Teacher Preparation and Certification Program

STUDENT HANDBOOK
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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. 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. 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.

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. We look forward to meeting you.

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 the Newcomb-Tulane College with some students enrolled in the School of Liberal Arts, others enrolled in the School of Science & Engineering, and others enrolled in the School of Professional Advancement.

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

TPCP 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 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

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<th>Role</th>
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<td>Shannon L. Blady, Ph.D.</td>
<td>Director, Professor of Practice</td>
<td>Shannon L. Blady, Ph.D. has been an educator for fifteen years at the elementary, middle, high school, undergraduate and graduate levels. She earned a Master’s in Education with a focus on Curriculum and Instruction from the University of New Orleans. Dr. Blady earned her doctorate from the University of Texas at San Antonio. Her research includes Multiliteracies Pedagogy, literacy instruction, social and emotional learning, teacher wellness, and critical pedagogy. She also serves as the Paul Tudor Jones II Endowed Professor in Social Entrepreneurship.</td>
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<td>Roddrick D. Jones, Ph.D.</td>
<td>Assessment and Accreditation Coordinator</td>
<td>Roddrick D. Jones has 23 years of experience in higher education. Throughout his career, he 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. He also has experience in designing and conducting evaluations of major NIH and NSF initiatives. Dr. Jones earned his Bachelor of Science degree from Florida A&amp;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.</td>
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<td>Brooke Grant, Ph.D.</td>
<td>Professor of Practice</td>
<td>Prior to coming to Tulane, 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.</td>
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<td>Richard Mihans III, Ph.D.</td>
<td>Professor of Practice</td>
<td>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.</td>
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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.

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 and 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 (first piloted in spring of 2010), and the Employer Survey (first piloted in Fall of 2010) provided essential evidence of completer proficiency for our national accreditation report in 2011. These assessment results will also be used to continuously refine and improve the program. As enrollment continues to increase and multiple forms of data on candidate achievement and program satisfaction become available, annual reports on the achievement of TPCP students will be 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 ListServe.

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 is posted on the TPCP website.

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 a SOPA advisor before or during enrollment in the first TPCP course to develop a Program Advising Plan.

*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).
For Part-Time 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 Program Continuance Review- EDUC 3801 or 3802
• Checkpoint 2-Prior to Residency
• Final Checkpoint- Entering Residency

Students are encouraged to review the SoPA website for tuition rates and financial assistance updates. 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. Undergrads enrolled in TPCP courses must meet with a SOPA advisor 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
• Checkpoint 1 Program Continuance Review- EDUC 3801 or 3802
• Checkpoint 2-Prior to Residency
• Final Checkpoint- Entering 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.
Teaching English as a Second Language (TESL) Endorsement

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.

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](https://global.tulane.edu/esl/tesl).

**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 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
- 3.0 GPA in EDLA 2000 and EDUC 3410
- Completion of 80 clock hours of focused field experience (EDUC 3250 and EDUC 3260)
- 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
- Satisfactory scores on TPCP Dispositions and Professionalism rubrics

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 F 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 can jeopardize this requirement. In most instances, a student can drop the course and then retake it at a later time. The specific situation will have to 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 polices 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).

**Professionalism**

Students will be evaluated on their professionalism in each course by their professors and any cooperating teachers in the field.

**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 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 tests 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.**
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 ListServe.

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 F 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 or practitioner residency

TPCP COURSES

The course descriptions for all TPCP courses are available on the TPCP website @https://teacher.tulane.edu/ and in the online Tulane University Catalog @http://catalog.tulane.edu/. 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 Program Continuance Review at the mid-point of the program.

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 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 service-learning 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 hours from Psychology AND the TPCP courses.

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.

**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 undergraduates 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 one of these service learning options:  
- EDLA 2890-11 20 hours of Service Learning in PK-12 Schools (1 hour)  
  *For undergraduates  
  - EDUC 3250-01 Focused Field Experience I (1 hour) *For post-bacs

**EDUC 3410 The Craft of Teaching (3 hours)**  
AND one of these service learning options:  
- EDUC 3260-01 Focused Field Experience II 40 hours (1) * For PB’s PL2 eligibility  
  **OR**  
- EDUC 3260-02 Focused Field Experience II 20 hours (1) *For undergraduates

