC 3410)	Work as classroom assistant/tutor Reflective journals	20 hours
EDUC 3420 Emergent Literacy	Interactive Read Aloud Reflections	20 hours
EDUC 3801 ECE Reading Practicum	Learning Cycle- UBD lesson plan Reflection of lesson NIET/TAP Observation Reading tutoring Diagnostic assessments Participation in various professional development activities Reflective Journals	30 hours
EDUC 3802 SEC Reading Methods	Learning Cycle- UBD lesson plan Reflection of lesson NIET/TAP Observation Reflective Journals Reading tutoring	30 hours (Focus on middle school grades)
EDUC 3892-01 (Co-requisite for EDUC 3510 ECE Methods- Science and Social Studies)	UbD Unit Learning Cycle- UBD lesson plans Video of Teaching Reflection of lesson NIET/TAP Observation Reflective journals	A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation in non-classroom professional activities (e.g. faculty meetings, professional development)

	Minimum of two professional development workshops (one science and one social studies).	activities at the school, parent/teacher conferences, etc.)
3911 ECE Methods of Math	Learning Cycle- UBD lesson plans Reflection of lesson NIET/TAP Observation Reflective journals Minimum of two professional development workshops (one to include instructional technology).	A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation in non-classroom prof. activities (e.g. faculty meetings, professional development activities at the school, parent/teacher conferences, etc.)
EDUC 4210 Secondary Methods I)	UbD Unit Learning Cycle- UBD lesson plans Reflection of lesson NIET/TAP Observation Reflective journals Minimum of two professional development workshops (one to include instructional technology).	A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation in non-classroom professional activities (e.g. faculty meetings, professional development activities at the school, parent/teacher conferences, etc.)
EDUC 4220-4260 Secondary Methods II 4220- Social Studies 4230- Science 4240- English 4250- Math 4260- Foreign Language	UbD Unit Learning Cycle- UBD lesson plans Reflection of lesson NIET/TAP Observation Reflective journals Minimum of two professional development workshops (one to include instructional technology).	A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in an ECE classroom. The remaining clock hours may include participation in non-classroom professional activities (e.g. faculty meetings, professional development activities at the school, parent/teacher conferences, etc.)

Partnering Schools

This list of schools applies to Tulane undergraduate and non-practitioner postgraduates. The post-baccalaureate practitioners currently enrolled in the TPCP are located in both private and public schools and range across four parishes.

Lusher Charter School	N.O. Sci High	Lafayette Academy
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Homer Plessy Charter	St. Andrew's Episcopal	NOCCA Academy/Riverside
Ben Franklin H.S.	McGehee School	Bricolage Academy of NO
Crocker Elementary	Audubon Charter	ReNew Charter
Newcomb Nursery School	Hynes Charter	KIPP School
Warren Easton H.S.	St. George's Episcopal	McDonough 15
Sophie B. Wright Charter	Ursuline Academy	St. Rita Catholic School

Placement Policy

While practitioners can accept teaching positions at both public and private schools, TPCP non-practitioner candidates can only be placed in school settings for which the university has a signed *Experiential Education Agreement*. Non-practitioner candidates are placed in K-12 classrooms according to their designated certification area and grade levels. In addition, the previous field settings are taken into consideration since candidates must have placements across the grade span of their licensure program (e.g. both PK/K and grades 1st-3rd for Early Childhood candidates and 6th-12th for Secondary candidates).

Each semester before classes start, the program will be in contact with the schools where students are placed. The program will explain the various types of early field experience/service-learning roles TPCP candidates can assume and ask for recommendations regarding cooperating teachers willing to work with Tulane students. Depending on the course and the nature of the early field experience component, the course professor will work with a coordinator from Tulane's Center for Public Service, or directly with a school-based coordinator to communicate with qualified mentor or cooperating teachers who are interested in working with TPCP candidates in their classrooms.

Each semester, the professors of TPCP courses with field experience components will compile a list of the students who require a PK-12 classroom placement and have these students complete the *Early Field Experience Schedule Planning Form* (See Early Field Experience Guide) during the first class meeting. The university instructor is responsible for sharing that information with the school coordinator (usually an administrator). Once cooperating teachers have been identified, the school coordinator and course professor will match them with our TPCP students.

At an orientation, the university instructor will provide each cooperating teacher a copy of the course syllabus, a brief description of the course-field connections and a list of PK-12 classroom activities appropriate for that early field experience role. At or before the first meeting of the cooperating teacher and the TPCP student, the *Field Experience Schedule Agreement* and the *Cooperating Teacher Profile Form* will be completed. Both of these forms are located in the Cooperating Teacher Guide.

All TPCP candidates placed in PK-12 classroom settings will have completed a Louisiana State Police or NOPD background check and are required to complete the orientation hosted by the partner school or instructor.

