



## Introduction

The Candidate Handbook for the Undergraduate Teacher Education Program is provided as a supplement to the UNO General Catalog and the UNO Student Handbook. It is designed to meet your needs as a bachelor's degree candidate in the College of Education and Human Development who wants to become certified to teach in an elementary or secondary school in Louisiana.

When you use this handbook together with the UNO General/Graduate Catalog, the appropriate Class Schedule Bulletin, and an advising plan for your academic major, the handbook will help you plan your program of study. The handbook outlines the major components of both degree and certification requirements and highlights some essential details that you need to give special attention.

## Overview of the Program of Study

The undergraduate teacher education program at UNO is aligned with the overall mission of the College of Education and Human Development:

*The Mission of the College of Education and Human Development is to Improve Teaching and Leadership, Advance Lifelong Learning and Promote Health and Wellness through Enhanced Community Partnerships.*

*The College of Education and Human Development accomplishes this mission through:*

- *Baccalaureate, Master's and Doctoral programs of study*
- *Interaction of theory and practice*
- *Inclusive practice among diverse populations*
- *Proactive efforts to optimize health and wellness across the lifespan*
- *Involvement at local, state, national and international levels*
- *Generation and dissemination of applied, basic and sponsored research*
- *Application of current and advanced technology*
- *Mutually beneficial partnerships to enhance communities and improve schools*

The teacher education program is designed in alignment with the Conceptual Framework of the college which establishes a goal of preparing reflective practitioners. The Conceptual Framework of the college includes several components to support a performance-based model of teacher preparation, including:

- A goal of preparing reflective practitioners
- An emphasis on theory-practice interaction
- A role-focused model of preparation
- An emphasis on four critical themes addressed by each program of study
- An emphasis on meeting the needs of metropolitan schools and diverse learners
- Programs designed to create an impact on local schools, communities, and individuals.

*For details of our Conceptual Framework: <http://coehd.uno.edu/CF.cfm>*

The program of study includes three key components: coursework, field experience/clinical practice, and candidate assessment. Each component of the program is described in the handbook.

## **Coursework**

The undergraduate program of study is built on the foundation of a solid, comprehensive general education in the liberal arts and sciences as it is essential for teachers to know the content they will teach. In addition to content knowledge, the teacher education program includes education coursework focused on teaching and learning processes of diverse learners.

Education coursework is divided into three components: 1) core coursework (designated as EDUC) focused on knowledge and skills related to the learner and the learning environment, 2) professional education coursework (designated as EDCI, EDHP, or EDHS) specific to the knowledge and skills aligned with the chosen certification area, and 3) special education coursework to assist candidates in meeting the needs of students with mild/moderate disabilities (designated as EDSP).

The program of study is organized into four Tiers, each of which includes specific courses, field experiences, and candidate assessments. Tier I is

designed to support you in making a decision to become a teacher. Tier II provides coursework to provide an initial level of knowledge and skill development and field experience that largely involves observation and individual student instruction. Tier III begins with admission to the Teacher Education Program and includes professional coursework. Field experience at this level involves individual, small group instruction, and co-teaching. In Tier IV, candidates assume responsibility for planning, implementing, and evaluating whole class instruction during the student teaching experience.

The undergraduate program in each certification area, except music education, includes sufficient coursework to achieve an add-on certificate in special education – mild/moderate disabilities in addition to the certification area associated with the program of study. Although all necessary coursework is included, additional assessments and clinical practice are required to earn the additional certification upon graduation from the program.

All advising for undergraduate teacher education candidates begins in the office of the College of Education and Human Development. A college advisor will provide you with information on the program of study, determine whether or not you are eligible to enter the program, and advise you through the first Tier of the program. Upon admission to Tier II, candidates are assigned an academic advisor representing the chosen certification area. For a list of academic advisors for each program of study go to <http://coehd.uno.edu/docs/common/AdvisorList.pdf>.

