

BACKGROUND

Educator preparation programs in Louisiana are leading the nation in developing strong, practice-based programs for aspiring teachers. By July 2018, teacher preparation programs in Louisiana will include a yearlong classroom residency alongside an experienced mentor teacher. In October 2016, the Louisiana Board of Elementary and Secondary Education (BESE) [adopted updated regulations](#) for the preparation of aspiring teachers. These regulations provide for a yearlong classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum that will provide candidates with the knowledge and skills needed in order to be prepared for their first day of teaching.

The changes were informed by Louisiana's teacher preparation pilot program, [Believe and Prepare](#), and two years of public discussion and input through a 2014 survey of 6,000 educators and over fifty meetings and focus groups with hundreds of teacher preparation stakeholders. The updated regulations were developed in collaboration with the Louisiana Board of Regents and leaders of preparation programs. Teacher candidates admitted into programs in the 2018-2019 year will be the first full cohort to experience the required yearlong residency and new competency-based curricula.

PURPOSE

This guide outlines the transition timeline and supports available to preparation providers and their school system partners as they align preparation experiences and partnerships to meet BESE's teacher preparation program requirements.¹ This resource also provides the following essential information about the transition.

Overview of Updated Policies	Page 2
Location of Updated Policies	Page 3
Supports and Resources	Page 3-4
Timeline	Page 4-5
Program Approval and Alignment Review Overview	Page 5
Appendices: Funding Guidance	Page 6-11
UPDATED Appendices: Frequently Asked Questions	Page 12-16

As additional information and resources become available, this guide will be updated and posted on the [Educators page](#) of the Louisiana Believes website.

Questions about this Transition Guide or its contents? Email BelieveAndPrepare@LA.gov

¹ As identified in *Bulletin 746* and *Bulletin 996* approved by BESE in October 2016

OVERVIEW OF UPDATED POLICIES

<p>Teacher Preparation Competencies</p>	<p>Teacher preparation competencies identify essential knowledge and skills that teacher candidates must master in order to be eligible for initial certification.</p>
<p>Program Design</p>	<p>Preparation programs are competency-based, designed around candidates' mastery of essential knowledge and skills, versus discrete courses and isolated practice experiences.</p>
<p>Practice</p>	<p>Undergraduate and Post-Baccalaureate teacher preparation programs include, at minimum, a yearlong residency for all teacher candidates, to provide ample opportunity for competencies to be mastered.</p>
<p>Certification Decisions</p>	<p>A preparation provider, in consultation with the school leader or his/her designee and mentor teacher, recommends the candidate for professional level certification upon successful completion of a state-approved teacher preparation program.</p> <p>The recommendation is based on demonstrated teaching competency, which is documented throughout the yearlong residency.</p> <p>Documentation must include observations of teaching practice and measures of impact on student learning during the residency year.</p>
<p>Resident Teacher Certificate</p>	<p>Beginning July 1, 2018, a teacher candidate serving in a BESE-approved yearlong residency holds a Resident Teacher Certificate.</p> <p>The certificate is issued for one academic year and may be held for up to three years. The candidate must have successfully passed the required Praxis II Content Knowledge exam to be eligible for renewal of this certificate.</p>
<p>Teacher Preparation Quality Rating System</p>	<p>In June 2017, BESE approved a teacher preparation quality rating system that:</p> <ul style="list-style-type: none"> • Applies equally to all teacher preparation providers • Measures the quality of teacher preparation programs across three areas: the quality of the preparation experiences, the extent to which the programs meet Louisiana's workforce needs, and the impact teacher preparation graduates have on student learning • Will be studied, refined, and phased in over a period of five years, with the first ongoing program approval decisions made in 2023

LOCATION OF UPDATED POLICIES

<p>Teacher Preparation Competencies <i>Identify the essential knowledge and skills that aspiring teachers must demonstrate in order to be eligible for initial certification</i></p>	<p>Bulletin 746, Chapter 2</p>
<p>Undergraduate and Post-Baccalaureate Teacher Preparation Program Requirements <i>Establish competency-based program design and practice requirements including, at minimum, a yearlong residency for all teacher candidates</i></p>	<p>Bulletin 996, Chapter 7 Subchapter C</p>
<p>Resident Teacher Certificate <i>Establish a certificate for candidates completing a residency under a teacher of record</i></p>	<p>Bulletin 746, Chapter 3 Section 328</p>
<p>Teacher Preparation Quality Rating System <i>Establishes a teacher preparation quality rating system that will be used to make continued program approval decisions beginning in 2023</i></p>	<p>Bulletin 996, Chapter 4</p>

SUPPORTS and RESOURCES

COMMUNICATION TOOLS

[Believe and Prepare Newsletter](#): Sent monthly to Believe and Prepare community members

[Believe and Prepare Inbox](#): Email questions or requests for additional information.