Attendance

Before a TPCP student begins working in any field placement, he/she **MUST** attend an orientation hosted by the school site. This meeting involves the site coordinator, the university instructor, all TPCP students who will be at that school for the semester, and, if possible, the cooperating teachers. Items addressed at this meeting include: the course requirements and field-based learning expectations; the school's visitor policy and location of school sign-in log; a brief tour of the school; if possible, a brief meeting between TPCP students and their cooperating teachers to finalize the *Early Field Experience Schedule Agreement* (See Early Field Experience Guide) for the semester. In cases where a TPCP student is returning to a school site where he/she has already completed a previous field placement, the orientation with a new cooperating teacher may be accomplished via email (with university instructor approval).

According to university policy, Tulane undergraduates are to be finished with their field experience/service-learning assignments by the last regular day of classes identified in the university's semester schedule. If extenuating circumstances beyond the control of the TPCP student and the cooperating teacher necessitate finishing up field-based hours past this date, the university instructor, the TPCP student and the cooperating teacher will agree on an adjustment. It is the responsibility of the TPCP student to inform the university instructor of any issues affecting his/her completion of the field experience component **at least two weeks before the last scheduled day of classes**.

Once the field experience placement begins, the TPCP student is expected to be at the host school/classroom at all regularly scheduled times. It is the responsibility of the student to listen to news outlets when weather/storms may lead to school closings. If the student is unable to be at the school on a scheduled day, it is the responsibility of the student to notify **BOTH** the cooperating teacher **AND** the professor of the course for which the field experience placement has been assigned. Attendance at the field placement site is considered a part of the mandatory class attendance policy. Unforeseen changes in the school schedule may necessitate revisions in the student's visits. Adjustments made to the field schedule must be agreed upon between the cooperating teacher and the student.

The TPCP student must ensure that the time log is completed in LiveText (at least weekly) and that the midterm and final time logs are available in LiveText for the university instructor to verify by the deadlines given in the course syllabus. Students in EDLA 2000 will not have access to LiveText and will complete the *Early Field Experience Time Log* provided by the university instructor. In most cases, the cooperating teacher should sign this log weekly.

The following topics are covered in depth in the TPCP Early Field Experience Cooperating Teacher and Student Guide: Roles and responsibilities of the TPCP student, the TPCP supervising professors, and the host school. The guide also includes the qualifications, roles, and responsibilities of the cooperating teacher, how to deal with any concerns, and the removal or change of placement policies. The full Early Field Experience Guide can be located on the TPCP website.

FINAL CLINICAL EXPERIENCE

What is the Year-long Residency?

In 2016, the Louisiana Board of Elementary and Secondary Education (BESE) adopted landmark regulations designed to provide teacher candidates with a full-year classroom residency alongside an experienced mentor teacher. Essentially, each first-year teacher will have a full year of authentic teaching and learning experiences before the first day of school. Teacher candidates admitted into programs in 2018-2019 will be the first cohort to experience the required year-long residency and new competency-based curricula. The history and details of these regulations can be found at: <https://www.louisianabelieves.com/newsroom/news-releases/2016/10/12/bese-expands-full-year-classroom-residency-for-teachers>

The year-long residency takes place after students have successfully completed all pre-clinical courses, obtained a bachelor's degree from an approved university with a 2.75 GPA or higher, and met all other program requirements. 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:

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

There are two options for this year-long residency. Students can complete a **student teacher residency** in which they work under the guidance of a mentor teacher in his/her class for the entire year OR if students already have a full-time teaching position in the area in which they are seeking certification, they can complete a **practitioner residency**. TPCP will ask the supervisors of these practicing teachers to identify a mentor teacher on campus. All of the other requirements (clinical seminar, final capstone project, Praxis tests) are the same for both options.

The supervision for both the student teacher and the practitioner resident 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. The student teacher resident 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.

All residents are expected to meet and maintain certain criteria for the year-long experience. These include:

- Maintaining a minimum GPA of 3.0 in TPCP coursework
- Successfully completing PRAXIS I and Praxis II - content assessments

- Collecting two letters of recommendation that attest to candidates' character, academic or employment history
- Composing a written essay that includes a level of commitment
- Passing a background check
- Successfully completing an Entrance Interview and Assessment
- Committing to remain as a resident teacher and pass the PLT (Principles of Learning and Teaching) PRAXIS during the residency second semester
- Committing to maintain academic and professional standards while in the residency, including earning a grade of A or B in the two residency courses (fall and spring) and receiving consistent positive results on professionalism rubrics completed by the mentor teacher and university professor.

Licenses for Residency

During the last semester of the pre-clinical coursework (usually EDUC 3911 or EDUC 5090-5130), candidates complete the application for residency and Checkpoint 3. These are significant components in completing Tulane's electronic portfolio (LiveText).

As stated, students may complete the yearlong residency as a practitioner resident or as a student teacher resident.

