Per R.S. 17:7.1A.3, post-baccalaureate candidates with a GPA of less than 2.50 may be provisionally admitted into a teacher preparation program following a successful interview with the program's admissions officer.

This document provides guidance relative to conducting the required interview with the program's admissions officer.

BACKGROUND
As a result of 2019 legislation, R.S. 17:7.1A.3 allows post-baccalaureate teacher preparation providers to **provisionally admit candidates with a GPA of less than 2.50**. The law also allows candidates to be recommended for initial certification if they meet the below requirements:

- Successfully complete an interview with the admissions officer
- Achieve a grade point average of **3.00 or higher** in post-baccalaureate program courses by the end of the candidate's **first twelve credit hours** (for credit-bearing programs)
- Demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice, and satisfactorily completes all program requirements as set forth by the state board, including any requirements for clinical practice, at graduation

UPDATES TO CERTIFICATION APPLICATIONS
The Department is updating applications for Practitioner's License and Level 1 certificates to include an attestation form that teacher preparation providers must sign confirming that candidates admitted with a GPA less than 2.50 meet the requirements outlined in law and policy. Updated applications will be available in October.

INTERVIEW PROTOCOLS: INFORMATION REQUEST
The Department is creating a repository of interview protocols to share with teacher preparation providers across the state. Please submit your interview protocol here by **October 18**.

INTERVIEW PROTOCOL GUIDANCE
Strong interview protocols include:
- ✓ The opportunity to interview candidates either in person or via video conference
- ✓ Performance tasks, such as sample teaching, simulated conversations with parents or administrators, or responses to scenarios that teachers frequently encounter
- ✓ Interview questions that assess candidates' aptitude for teaching
- ✓ A rubric that specifies criteria for meeting expectations

Sample interview questions

The below interview questions designed to determine the candidate's interest in the profession as well as the candidate's aptitude for developing mastery of Louisiana's [general teaching competencies](#)*.*

Interest in the profession	● Why do you want to be a teacher? ● What skills or experiences have you had that will contribute to you becoming an effective teacher? ● What do you expect that being a teacher candidate will require in terms of time and commitment?
Competency B: *The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.*	● What subject area and grade level are you most interested in teaching?

Competency C: *The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student.*	● Tell us about a time when you gathered information from a variety of individuals to improve your effectiveness in your work.
	  ○ What were you trying to improve?
	  ○ What information did you gather to inform the improvements?
	  ○ How did you measure success?

Competency D: *The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.*	● Tell us about a time when you had to work with people who came from a different cultural background. What did you do to build effective relationships with them?
Competency H: *The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.*	● It is the end of your third month of teaching and according to your benchmark data your class has made little to no progress. What do you do?