FUNDING²

- [Funding Guidance](#)
 - Formula-based funding for undergraduate programs that includes program transition staff, mentor teacher stipends, and resident teacher stipends
 - High-cost needs pool funding for all providers³

SCHOOL SYSTEM SUPPORT

All providers and school systems are invited to participate in any of the available direct support opportunities. Details and registration information will be shared monthly in the [Believe and Prepare Newsletter](#).

- Regional support meetings and site visits to support providers in the completion of funding and alignment applications
 - August 2017
 - November 2017
 - February 2018
 - April 2018
- [Mentor teacher training](#) offered regionally to grow and develop the cadre of effective mentor teachers equipped to host yearlong residents
- Individualized support provided to preparation providers through the University-School Partnerships for the Renewal of Educator Preparation National Center (US PREP)

² Details about BESE-approved funding supports: [October 2016 Executive Recommendation](#), [Fiscal Impact Report](#), and [Methodology](#)

³ While all providers are eligible for high-cost needs pool funding, a minimum of \$400,000 over the three-year transition period will be dedicated to undergraduate providers.

TOOLS AND RESOURCES

- **Workforce Tools** that identify workforce trends and needs
 - [2016 Regional Workforce Reports](#)
 - [2017 Regional Workforce Reports](#)
- **Partnership Tools** that support development and management of partnership, including:
 - Sample MOU
 - Governance team communication protocol
 - Governance team meeting sample agenda
- ***NEW* List of approved non-public schools**
 - *A list of BESE-approved nonpublic schools can be accessed [here](#). Note that some schools may have received BESE approval and may not yet have been added to this list. If you believe the school is approved but it is not on this list, please ask them to provide you with a copy of their approval letter from BESE. Information regarding the nonpublic school approval process can be accessed in §107 of [Bulletin 741 - Nonpublic](#).*

TIMELINE

The timeline below provides a summary of the major support activities and program approval milestones planned through June 2018. As changes and additional information are added to the timeline, this guide will be updated.

Winter 2017	2016-2017 Formula Funding allocations approved (January)
	Providers submit High-Cost Needs Pool Application (application closed January 30)
	Believe and Prepare Residency Expansion RFA released (February)
	UPDATED Transition Guide and sample partnership tools released (February)
	Believe and Prepare community meeting (February 13)
Spring 2017	Updated Transition Guide and Program Alignment Application Materials released (April)
	2016-17 High-Cost Needs Funding approved (March)
Summer 2017	2016-2018 Residency Expansion Grant awards approved (June)
	BESE and Board of Regents received Transition Report (June)
	Believe and Prepare community meetings (June)
	2017-2018 High-Cost Needs Application released (August)
	2017-2018 Formula Funding approval for preparation providers (August)
Fall 2017	Updated Transition Guide released (September)
	Believe and Prepare regional support meetings (September)
	BESE considers 2017-2018 Formula Funding for mentor and resident stipends (October)
	BESE considers 2017-2018 High-Cost Needs allocations (October)
	Believe and Prepare regional support meetings (November)

	Program approval applications, including extension requests and alignment review applications, released (November)
Winter 2018	Deadline for submitting program approval extension requests (January 1)
	BESE considers extension requests and applications for alignment review (January)
	Believe and Prepare regional support meetings (February)
	Second opportunity for current teacher preparation providers to apply to BESE for alignment review and program approval (March)
Spring 2018	Believe and Prepare regional support meetings (April)
	Third opportunity for current teacher preparation providers to apply to BESE for alignment review and program approval (April)
Summer 2018	BESE and Board of Regents receive Transition Report (June)
	Fourth opportunity for current teacher preparation providers to apply to BESE for alignment review and program approval (June)

PROGRAM APPROVAL - ALIGNMENT REVIEW PROCESS

The preparation program review process provides a comprehensive, unbiased evaluation of all teacher preparation program applications according to clearly defined standards found in BESE policy: [initial teacher certification competencies](#) and [teacher preparation program requirements](#).