Student Teaching Residents may complete the one-year residency in a classroom in a public or approved non-public school in their content area with a teacher of record who holds a valid level 1, 2, 3 type A, or type B teaching certificate in the area for which the candidate is pursuing certification. The certificate is issued for one academic year and may be held for up to three years. TPCP will submit resident certificates for student teaching residents. Candidates will be required to complete the resident application and the professional conduct form. They will also submit Praxis scores to the LDE.

For student teaching placement, TPCP will partner with a particular school system with which there is a signed Memorandum of Understanding.

Practitioner Residents that seek to teach full-time during the residency are required to 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. Candidates will be required to submit a PL2 application, Praxis, ACT/SAT scores (if applicable), official transcripts, PL2 eligibility letter (provided by TPCP) and a professional conduct form.

The Louisiana Department of Education (LDE) only accepts online applications for certification. <https://ldoe.force.com/s/login/?startURL=%2Fs%2F%3Ft%3D1524775170468>

School of Professional Advancement Registration

Student teaching and practitioner residents will register through the School of Professional Advancement. Application forms and information are available on the SoPA website @ <https://sopa.tulane.edu>. Each semester, students must register for the residency seminar.

For Early Childhood:

EDUC 5210 Student Residency (3) and EDUC 5220 Student Residency (3) **or**
EDUC 5230 Practitioner Residency (3) and EDUC 5240 Practitioner Residency (3)

For Secondary:

EDUC 5250 Student Residency (3) and EDUC 5260 Student Residency (3) **or**
EDUC 5270 Practitioner Residency (3) and EDUC 5280 Practitioner Res. (3)

After admission to the program, a successful application to the final clinical, and LiveText review, the director of the TPCP will make the final placements and notify candidates. Student teachers are expected to contact their mentor teachers prior to the beginning date of the student teaching assignment. TPCP will host a residency event in May for students to meet their mentor teachers and to schedule summer meetings.

Residency Seminar

Throughout the semester, resident student teachers and clinical residents are expected to attend a series of seminars at which they will share concerns, report on their classroom experiences, give progress summaries on their projects, and continue to polish professional skills through readings and focused discussions. The schedule for these seminars will be published each semester in the course syllabus. Student attendance at these seminars is mandatory. Topics include differentiation, children with special needs, communicating with parents, meaningful assessment, reflective decision-making, and integrating technology, among others.

This seminar is a support network as well as a focused reflection experience that supplements and enriches the classroom component of the final clinical. Many candidates experience high levels of stress and anxiety during the final clinical. This seminar will enable candidates to evaluate their progress more accurately, which helps in maintaining a positive attitude and improving their social and emotional learning.

Final Clinical PRAXIS Requirement

Candidates should plan on completing Praxis II Principles of Learning & Teaching (PLT), the final national licensing test that is required for Level 1 License. Candidates should take it towards the middle of the residency but have until the end of the semester. As with all Praxis tests, candidates have TWO attempts to meet the state cut-off scores. Typically, it takes four weeks for these score reports to arrive at the TPCP office. Candidates must allow for this when scheduling their application for licensure meeting and LiveText e-folio reviews.

*To view the available Praxis I, II, and PLT exams, visit www.ets.org for the current test codes.

Final Program Portfolio Presentation

Towards the end of residency, TPCP will host a Portfolio Presentation in which students showcase their artifacts for evidence of learning and understanding the 10 InTasc Principles of Learning and Teaching. They must have their LiveText artifacts ready for review before their presentation date (usually 7 to 10 days prior). The faculty members will review their portfolio and verify that they have met the LiveText requirements. On the day of the presentation, they will be asked to reflect on their clinical experience as well as answer questions about their LiveText portfolio. Details for this presentation will be provided to students in their residency courses.

QUALIFYING FOR A WAIVER OF FINAL CLINICAL

Candidates who have completed at least three years of full-time teaching in the area for which they are seeking certification MAY be eligible for a waiver from the last six hours of the clinical internship (residency)*:

If the candidate has accumulated three years of successful teaching experience in an approved Louisiana school in the area(s) of certification, the private provider/university may substitute the three years of successful teaching experience for the required internship or student teaching portion of the program. (BESE Bulletin 746 237.D.5.b)

*Students must notify their TPCP adviser if they feel that they are eligible for the waiver. These students are responsible for starting the process of meeting the following requirements one year BEFORE the proposed final clinical year listed on their TPCP program plan.

PLEASE NOTE: Successful collection of these documents does not guarantee waiver approval. Students MUST also successfully pass the Portfolio Presentation, the capstone project assigned to residents at the end of the residency year. All requirements for waiver approval can be found in Appendix H.

SUBMITTING APPLICATION FOR LICENSURE

Upon completion of the program, a holistic evaluation of the teacher candidate's eligibility for initial licensure shall be made collaboratively by Tulane's Teacher Preparation and Certification Program and the mentor teacher. Once recommended for licensure, candidates will then schedule an appointment with TPCP's Director or Assistant Director to apply for initial licensure through the Louisiana Department of Education's online system.