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

**EDUC 2010 Teaching Writing in the Early Childhood Classroom (1 hour)**

**EDUC 3000 Emergent Literacy (3 hours) AND**  
**EDUC 3890-11 20-hour Service Learning Component**

**EDUC 3801-01 Methods of Teaching Early Childhood Reading (3 hours) AND**  
**EDUC 3810-01 Practicum in Early Childhood Reading (0 hour) AND EDUC 3891-11 30-hour Service Learning Component**
EDLA 3160  
**Children’s and Adolescent Literature** (3 hours)

EDUC 3510  
EDUC 3510 Teaching Science and Social Studies in Early Childhood Classrooms (3 hours) (offered fall only)
AND EDUC 3892-11 Service-Learning Component-40 hours

EDUC 3911  
Teaching Mathematics in Early Childhood Classrooms (3 hours) (offered spring only)
AND EDUC 3890-11 Service-Learning Component- 40 hours

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

EDUC 6912 Student Residency (3)  and  EDUC 6913 Student Residency (3)  or
EDUC 6914 Practitioner Residency (3) and EDUC 6915 Practitioner Residency (3)

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

**Secondary Content (grades 6-12)**

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

<table>
<thead>
<tr>
<th>Content Field</th>
<th><strong>Suggested Certification Area</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Cellular &amp; Molecular Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>Classical Studies or Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>Economics, History,</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Political Science, Sociology</td>
<td></td>
</tr>
</tbody>
</table>

**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 one of these service learning options:
- EDLA 2890-11 20 hours of Service Learning in PK-12 Schools (1hour)  *For undergraduates*
• **EDUC 3250** *Focused Field Experience I* (1 hour) *For post-bacs*

• **PSYC 3200 Educational Psychology** (3 hours) (prerequisite of Intro to Psychology)

• **PSYC 3390 Adolescent Psychology** (3 hours) (prerequisite of Intro to Psychology)

• **EDUC 3410 The Craft of Teaching** (3 hours) AND
  - EDUC 3260-01  Focused Field Experience II 40 hours (1) *For PB’s PL2 eligibility OR*
  - EDUC 3260-02  Focused Field Experience II 20 hours (1) *For undergraduates*

• **EDUC 3802 Methods of Secondary Reading Instruction** (3 hours)
  AND EDUC 3820 Practicum (0 credits) with EDUC 3895-01 30-hour Service Learning Component

• **EDUC 5010 Methods I of Secondary Instruction** (3 hours) *offered fall only*
  - EDUC 5892 40-hour Service Learning Component for SEC Methods I 5010

• **EDUC 5090-5130 Methods II of Secondary Instruction** (3 hours) *offered spring only*
  (Students select one Methods II class from the following for their content area below, including the Service Learning Component)

  - **EDUC 5090** Social Studies Methods (3 hours)
    EDUC 5893 40-hour Service Learning Component
  - **EDUC 5100** Science Methods (3 hours)
    EDUC 5891 40-hour Service Learning Component
  - **EDUC 5110** English Methods (3 hours)
    EDUC 5892 40-hour Service Learning Component
  - **EDUC 5120** Mathematics Methods (3 hours)
    EDUC 5890 40-hour Service Learning Component
  - **EDUC 5130** Foreign Language Methods (3 hours)
    EDUC 5894 40-hour Service Learning Component

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

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

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

- **PRAXIS I**
- **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.