Processes and tools for initial approval and alignment approval have been considered by the Teacher Preparation Accountability Workgroup. Revised processes and tools that incorporate the workgroup’s feedback were shared publicly in spring of 2017.

Currently approved teacher preparation program providers must demonstrate alignment to new policies by July 1, 2018. Teacher preparation providers with extenuating circumstances may submit a request to BESE for an extension of this deadline. All extension requests must be received by January 1, 2018.

Providers have two options for demonstrating alignment to new policies.

Assurances	Teacher preparation providers that align their programs to the new program design and practice experiences outlined in Bulletin 996 , Chapter 7 Subchapter C, will submit a set of assurances to the LDOE. BESE will receive the assurances.
Innovative model	Teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum residency time requirements but meets a specific workforce need and includes high-quality clinical experiences. The LDOE will review these applications; BESE will consider the LDOE’s recommendation.

The program approval portal for demonstrating alignment or applying for an extension request is available [here](#).

Please refer to the [Program Application Approval Portal How-To-Guide](#) for more information.

APPENDIX A: FUNDING GUIDANCE

WHAT IS THE PURPOSE OF THE TEACHER PREPARATION TRANSITION FUNDING PROGRAM?

[Approved by BESE in October 2016](#), the Teacher Preparation Transition Support Program supports the design and implementation of competency-based teacher preparation programs that include at minimum a yearlong residency experience for aspiring teachers.

The program includes three years of **FORMULA-BASED FUNDING** and **HIGH-COST NEEDS FUNDING** associated with program transition.

Information about both types of funding is included below. Email BelieveAndPrepare@LA.gov with additional questions or for information not included here.

FORMULA-BASED FUNDING INFORMATION

Who is eligible to receive formula-based funds?

Universities with BESE-approved undergraduate teacher preparation programs receive funding for program staff and other costs associated with program transition. The awards are calculated based on a three-year average of program completers.⁴

School systems receive funding to pay stipends to undergraduate teacher candidates serving in yearlong residencies and their mentor teachers.

- \$2,000 stipend for undergraduate teacher residents
- \$1,000 stipend for mentor teachers hosting undergraduate residents

When were formula funds first awarded?

In November 2016, universities completed a Provider Support Needs Application and submitted the following information:

- School systems in which yearlong residents are placed for the 2016-2017 academic year
- Projections for residency placements in 2017-2018 and 2018-2019

In December 2016, the Department requested candidate and mentor information from each identified school system partner and calculated allocations based on the residency start and end date and mentor assignments.

In January 2017, [BESE approved the first allocations of formula funds](#) to 18 universities and 18 school systems across Louisiana.

When will formula funds next be awarded?

In August 2017, the Department requested [yearlong residency placement information](#) from universities and their partner school systems for the 2017-2018 academic year. Stipend allocations for 2017-2018 are calculated based on the residency start and end date and mentor assignments. In October 2017, BESE approved allocations for undergraduate resident and mentor stipends for 34 school systems. Please refer to the [2017-2018 Mentor and Resident Stipend Allocation FAQ](#) for further details regarding the allocation.

⁴ Details about BESE-approved funding supports: [Fiscal Impact Report](#), and [Methodology](#)

In August 2017, BESE approved [formula funds](#) to universities with BESE-approved undergraduate teacher preparation programs for program staff and other costs associated with program transition. The awards are calculated based on a three-year average of program completers.⁵

How will universities receive the funds?

Funds will be transferred via interagency transfer (IAT) to universities upon successful completion of an electronic grant application in the Department's [electronic Grants Management System](#) (eGMS).

Guidance for accessing and using eGMS was provided through a [webinar](#) in April 2017.

What specific transition costs can universities cover using formula-based funds?

Universities may use formula funds to pay salaries or stipends, fund professional development for faculty, purchase professional consulting services and/or supplies associated with program transition.

How should a school system determine which funding sources should be used when paying stipends?