<https://ldoe.force.com/s/login/?startURL=%2Fs%2F%3Ft%3D1524775170468>

Candidates will provide the following documents during their license application meeting:

- Official copy of Tulane transcripts (to include final grades in residency)
- Official Praxis report

DEALING WITH CONCERNS

The best approach for dealing with any issue is to address it immediately before small issues develop into major problems. Effective communication is vital. TPCP students should familiarize themselves with the field experience requirements of the course(s) in which they are enrolled and ask clarifying questions of the cooperating teacher or university instructor whenever necessary. Residents should familiarize themselves with the residency guide and ask clarifying questions of the mentor teacher or the university instructor whenever necessary.

TPCP students should be aware that any incidents that are reported by a cooperating or mentor teacher may be reflected in their professionalism grades. Failure to maintain an education **GPA of 3.0** or receiving multiple unsatisfactory evaluations from cooperating teachers, mentor teachers, or university supervisors can result in a student being counseled out or dismissed from the program. The TPCP Academic Counseling Form and Professional Improvement Plan can be found in Appendix K.

If a student or a teacher feels that the problem warrants the attention of the program's director, they can report it with the TPCP Reporting Form, located on the TPCP website: <https://teacher.tulane.edu/content/forms>.

UNIVERSITY AND TPCP POLICIES

Newcomb-Tulane Code of Academic Conduct

“The integrity of the Newcomb-Tulane College is based on the absolute honesty of the entire community in all academic endeavors. As part of the Tulane University community, undergraduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. No member of the university community should tolerate any form of academic dishonesty because the scholarly community of the university depends on the willingness of both instructors and students to uphold the Code of Academic Conduct. When a violation of the Code of Academic Conduct is observed it is the duty of every member of the academic community who has evidence of the violation to take action. Students should take steps to uphold the code by reporting any suspected offense to the instructor or the Associate Dean of Newcomb-Tulane College. Students should under no circumstances tolerate any form of academic dishonesty.

In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's

words). This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments.

All new students will be informed of this Code. Lack of familiarity with the code or with the precise application of its principles to any specific instance is not an excuse for noncompliance with it.”

Violations of the Code of Conduct

“Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code. The following are defined as violations:

Cheating

Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume any exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.

Plagiarism

Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please consult *Acknowledging Sources in Academic Work*, a copy of which may be obtained in the Newcomb-Tulane College Dean's Office or the Center for Academic Advising, for more information on documenting sources.

Fabrication

Submission of contrived or altered information in any academic exercise.

False Information

Furnishing false information to any University official, instructor, or Tulane University office relating to any academic assignment or issue.

Unauthorized collaboration

Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignment.

Multiple submission

Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.

Sabotage

Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

Unfair advantage

Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.

Facilitation of academic dishonesty

Knowingly helping or attempting to help another student violate any provision of the code.

Tampering with academic records

Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.

Improper disclosure

Failure of an honor board member or participant in an honor board hearing to maintain strict confidentiality concerning the identity of students accused of honor code violations.”

(A full and detailed copy of the entire Code of Academic Conduct is available in any dean’s office and online at <https://college.tulane.edu/code-of-academic-conduct>.

School of Professional Advancement Policies

The integrity of TPCP is based on the absolute honesty of the entire community in all academic endeavors. As part of the Tulane University community, students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. The policies for SoPA can be found at <https://sopa.tulane.edu/content/policies>.

Grievance Procedures--Rights of Petition and Appeal

The Teacher Preparation and Certification Program follows the policy of Tulane University in regard to student grievances. A grievance could be related to a grade on an individual assignment, a course grade, or a specific incident in or outside of class. These procedures do not apply to cases under the Honor Code or the Student Conduct Code. Undergraduate students will follow NTC’s policies/processes for grievances, while post-baccalaureate will follow policies/processes set by SoPA.

Within one month of receiving the grade or other cause of complaint*, the student should make an informal attempt to resolve the grievance by approaching the teacher or other academic supervisor.