It is critical that you, the candidate, carefully consider the courses in which you enroll each semester. In many cases, courses have prerequisite requirements so you need to consider the sequence of coursework to ensure proper progression through the program of study. Also note that a recommended four year plan has been developed for each program of study. While you are not required to follow the plan, the college takes care to minimize schedule conflicts among the courses recommended for a given semester in the sequence. Candidates who do not follow the plan are responsible for determining schedule conflicts for the courses chosen for a given semester.

For more information on each undergraduate program of study, click on the program listed below:

## Undergraduate programs of study

- Early Childhood (PK-3)

<http://coehd.uno.edu/EDCI/EarlyEduc/ECEUnderGrad.cfm>

- Elementary (1-5)

<http://coehd.uno.edu/EDCI/Elementary/UGElemEd.cfm>

- Secondary English (6-12)

<http://coehd.uno.edu/EDCI/Secondary/UGenglish2.cfm>

- Secondary Math (6-12)

<http://coehd.uno.edu/EDCI/Secondary/UGmath.cfm>

- Secondary Science-Biology (6-12)

<http://coehd.uno.edu/EDCI/Secondary/UGbio2.cfm>

- Secondary Science-Chemistry (6-12)

<http://coehd.uno.edu/EDCI/Secondary/UGchemistry.cfm>

- Secondary Science-Earth Science (6-12)

<http://coehd.uno.edu/EDCI/Secondary/UGearthscience.cfm>

- Secondary Social Studies (6-12)

<http://coehd.uno.edu/EDCI/Secondary/UGsocialstudies.cfm>

- Music Education – Instrumental (K-12)

<http://coehd.uno.edu/EDCI/K12Mus/K12MusI.cfm>

- Music Education – Vocal (K-12)

<http://coehd.uno.edu/EDCI/K12Mus/K12MusV.cfm>

- \*Mild/Moderate Disabilities Certification (1-12)

<http://coehd.uno.edu/sehs/UnderGradSEHS/DualCertStmt.cfm>

*\*(not an undergraduate degree option)*

## Field Experience and Clinical Practice

The undergraduate program of study includes multiple opportunities for candidates to demonstrate the knowledge and skills associated with effective education in applied settings. Field experience includes all applied work in school and community settings associated with the courses taken prior to student teaching. Clinical practice refers to the full time teaching experience completed as a student teacher at the end of the program of study.

Information on field experience requirements of the program is provided below. Information regarding the student teaching experience is found at <http://coehd.uno.edu/StudHndBks/StdTch.cfm>.

The majority of courses offered in the College of Education and Human Development require field experience. These experiences are provided in two ways: as assignments embedded within a given course or as a dedicated field experience course taken in combination with a methods course. Most dedicated field experience courses are 1 credit hour and are taken concurrently with a 2 credit hour methods course. Typically, 2 contact hours are required to earn 1 credit hour of field experience in the dedicated field experience courses. Descriptions of all courses in the program of study may be found in the catalog (<http://registrar.uno.edu/catalog/index.cfm>).

Teacher Education Faculty will provide you with specific information on each field assignment. Many faculty use a format that provides the candidate with the following information:

- 1) a rationale for completing the field experience,
- 2) strategies to plan the experience
- 3) strategies to implement the experience
- 4) strategies to evaluate the experience
- 5) artifacts likely to result from the experience that can be added to your portfolio
- 6) resources and readings to support the field experience
- 7) the professional standards addressed by completing the field experience.

The undergraduate program requires a minimum of 180 field experience hours to be completed prior to entering student teaching (Tier IV). All field experience hours must be reported via LiveText (our electronic portfolio system (<http://coehd.uno.edu/live%5Ftext/>)). A form for reporting field

experience hours may be found after logging on to Live Text. At each transition performance review, the number of completed field experience hours and the diversity of the school sites and children associated with the field experience work will be assessed by program faculty. It is critical that candidates adhere to the requirements specified in the chosen program of study.