**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 for additional information (see Appendix F).

**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 3000), 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.

<table>
<thead>
<tr>
<th>Service Course</th>
<th>Activities</th>
<th>Clock-Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2890-11 Service Learning in Public Schools (20 hours) UG (1 hr) <strong>or</strong></td>
<td>Reading tutor Reflective journals</td>
<td>20 hours (required for all undergrads)</td>
</tr>
<tr>
<td>EDUC 3250 Service Learning in Public Schools (40 hours) PG (1)</td>
<td></td>
<td>40 hours (required for ALL TPCP post-graduates in EDLA 2000)</td>
</tr>
<tr>
<td>EDUC 3260-02 Classroom Management Field Experience (20 hours) UG <strong>or</strong></td>
<td>Work as classroom assistant/tutor Reflective journals</td>
<td>20 hours for UG</td>
</tr>
<tr>
<td>EDUC 3260-01 Classroom Management Field Experience (40 hours) PG (Co-req with EDUC 3410)</td>
<td></td>
<td>40 hours (*PL2 seekers)</td>
</tr>
<tr>
<td>EDUC 3890 (Co-requisite with EDUC 3000 Emergent Literacy)</td>
<td>Interactive Read Aloud Reflections</td>
<td>20 hours</td>
</tr>
<tr>
<td>EDUC 3810 ECE Reading Practicum</td>
<td>Learning Cycle-UBD lesson plan Reflection of lesson NIET/TAP Observation</td>
<td>30 hours</td>
</tr>
<tr>
<td>(co-req for EDUC 3801 ECE Reading Methods)</td>
<td>Reading tutoring Diagnostic assessments Participation in various professional development activities Reflective Journals</td>
<td></td>
</tr>
<tr>
<td>EDUC 3820 (1 hr.) (Reading practicum for SEC Reading Methods EDUC 3802)</td>
<td>Learning Cycle-UBD lesson plan Reflection of lesson NIET/TAP Observation</td>
<td>30 hours (Focus on middle school grades)</td>
</tr>
<tr>
<td></td>
<td>Reflective Journals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 3892-01 (Co-requisite for EDUC 3510 ECE Methods- Science and)</td>
<td>Ubd Unit Learning Cycle-UBD lesson plans Reflection of lesson</td>
<td>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in a ECE</td>
</tr>
<tr>
<td>Social Studies</td>
<td>NIET/TAP Observation</td>
<td>Reflective journals</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>EDUC 3890-11</td>
<td>Learning Cycle-</td>
<td>Reflection of lesson</td>
</tr>
<tr>
<td>(co-req for EDUC 3911 ECE Methods of Math)</td>
<td>UBD lesson plans</td>
<td>NIET/TAP Observation</td>
</tr>
<tr>
<td></td>
<td>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in a 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.)</td>
<td></td>
</tr>
<tr>
<td>Service Learning/Practicum (40 hours)</td>
<td>UbD Unit</td>
<td>Learning Cycle-</td>
</tr>
<tr>
<td>(for EDUC 5010 Secondary Methods I)</td>
<td>UBD lesson plans</td>
<td>Reflection of lesson</td>
</tr>
<tr>
<td></td>
<td>NIET/TAP Observation</td>
<td>Reflective journals</td>
</tr>
<tr>
<td></td>
<td>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in a 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.)</td>
<td></td>
</tr>
<tr>
<td>Service Learning/Practicum (40 hours)</td>
<td>UbD Unit</td>
<td>Learning Cycle-</td>
</tr>
<tr>
<td>EDUC 5090-5140 Secondary Methods II</td>
<td>UBD lesson plans</td>
<td>Reflection of lesson</td>
</tr>
<tr>
<td>5090- Social Studies</td>
<td>NIET/TAP Observation</td>
<td>Reflective journals</td>
</tr>
<tr>
<td>5100- Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5110- English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5120- Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5130- Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A total of forty (40) clock hours will be required with a MINIMUM of thirty-five (35) direct contact hours in a 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.)</td>
<td></td>
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</tr>
</tbody>
</table>
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.

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

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 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. 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.

**Residency Requirements**

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 the Program Continuance Review and the Residency Entrance Interview
- 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 6912 Student Residency (3) and EDUC 6913 Student Residency (3) or
EDUC 6914 Practitioner Residency (3) and EDUC 6915 Practitioner Residency (3)

For Secondary:
EDUC 6916 Student Residency (3) and EDUC 6917 Student Residency (3) or
EDUC 6918 Practitioner Residency (3) and EDUC 6919 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.

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.

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.

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**

“All students 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, of 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 regards 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.

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 document 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.

**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 50 percent from 2016-2017;
  • is in the top 40 percent of the distribution from 2018-2019; and
  • 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](http://www.caepnet.org), 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.


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, child care 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:

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 at [http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html](http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html).


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

**Common Core State Standards:** [www.corestandards.org](http://www.corestandards.org)

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**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:**

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).


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

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: http://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary

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 2012
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.