Stipends are funded through four funding sources—Title I 1003a, IDEA, and 8(g)—based upon candidates' school placements, certification areas, and students served.

Detailed information about funding source distribution for 2017-2018 allocations will be sent to each school system point of contact.

Does the stipend amount include benefits?

To cover the cost of benefits, school systems should deduct the cost of benefits from the stipend amount.

HIGH-COST NEEDS FUNDING INFORMATION

Who receives high-cost needs funding?

All BESE-approved teacher preparation providers are eligible to apply for high-cost needs funding. Providers must demonstrate a unique, essential need that requires additional funding.

When were high-cost needs funds first awarded?

In January 2017, all preparation providers had the opportunity to submit a High-Cost Needs Pool Application. In February 2017, the Department notified applicants about funding awards. In March 2017, BESE approved allocations for high-cost needs funds for eligible projects.

When will high-cost needs funds next be awarded?

In August 2017, the Department released the 2017-2018 high-cost needs [application](#). That application was due August 25, 2017. In October 2017, BESE approved awards to sixteen preparation providers. See Appendix D for a list of recipients.

Can providers receive high-cost needs funds in the future if they did not apply for high-cost needs funds in January 2017?

Yes. Any BESE-approved preparation provider is eligible for high-cost needs funding throughout the transition period.

⁵ Details about BESE-approved funding supports: [Fiscal Impact Report](#), and [Methodology](#)

APPENDIX B: AUGUST 2017 FORMULA FUNDING ALLOCATIONS⁶

Recipient	8(g)	IDEA	Title II	TIF	Total Allocation
Grambling State University	\$17,500	\$15,000			\$32,500
Holy Cross College	\$17,500		\$15,000		\$32,500
Louisiana College	\$2,500	\$30,000			\$32,500
Louisiana State University - Alexandria	\$9,500			\$23,000	\$32,500
Louisiana State University - Baton Rouge	\$87,500	\$10,000			\$97,500
Louisiana State University - Shreveport	\$10,000		\$55,000		\$65,000
Louisiana Tech University	\$50,000	\$15,000			\$65,000
Loyola University	\$11,400		\$21,100		\$32,500
McNeese State University	\$13,000		\$52,000		\$65,000
Nicholls State University	\$12,000	\$30,000		\$23,000	\$65,000
Northwestern State University	\$27,000	\$15,000		\$23,000	\$65,000
Southeastern Louisiana University	\$40,500	\$35,000		\$22,000	\$97,500
Southern University - New Orleans	\$10,000		\$22,500		\$32,500
Southern University A and M College	\$22,600	\$9,900			\$32,500
University of Louisiana at Lafayette	\$54,500	\$20,000		\$23,000	\$97,500
University of Louisiana at Monroe	\$27,000	\$15,000		\$23,000	\$65,000
University of New Orleans	\$30,000	\$35,000			\$65,000
Xavier University of Louisiana	\$7,500	\$10,000	\$15,000		\$32,500
Total	\$450,000	\$239,900	\$180,600	\$137,000	\$1,007,500

⁶ Further details about the allocation are available [here](#).

APPENDIX C: OCTOBER 2017 FORMULA FUNDING ALLOCATIONS⁷

Recipient	8(g)	IDEA	Title I 1003(a)	Total Allocation
Acadia Parish Schools			\$16,000	\$16,000
Allen Parish Schools			\$3,000	\$3,000
Ascension Parish Schools		\$13,500	\$7,500	\$21,000
Assumption Parish Schools			\$6,000	\$6,000
Avoyelles Parish Schools			\$3,000	\$3,000
Bienville Parish Schools			\$18,000	\$18,000
Bossier Parish Schools	\$9,000	\$18,000	\$15,000	\$42,000
Caddo Parish Schools	\$3,000	\$9,000		\$12,000
City of Monroe School District		\$30,000	\$27,000	\$57,000
East Baton Rouge Parish Schools			\$3,000	\$3,000
Grant Parish Schools			\$6,000	\$6,000
Iberia Parish Schools			\$7,000	\$7,000
Jackson Parish Schools		\$12,000	\$9,000	\$21,000
Jefferson Parish Schools			\$12,000	\$12,000
Lafayette Parish Schools	\$72,250		\$62,750	\$135,000
Lincoln Parish Schools		\$28,500	\$22,500	\$51,000
Livingston Parish Schools	\$16,500	\$19,500		\$36,000
Morehouse Parish Schools		\$3,000	\$3,000	\$6,000
Natchitoches Parish Schools	\$31,500	\$25,500		\$57,000

⁷ Further details about the allocation are available [here](#).