1. If student and teacher cannot arrive at a mutually satisfactory solution within seven days**, the grievance should immediately be referred by the student to the department chair (or program director) for resolution, or to the dean, if a division has no departments.
2. If the complaint cannot be resolved by informal mediation within seven days of its referral to the department chair, the chair should invite both the student and the teacher to submit written statements of their opinions concerning the grievance to an academic grievance committee. The committee should render a decision in the matter within ten days of receiving the written statements. The committee records should contain not only the decision but an explanation of the grounds upon which the decision was reached.
3. One copy of the committee report should be sent to the dean of the school (of the student involved). If either the student or the teacher involved is dissatisfied with the committee's decision, he or she may appeal to the dean within five days of receiving the decision. The dean may uphold, reverse, or return for further consideration, the committee's finding. The dean's decision should be made within ten days and communicated in writing to all principals in the case. In the event that the dean returns the case to the department for reconsideration, all procedures and appellate avenues described in sections 3 and 4 of this handbook are again operative. The dean ultimately must uphold or reverse a departmental decision based on reconsideration of its earlier finding.
4. If the student is dissatisfied with the dean's ruling, the student may file a written appeal with the Senate Committee on Academic Freedom and Responsibility of Students within five days of receiving the dean's decision. Based on the petition and the reports from the departmental grievance committee and the dean, the Senate committee will decide whether or not to hear the appeal. If the committee decides that there are not sufficient grounds for a review of the grievance committee's and dean's decisions, the Chair of the committee will notify the student by letter, with copies to the principals involved in the case and to the Provost. If the committee decides that there are sufficient grounds for a review of the grievance committee's and dean's decisions, it will interview both the student and the teacher. A quorum of three committee members, at least one of whom must be a representative of the administration, one of whom must be a faculty member, and one of whom must be a student, is necessary for all committee hearings.
5. If the committee interviews both the student and the teacher (or other principals involved) at a hearing, then the Chairman will send the results of the committee's findings in the form of a letter of recommendation to the President of the University, with copies to the student and other principals involved and to the Provost.
6. If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and the various divisions, the teacher believes that his or her academic freedom or academic responsibilities have been affected by the dean's ruling, the teacher may appeal to the appropriate committee of peers at the divisional level (ordinarily the faculty grievance committee of the college or division). The teacher's appeal must be made within ten days of the action provoking the appeal. If the teacher is dissatisfied with the committee of peer's decision regarding his or her academic

freedom or responsibilities, the teacher may appeal to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. That appeal also must be made within ten days of the action provoking it. No grade may be changed until the teacher's appeal process has been completed.

7. If the student is dissatisfied with any decision made in the appellate process described in item 6, the student may appeal to the Senate Committee on Academic Freedom and Responsibility of Students. All procedures described in items 5 and 6 above apply to the student's appeal in this instance.
8. In cases of conflict regarding the decisions of the divisional peer committee and the Senate Committee on Academic Freedom and Responsibility of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. In cases of conflict regarding the decisions of the Senate Committee on Faculty Tenure, Freedom, and Responsibility and either of the other committees stemming from the deliberations described in item 7 above or this item, the committees at odds shall meet jointly to discuss the issue. The ultimate findings of the two committees shall be forwarded to the President of the University within ten days.

* If the teacher or supervisor cannot be reached due to summer vacation or other circumstances, contact should be made as soon as possible or within two weeks of the beginning of the following semester.

** Here and throughout, "days" refers to working days.

Disability Statement

If you believe you may encounter barriers to the academic environment due to your specific learning style or known challenges, please feel free to contact me and/or the Goldman Center for Student Accessibility. Any student with approved academic accommodations is encouraged to contact me during office hours or by e-mailing me to schedule an appointment. If you have questions regarding registering a disability or receiving accommodations, please contact the Goldman Center for Student Accessibility at 504-862-8433 or accessibility.tulane.edu.

Syllabus Change Policy

The syllabus will not be changed in a substantial manner, though the order in which the course material is presented may be changed if needed. The basis for grade determination and the date of final the examination will not be changed. For this reason, it is important for you (the student) to check your Tulane.edu email account and Canvas on a regular basis so you are informed of any changes to the course syllabus.

Tulane Academic Calendar

The SOPA Tulane Academic Calendar with college deadlines and dates is listed here: <http://sopa.tulane.edu/content/academic-calendars>.

Title IX & Institutional Equity

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at titleix.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want.

Confidential Services

Except in extreme circumstances, involving imminent danger to one’s self or others, nothing shared with these services will be shared elsewhere without your explicit permission.

- Counseling & Psychological Services (CAPS): (504) 314-2277
- The Line (24/7): (504) 264-6074
- Student Health Center: (504) 865-5255
- Sexual Aggression Peer Hotline and Education (SAPHE): (504) 654-9543

Private Services

Conversations are kept as confidential as possible, but information is shared with key staff members, so the University can offer resources and accommodations and take action if necessary for safety reasons.

- Case Management & Victim Support Services: (504) 314-2160 or srss@tulane.edu
- Tulane University Police (TUPD):
 - Uptown — (504) 865-5911
 - Downtown — (504) 988-5531
- Title IX Coordinator: (504) 314-2160 or msmith76@tulane.edu

APPENDIX A: Council for the Accreditation of Educator Preparation (CAEP) Standards for Teacher Education Programs

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices

flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the Ten InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students' access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators:

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences:

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3. Candidate Quality, Recruitment, and Selectivity The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates Who Meet Employment Needs:

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability:

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020.

CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development. The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

Additional Selectivity Factors:

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation:

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection at Completion:

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness:

4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers:

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers:

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

*Standards are from the *CAEP website*, available at www.caepnet.org.