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. Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
Teachers: a. promote, support, and model creative and innovative thinking and inventiveness b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources c. promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
Teachers: a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers: a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. collaborate with students, peers, parents, and community members using digital tools and resources to
support student success and innovation c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
Teachers: a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources c. promote and model digital etiquette and responsible social interactions related to the use of technology and information d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
Teachers: a. participate in local and global learning communities to explore creative applications of technology to improve student learning b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

A Constructivist Approach to the NETS*T:

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](http://www.iste.org).*
APPENDIX F: Tulane University - Teacher Preparation and Certification Program

Program Admission Checklist

I. Full admission to the program is contingent upon submission of all application documents/items listed below.

A. The following should be completed and submitted to TPCP’s main office:

- Official baccalaureate transcript (showing cumulative GPA of 2.75 or above and education GPA of 3.0 or above) Submitted as soon as degree is awarded
- Letter verifying admission to TU School of Professional Advancement
- Completion of EDLA 2000 and EDUC 3410
- Completion of 80 classroom readiness hours in focused field experience 3250 and 3260 (for early PL2 eligibility for PG’s)
- Professionalism Scores of 3 or higher in courses (from university supervisor and/or cooperating teachers)
- Completion of Praxis I Core Academic Skills for Educators exam or have a Praxis I exemption in the form of an (ACT score of 22 or Master's degree or SAT combined verbal and math score of 1100 or higher (New SAT) or SAT 1030 or higher (pre-March 2016) may be used in lieu of Praxis 1
- Praxis II Content
- Verification of a background check (*please note that the Residency portion of the program may require a state level background check)
- Two letters of reference signed and on letterhead from a supervisor or colleague
- Submission of LiveText requirements by the end of Methods II

Residency Options: Please select one

*Student must complete all pre-clinical courses prior to Residency.

II. Eligibility for a Residency License requires that all admission requirements are complete.

- Students who are interested in a non-paid Student Residency must hold a Resident License. TPCP will submit student Resident applications to the LDOE.

III. Eligibility for Practitioner’s License (PL2) requires that all admission requirements are complete.

- After the Bachelor’s degree is awarded and the candidate has achieved full admission to the program, a letter and completion plan verifying this can be provided for the employing authority as necessary. Full admission to the program is required for eligibility for the Practitioner’s License for the internship clinical. It is the responsibility of the candidate to maintain program enrollment and complete the necessary program assessment requirements. See the TPCP Program Handbook for additional information.

According to LA certification guidelines (SED Bulletin #746), the PL 2 license is applied for by the employing authority (after verification from the teacher certification program).

IV. Waiver of Residency (if applicable) Student must complete TPCP 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 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)
APPENDIX G: FINAL CLINICAL WAIVER APPLICATION

Tulane University
Teacher Preparation and Certification Program
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. (BESE Bulletin 746 237.D.5.b)

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: __________________________________________________________________

A. Candidates complete the following program requirements:
* ____ Completion of Application for Waiver of Final Clinical
* ____ Meets GPA Requirements: BA/BS cumulative GPA of 3.0 or higher; Education GPA of 3.0 or higher
* ____ Meets Praxis Requirements: Passing content tests and passing the PLT (on the first attempt)
* ____ LiveText submissions completed by the last day of class of the semester enrolled in Methods (spring semester)

B. Candidates complete the following preclinical tasks and have them submitted to/verified on LiveText:
* ____ Completed Mid Point Continuance Interview
* ____ Admission Documents submitted
* ____ LiveText Profile Page completed

C. Candidates complete the following clinical tasks on LiveText:
* ____ Completed Evaluation of Program
D. Candidates submit required work samples to LiveText for Methods (spring semester) professor to evaluate
* _____ Completed Ubd unit (Methods spring semester)
* _____ Completed Showcase lesson plan (one of the two learning cycles in Methods/ spring semester)

E. _____ Received a passing score of 3 or higher on TPCP professionalism rubric from school supervisor/principal at his/her school. **The completed form should be emailed to the program director.

F. _____ Scored an overall 3 or higher with no major refinements on a program approved assessment completed by the Methods I and the Methods II professors.

G. Professional Skills Quality Requirements
* _____ Scored a 3 or higher on the Ubd Unit
* _____ Received satisfactory ratings on the Professionalism Rubrics from TPCP faculty and Mentor PK-12 Teacher

I. Experience Documentation
* _____ Submitted a letter of recommendation from his/her principal
* _____ Submitted a Verification of Employment form (available at www.teachlouisiana.net)

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.

Waiver of Final Clinical Application Reviewed by:
Name: ____________________________
Title: ____________________________
Date: ____________________________

Waiver of Final Clinical Application Approved by:
Name: ____________________________
Title: ____________________________
Date: ____________________________
APPENDIX H: 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:

    User name: [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.

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.

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.
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.

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**.