Orleans Parish Schools		\$3,000		\$3,000
Ouachita Parish Schools	\$39,625	\$36,875		\$76,500
Rapides Parish Schools	\$18,000			\$18,000
Richland Parish Schools		\$4,500	\$4,500	\$9,000
St. Charles Parish Schools		\$7,750	\$7,250	\$15,000
St. Landry Parish Schools		\$17,250	\$20,250	\$37,500
St. Martin Parish Schools		\$3,500	\$3,500	\$7,000
St. Tammany Parish Schools	\$23,500	\$18,500		\$42,000
Tangipahoa Parish Schools	\$13,000	\$12,000		\$25,000
Vermillion Parish Schools	\$30,000			\$30,000
Vernon Parish Schools	\$8,000			\$8,000
Webster Parish Schools		\$3,000		\$3,000
West Baton Rouge Parish		\$21,000		\$21,000
West Carroll Parish Schools			\$3,000	\$3,000
Winn Parish Schools			\$6,000	\$6,000
Louisiana Tech University	\$10,500	\$7,500		\$18,000
Total	\$274,875	\$293,875	\$265,250	\$834,000

APPENDIX D: 2017-2018 HIGH-COST NEEDS ALLOCATIONS

Recipient	8(g)	IDEA	TIF	Total Allocation
Centenary College			\$20,000	\$20,000
Grambling State University			\$10,000	\$10,000
Louisiana Tech University			\$10,000	\$10,000
Loyola University	\$10,000	\$10,000		\$20,000
Louisiana Resource Center for Educators			\$10,000	\$10,000
Louisiana State University - Alexandria			\$10,000	\$10,000
Louisiana State University - Baton Rouge (College of Science)	\$10,000		\$10,000	\$20,000
Louisiana State University - Baton Rouge (College of Education)		\$10,000		\$10,000
Louisiana State University - Shreveport			\$10,000	\$10,000
Northwestern State University			\$10,000	\$10,000
Southeastern Louisiana University		\$10,000		\$10,000
St. Bernard Parish		\$10,000		\$10,000
Teach Ascension Academy		\$10,000		\$10,000
TNTP			\$10,000	\$10,000
Tulane		\$10,000		\$10,000
University of Louisiana at Monroe			\$10,000	\$10,000
Total	\$20,000	\$60,000	\$110,000	\$190,000

APPENDIX E: QUESTIONS JOINTLY ANSWERED BY BOR, BESE, & LDOE STAFF

The Board of Regents (BoR), Board of Elementary and Secondary Education (BESE), and Louisiana Department of Education (LDOE) staff meet regularly to determine answers to questions asked by teacher preparation programs that involve more than one agency. The following are questions and answers that have been prepared jointly by BoR, BESE, and LDOE staff.

PROGRAM GOVERNANCE

1. **May candidates who enrolled in a teacher preparation program prior to July 1, 2018 complete the program in which they originally enrolled?**

Teacher preparation candidates who were admitted to a university for a degree with a major in teacher education or formally admitted to a program of study in teacher education and remain continuously enrolled under a catalog description program/degree plan for a university or non-university provider prior to July 1, 2018 policy will be eligible to become certified to teach in Louisiana upon completing all program of study requirements and meeting all BESE certification requirements.

If a provider has a catalog or other document that indicates that they have the right to change the curriculum for a degree or program after admission, teacher candidates will be required to complete any changes to a curriculum identified by a university or non-university provider.

2. **How should universities respond to questions relative to curriculum catalogue changes given that BESE will first approve programs beginning in January 2018?**

The following language is an example of what universities could add to their 2018-2019 catalog in the event that what is listed in the catalog is not what is approved by BESE by July 1, 2018.

“The curriculum contained in this catalog is subject to changes based upon the Board of Elementary and Secondary Education’s review and approval of the university’s redesigned teacher preparation curriculum. Check with the Dean’s office to obtain a copy of the BESE-approved curriculum.”