APPENDIX B: National Association for the Education of Young Children (NAEYC) Standards

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. They advance a diverse, dynamic early childhood profession and support all who care for, educate, and

work on behalf of young children. NAEYC Standards for Early Childhood Professional Preparation are designed for the early childhood education profession as a whole, to be relevant across a range of roles and settings. These core NAEYC standards are used across degree levels, from associate to baccalaureate to graduate programs. They are used in higher education accreditation systems, in state policy development, and in program improvement planning.

[NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs:](#)

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

- **Key elements of Standard 1**

- 1a: Knowing and understanding young children’s characteristics and needs

- 1b: Knowing and understanding the multiple influences on development and learning

- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

- **Key elements of Standard 2**

- 2a: Knowing about and understanding diverse family and community characteristics

- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships

- 2c: Involving families and communities in young children’s development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

- **Key elements of Standard 3**

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching, and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

- **Key elements of Standard 4**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

- **Key elements of Standard 5**

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

- **Key elements of Standard 6**

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

- **Key elements of Standard 7**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, childcare centers and homes, Head Start programs)

**The complete document, *NAEYC Initial Licensure Standards*, is available at www.naeyc.org

APPENDIX C: National Board for Professional Teaching Standards (NBPTS)

The National Board's mission is to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do,

- providing a national voluntary system certifying teachers who meet these standards, and
- advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board-Certified Teachers.

What Teachers Should Know and Be Able to Do:

http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious, and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applies to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction to allow the school's goals for students to be met. They are adept at

setting norms for social interactions among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they also seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas, and theories.

5. Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

*To learn more about the work of the National Board for Professional Teaching Standards, visit www.nbpts.org

APPENDIX D: Resources for State and National Standards

InTASC The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offers a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches

the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. They can be found in detail [here](#).

The Louisiana Teacher Preparation Competencies:

<https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4>

Louisiana State Standards (ELA and Math): [www.louisianabelieves.com/docs/common-core-state-standards-resources/louisiana-state-standards-\(ela-math\).pdf?sfvrsn=2](http://www.louisianabelieves.com/docs/common-core-state-standards-resources/louisiana-state-standards-(ela-math).pdf?sfvrsn=2)

Louisiana Department of Education Academic Standards & Grade Level Expectations (GLEs): www.louisianabelieves.com/resources/library/academic-standards

Common Core State Standards: www.corestandards.org

CONTENT AREA

National Council of Teachers of English (NCTE) According to their policy platform, “[W]riting, reading, language learning, and related literate activities are at the core of NCTE’s mission. For decades the organization and its members have investigated and acted on questions about how students should learn, how that learning should be assessed, and what conditions should exist to support learning from pre-kindergarten through college and beyond.”

NCTE Standards:

<http://www.ncte.org/standards/ncte-ira>

<http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

2016 NCTE Education Policy Platform: <http://www.ncte.org/positions/statements/2016-policy-platform>

National Council for the Social Studies (NCSS)

National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all the 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, civics, geography, economics, political science, sociology, psychology, anthropology, and law-related education.

National Standards for Social Studies Teachers

<https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>

NCSS C3 Framework for Social Studies State Standards: www.socialstudies.org/c3

American Council on the Teaching of Foreign Language (ACTFL)

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language,

modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.”

- **World-Readiness Standards for Learning Languages:**
www.actfl.org/publications/all/world-readiness-standards-learning-languages
- **Communication, Culture, Connections, Comparisons, Communities:**
<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

National Council for Teachers of Mathematics (NCTM)

Principles and Standards for School Mathematics

www.nctm.org/Standards-and-Positions/Principles-and-Standards/

NCTM CAEP Standards 2020

<http://www.nctm.org/Standards-and-Positions/CAEP-Standards/>

Standard One: Content Knowledge

Standard Two: Mathematical Practices

Standard Three: Content Pedagogy

Standard Four: Mathematical Learning Environment

Standard Five: Impact on Student Learning

Standard Six: Professional Knowledge and Skills

Standard Seven: Mathematics Field Experiences and Clinical Practice

Next Generation Science Standards (NGSS)

National Science Teachers Association (NSTA)

<http://ngss.nsta.org/AccessStandardsByTopic.aspx>

- Life Science
- Earth & Space Science
- Physical Science

As stated in their position statement: “It is essential that all students have access to a high-quality science education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the scientific enterprise. The National Science Teachers Association (NSTA) recommends the adoption and implementation of the *Next Generation Science Standards* (NGSS; NGSS Lead States 2013) as an effective, research-based approach to accomplish these goals and transform science education.”

APPENDIX E: ISTE STANDARDS

The International Society for Technology in Education (ISTE) is a nonprofit professional organization with a worldwide membership of leaders and potential leaders in educational

technology. They are dedicated to providing leadership and service to improve teaching and learning by advancing the effective use of technology in PK–12 education and teacher education.

ISTE Standards for Teachers: https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

Teachers:

1. Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
 - a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
 - b. Pursue professional interests by creating and actively participating in local and global learning networks.
 - c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
2. Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
 - a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
 - b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
 - c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
3. Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
 - a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
 - b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
 - c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
 - d. Model and promote management of personal data and digital identity and protect student data privacy.
4. Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
 - a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

- b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
 - c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
 - d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.
5. Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
- a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
 - b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
 - c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
6. Facilitator Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
- a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
 - b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
 - c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
 - d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
7. Analyst Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
- a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
 - b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
 - c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

2018 ISTE Standards for Students

<http://www.iste.org/standards/for-students#startstandards>

Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*To learn more about the National Technology Standards for Students and Teachers, visit www.iste.org.

APPENDIX G: Tulane University -Teacher Preparation and Certification Program Admission Checklist

Tulane University Teacher Preparation & Certification Program
7039 Freret Street
New Orleans, LA 70118

Undergraduate Student Initial Advising Session:

Teacher Preparation and Certification Program (TPCP) is a post-Baccalaureate program that offers alternative certification in Early Childhood Education PK-3 and Secondary Education in specific content areas. Undergraduate students earn a Tulane degree in a content field, not in education. These students can take education courses while earning their degree but must complete a fifth year to complete the final clinical experience.

Tulane also offers a BA in Psychology and Early Childhood Education. All students in this major must complete all Education courses except for the residency.

TPCP requires a 2.75 undergraduate GPA and a 3.0 in all Education and Psychology courses required for certification. These courses are not offered each semester, so it is essential that students meet regularly with an advisor, especially if intending to study abroad for a semester.

All students, regardless of completing the residency, must purchase LiveText, an electronic management and assessment system that collects evidence of the quality of our academic programs.

_____ I am an undergraduate student who understands the requirements of this program as described above and in the TPCP Handbook.

Do you intend to complete the yearlong residency after graduation and apply for a Louisiana Teaching Certificate through Tulane's Teacher Preparation Program?

Yes _____ No _____

Student Signature: _____

Date: _____

APPENDIX H: FINAL CLINICAL WAIVER APPLICATION

Tulane University Teacher Preparation and Certification Program Final Clinical Waiver Application

Candidates who have completed at least three years of full-time teaching in the area for which they are seeking certification MAY be eligible for a waiver from the last six hours of the clinical internship.

If the candidate has accumulated three years of successful teaching experience in an approved Louisiana school in the area(s) of certification, the private provider/university may substitute the three years of successful teaching experience for the required internship or student teaching portion of the program. (LDOE Bulletin 996.747.5b)

PLEASE NOTE: Successful collection of these documents does not guarantee waiver approval. Students MUST successfully pass the Exit Interview with the TPCP Director.

Candidate's Name:	
Permanent Home Address:	
Cell Phone:	
Home Phone:	
Email Address:	
Student ID:	
Certification Area:	
Principal's Name:	
Principal's Email Address:	

Pre-Application Requirements	Final Pre-Clinical Sem. (In Progress)
GPA 3.0 or Higher	LiveText-Methods Work Samples (UbD)
PRAXIS Scores (Content & PLT)	LiveText-Methods Work Samples (Lesson Plan)
Admissions Documents	LiveText-Prof. Rubric Score ≥ 3 (Supervisor/Principal)
Program Continuance Review	LiveText-Methods I & II Prog. Assessment Score ≥ 3
Experience Verification Form	LiveText-UbD Unit Score ≥ 3
Letter of Recommendation	LiveText-Prof. Rubric Score ≥ 3 (Faculty/Mentor)
	Evaluation of Program

I _____ verify that all documents were submitted in a timely manner for review in order to process my application to waive the Final Clinical experience.

Student's Signature: _____ Date: _____

After all requirements have been verified and approved candidates can schedule the Level 1 License application meeting with the program director. Review the guidelines for submitting the license application in the Internship section of the handbook.

Reviewer Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

APPENDIX I: TESL ENDORSEMENT

Tulane University Teaching English as a Second Language



Teaching English as a Second Language is a high needs area in the United State and especially in the greater New Orleans area since Hurricane Katrina. Tulane’s teaching ESL (TESL) program consists of the following four courses:

- EDUC 3210 Methods for Teaching English as a Second Language
- EDUC 3220 Structure of the English Language for Teaching
- EDUC 3230 Language and Culture in the Classroom
- EDUC 3240 Curriculum Design for the Multicultural Classroom

The **Teaching English as a Second Language Endorsement** is a great way for students to have an edge in their post-graduate career, especially if they plan on teaching either abroad or domestically. The endorsement can make them a more competitive applicant for international fellowships and programs like **Peace Corps** and **Fulbright ETA**.

Full-time teachers in all other school systems can receive **half off the continuing studies tuition** in the academic school year for the TESL Endorsement Courses. This endorsement can make a teacher a **competitive employee**, especially in cases of reduction in force and retire/rehire situations.