PROGRAM APPROVAL

3. **Will LDOE timelines for approval of redesigned and new programs be aligned to SACSCOC timelines and expectations?**

It is not necessary for universities to notify SACSCOC if changes are made to courses for the teacher preparation redesigned programs based upon the new teacher preparation requirements in BESE Bulletin 746 and BESE Bulletin 996. However, all public universities will need to submit to the Board of Regents (BoR) lists of the course numbers, course titles, and credit hours required each semester for the redesigned programs. BoR staff will provide directions for this process. If total credit hours are changed, the BoR will approve the changes in credit hours as part of the BoR Consent Agenda.

If universities create new degrees (e.g., birth to kindergarten), they will just need to notify SACSCOC if they already offer programs for teacher education. This notification will occur after BESE and BoR approval. Campuses may begin implementing programs after BoR approval. As an example, the notification could say: "Please accept this notification that we are adding a Birth to Kindergarten teacher education degree program that has been approved by the Board of Elementary and Secondary Education on [date] and Board of Regents on [date] for implementation to begin in [semester and year]."

Thus, there are no timelines that must be met for SACSCOC that would impact LDOE timelines.

4. Can teacher preparation providers demonstrate alignment to new policies by signing assurances for programs that are not currently operational?

Teacher preparation providers must align their programs to new policy by July 1, 2018 or request an extension. Teacher preparation programs may forgo the alignment review and seek re-approval at a later time for programs that are not operational and that will not be aligned to new policy by July 1, 2018.

5. What is the process for BESE to consider requests for extensions and for innovative models?

- *Program providers must submit the requests to the Department for review. Department staff will review the applications using [rubrics](#) that are designed to gauge the extent to which providers' applications for extensions and for innovative models meet BESE policy. These rubrics were developed in consultation with BESE and BOR staff.*
- *Department staff will use these rubrics to make a recommendation -- approve, deny, or defer -- to BESE regarding these requests. The Department will share completed rubrics with teacher preparation programs in advance of BESE consideration. Providers have the option to withdraw their applications for innovative models and resubmit during the next application cycle.*
- *The Department will also share completed rubrics with BESE members to aid in their decision-making process.*
- *BESE alone has the authority to approve or to deny requests for extensions and requests for innovative models.*

RESIDENCY AND PRACTICE EXPERIENCE REQUIREMENTS

6. How is "instructional time" defined with respect to the yearlong residency?

*Per Bulletin 996, for certification in B-K, PK-3, 1-5, or integrated to merged, candidates must spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities. For certification in K-12, 4-8, 6-12, 4-8 integrated to merged, or 6-12 integrated to merged, candidates must spend a minimum of 60 percent of the residency school site's instructional time **each week** in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities.*

Extenuating circumstances, such as a student illness or school closures due to a weather event, may sometimes prevent a candidate from spending this amount of time every week. In these cases, the university

should follow their policy regarding time and attendance. By design, however, the residency should include weekly time at the percentages listed above. If, by design, the residency does not include consistent weekly time at the above percentages, the provider should submit an application for an innovative residency model.

The term “instructional time” for the purpose of the residency is based on the start and dismissal times for PK-12 students at the school in which the residency is occurring. For example, if the school start and dismissal time for students is 8:00 AM and 3:00 PM, the students would be at the school for 7 hours a day and 35 hours a week. 60 percent of 35 hours is 21 hours per week and 80 percent of 35 hours is 28 hours per week.

Per Bulletin 996, residencies shall include a combination of the following experiences:

- a. instructional goal-setting and planning, including individual education plan (IEP) and individual accommodations plan (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.

Some of these experiences may occur outside of school hours, such as a parent-teacher conference. That time may be included in the residency “instructional time” calculation even though the experience occurs outside of the school day. Please email believeandprepare@la.gov with specific questions about activities that may or may not be included in the residency.

7. May candidates serve as a substitute teacher outside of their residency school?

Yes. Per Bulletin 996, Section 328, G: “Holders of the resident teacher certificate may serve as a substitute teacher in their **residency school system** for up to ten days each semester. Such service shall not impede a teacher candidate’s residency performance or ability to successfully complete the preparation program.”

8. What activities may be included in the 80 hours of practice experience required for post-baccalaureate candidates prior to their residency?