Summer Institute

The TESL Summer Institute is a program at Tulane during which students or community members can take between 1-4 classes over 3 or 6 weeks working towards a Teaching English as a Second Language (TESL) endorsement. In order to be fully endorsed, each student must take all four classes, but they don’t have to complete them all this summer. In addition, the course will be offered during the academic year at normal tuition rates and enrollment policies.

For more information, visit: <https://global.tulane.edu/esl/tesl>

APPENDIX L: LIVETEXT INSTRUCTIONS

Tulane University Teacher Preparation and Certification Program LiveText Instructions

To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read:

*“Dear **YOUR NAME**,*

Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText. To log in, go to www.livetext.com and enter the following username and password:

*Username: **[YOUR USERNAME]***

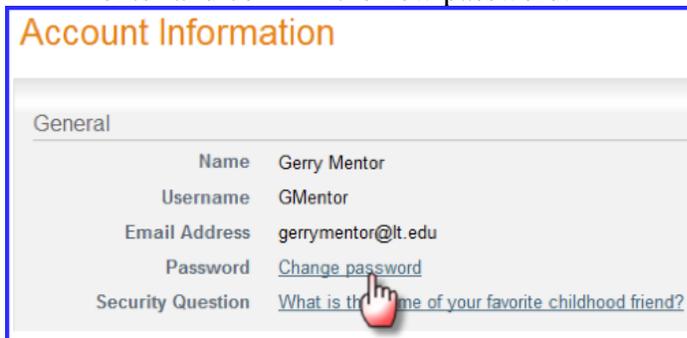
*Password: **[YOUR PASSWORD]***

Thank you for the contributions you will make to your mentee's professional development. “

Visit the website www.livetext.com and log in with the username and password provided to you.

You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the **OPTION** to change the password by:

1. Clicking **My Account** in the upper right corner
2. Clicking **Change Password**. You will be asked to enter the old password first, then to enter and confirm the new password.



Under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear below the student's name. Click the “View Placement Details” button to

see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.

Name	Assessment	Date	Status
Bonnie Vince	Community Knowledge and Engagement Rubric	11/27/2013	In Progress
Wally Tineff	Community Knowledge and Engagement Rubric	11/27/2013	(Not Started)
	Community Knowledge and Engagement Rubric	11/27/2013	View Completed Assessment
Bonnie Vince	Lifelong Learning Rubric	11/06/2013	View Completed Assessment
Wally Tineff	Lifelong Learning Rubric	11/06/2013	(Not Started)
	Lifelong Learning Rubric	11/06/2013	Continue Assessment

You will be directed to a page called **View Placement**. From this page, you can access all the key activities for your Field Experience Placement.

Name	Assessment	Date	Status
Bonnie Vince	Community Knowledge and Engagement Rubric	11/27/2013	In Progress
Wally Tineff	Community Knowledge and Engagement Rubric	11/27/2013	(Not Started)
	Community Knowledge and Engagement Rubric	11/27/2013	View Completed Assessment
Bonnie Vince	Lifelong Learning Rubric	11/06/2013	View Completed Assessment
Wally Tineff	Lifelong Learning Rubric	11/06/2013	(Not Started)
	Lifelong Learning Rubric	11/06/2013	Continue Assessment

1. Basic details about the placement will display to the left.
2. To view and enter demographic information about the site, click **View Demographics**.
 - a. **Site Demographics** may already have been added by the college or university.
 - b. Click in the boxes next to each category in “Classroom Demographics” and “Staff Demographics” and type in a number.

Site: Roberto Clemente Community Academy
District: CPS 299

Site Demographics

Total Students	0	Special Programs	#
Ethnic Distribution	#	English Language Learners	<input type="checkbox"/>
African American	<input type="checkbox"/>	Bilingual Education and ESL	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	Compensatory Education	<input type="checkbox"/>
Asian	<input type="checkbox"/>	Extended Day Kindergarten	<input type="checkbox"/>

Close Save

3. To write an email to the student, Supervisor, or both click the corresponding email icon or link.
4. To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
 - a. Click the cells to highlight the level of performance achieved in each area.
 - b. Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
 - c. Add comments for the *entire* assessment using the text box at the top of the rubric.

Site: Roberto Clemente Community Academy
District: CPS 299

Site Demographics

Total Students	0	Special Programs	#
Ethnic Distribution	#	English Language Learners	<input type="checkbox"/>
African American	<input type="checkbox"/>	Bilingual Education and ESL	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	Compensatory Education	<input type="checkbox"/>
Asian	<input type="checkbox"/>	Extended Day Kindergarten	<input type="checkbox"/>

Close Save

5. To upload attachments to the shared workspace, click **Add Attachments**. Attachments can be LiveText documents or files.
6. You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student. To approve the student's entries, check the box next to the entry and click **Approve Hours**.