Bulletin 996 requires post-baccalaureate candidates to engage in 80 hours of “actual practice experience in classrooms” prior to the residency. This experience must take place in person, in a classroom, with students. This practice could include:

- Leading small or large group lessons as a student teacher
- Practice teaching during summer school
- Serving as a substitute teacher for the first two to three weeks of school and then transitioning to a Practitioner’s License certificate
- Prior experience as a paraprofessional or a teacher, provided the experience directly aligns with the competencies

9. Can experience prior to enrollment in the teacher preparation program be used for the 80 hours of actual practice?

Yes; so long as the provider can demonstrate that the experiences “directly align with and sequentially develop the teacher preparation competencies identified in Bulletin 746”. If the 80 hours occurs prior to enrollment, providers should maintain documentation of what the experience was and how it developed teacher preparation competencies. This documentation may be used as part of on-site reviews or other reviews of program quality.

10. May a post-baccalaureate candidate use three years of prior teaching experience in their area of certification to waive the yearlong residency requirement?

In some cases, yes. Candidates who have experienced difficulty completing program requirements, through no fault of their own, may request for the Department to use three years of successful experience in an approved Louisiana school in lieu of the internship component of their program. This experience must be in their area of certification. The provider should submit this request, including documentation of the extenuating circumstances, along with the application for the Level 1 certificate.

11. Are candidates required to participate in the yearlong residency following their college graduation?

While candidates are not required to participate in the yearlong residency following their graduation, school systems and teacher preparation programs should collaborate to provide opportunities for candidates to complete residency experiences through the end of the academic calendar of the residency site. The end of the school year is an important time of year and it is valuable for candidates to see.

12. If a candidate completes one semester of the residency but then has a break in their program of one or more semesters, must the candidate restart the residency?

In most cases, yes. The yearlong residency is meant to be completed within two consecutive semesters under the tutelage of one primary mentor. Providers may request an exception for candidates with extenuating circumstances, such as for candidates with serious medical conditions, experience natural disasters, or other such circumstances. This information should be included in the request for the renewal of the Resident Teacher Certificate.

EXAM REQUIREMENTS

13. Will the language in BESE Bulletin 746 be changed to reflect the minimum needed scores per the new SAT assessment?

Yes, BESE approved updated language to Bulletin 746 in August.

Until the SAT score change to BESE Bulletin 746 is officially adopted, teacher preparation programs need to use a score of 1030 if provided a Pre-March 2017 SAT assessment score by a candidate or provided a new SAT assessment score by a candidate.

A concordance table can be found on the BoR web site at the following URL:

[http://www.regents.la.gov/assets/docs/ACT-SAT\(NEW\)-CONCORDANCE-2016-0525.pdf](http://www.regents.la.gov/assets/docs/ACT-SAT(NEW)-CONCORDANCE-2016-0525.pdf)

NOTE: An ACT composite score of 22 or a SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (Pre-March 2016 SAT) may be used in lieu of Praxis 1 PPST Exams or Core Academic Skills for Educators in reading, writing and math by prospective teachers in Louisiana.

14. Which PRAXIS exams must candidates pass in order to be eligible for a Resident Teacher certificate?

*Candidates must pass the required core academic skills exams for **initial issuance** of the resident teacher certificate. Candidates must also pass the required content knowledge exams in order to **renew** the resident teacher certificate.*

OTHER

15. Who is responsible for recommending candidates for certification upon program completion?

The teacher preparation provider recommends the candidate for certification upon successful completion of the program. The decision to recommend the candidate must be made collaboratively with personnel from the residency site, including the residency school site principal or designee, and mentor teacher.

16. How do the Mentor Teacher and Content Leader roles differ from the Teacher Leader add-on endorsement?

Content Leaders are local educators who have the knowledge, skills, and concrete resources to provide high-quality, content-rich, and curriculum specific professional development to new and current teachers in their school system. **Mentor Teachers** are local educators who have the knowledge and skills to effectively coach and support new and resident teachers in their school system. These roles do not require the teacher leader add-on endorsement. More information about both roles can be found [here](#).

As part of the educational leader certification structure, there is a more general, optional Teacher Leader add-on endorsement. This optional endorsement allows principals the opportunity to afford leadership experiences to teachers at the school level and recruit potential educational leader candidates for their school systems.