Although field experiences are required in the core, certification-specific, and special education coursework, some programs of study do not provide 180 hours of directed field work and other programs exceed this amount. In cases where additional field hours are needed, candidates must complete self-guided field experience to attain the necessary hours of field experience. The Office of Field Experience and Clinical Practice in the college maintains a list of available opportunities each semester for candidates to complete volunteer service learning activities to earn additional field experience hours. It is the candidate’s responsibility to monitor both the number of completed hours and location of field experience across the program of study to ensure that all requirements are met. The table below identifies the requirements regarding minimum number of field experience hours completed and diversity of field experience sites for each transition review period.

	Tier I	Tier II	Tier III	Tier IV
<i># of Field Hours</i>	Documented completion of EDUC 1000 & 1100 field work	Minimum of 60 field hours	Minimum of 180 cumulative field hours	Minimum 500 contact hours, including 200 direct teaching hrs in student teaching
<i>Diversity - School Type</i>	Documented completion of EDUC 1000 and 1100 assigned field work	60% of field experiences conducted in an urban or “high need” schools	85% of field experiences conducted in an urban or “high needs” school	100% of field experiences conducted in a public or charter school setting
<i>Diversity - Student/School Characteristics</i>	Documented completion of EDUC 1000 and 1100 assigned field work	60% of field experiences conducted in an urban or “high needs” schools	85% of field experiences conducted in an urban or “high needs” schools	Documentation stud.tch. field hours includes disadvantaged or underrepresented students
<i>Diversity - Subject/Age Group</i>	Documented completion of EDUC 1000 and 1100 assigned field work	33% of field experiences conducted in subject/age level settings appropriate for area of licensure	66% of field experiences conducted in subject/age level settings appropriate for area of licensure	100% of clinical practice conducted in subject/age level settings appropriate for area of licensure

NOTE: UNO uses the Title II definition of a “high needs” school.

During their field experiences, teacher candidates will be required to visit school sites. There are a number of issues described below that you should consider before and during these visits. Candidates are required to be aware of these issues.

### Professional Behavior

Candidates are expected to demonstrate professional behavior both in terms of appearance, attitude, and behavior while completing field experience assignments and activities. One component of performance assessment in the program of study focuses on professional dispositions of educators. Dispositions assessment is described in the Candidate Assessment section of the handbook.

### Safety Issues

1. Every candidate is responsible for becoming familiar with and following the safety guidelines of assigned schools.
2. If candidates are not familiar with the location of the school, they should arrive early to make sure that they find a safe parking spot.
3. Candidates must remember to secure their vehicles while performing field work. Neither the district nor the university will take responsibility for damage to your property or for items stolen from your vehicle. Anything of value must be left at home. Anything perceived to be of value must be left at home or stored in the vehicle in such a way that it is not visible to passersby.
4. If candidates encounter a situation in which they feel that they, or anyone, is in danger, they are to immediately seek assistance according to the guidelines of the district or the school.

## Responsibility Issues

1. Teacher candidates will often be required to utilize technology during their fieldwork. If teacher candidates borrow equipment that is the property of the University of New Orleans or other entity, they are personally responsible for its safe return. Any damage, even if it is caused by another, is the responsibility of the candidate.
2. Every field site has unique rules and regulations. Candidates are responsible for seeking out, learning, and understanding these regulations from the main administrator and/or principal.

## Liability Issues

Even though candidates are typically supervised during field work, there are occasions when close personal interaction occurs with PK-12 students. Candidates are required to act with the utmost professionalism; however, there are a number of liability issues that may surface. Teacher candidates are encouraged to purchase professional and/or personal insurance to protect them from these liability issues. These insurance policies are generally reasonably priced. For example, for a nominal annual fee, teacher candidates working with children with disabilities may be eligible to obtain a \$1 million policy through the Council for Exceptional Children (CEC) that covers: Injuries to students under supervision; improper placement of students; improper methods employed in instruction, counseling, research design, etc.; defamation; failure to educate; failure to promote students or grant credit; violation of student civil rights; and negative consequences in the implementation of the recommendations of research studies.

## **Candidate Assessment**

As an initial certification candidate in the Teacher Education Program, your knowledge, skills, and dispositions as a developing teacher will be assessed in multiple ways throughout your program of study. This section is designed to help you understand the Candidate Assessment System and provide you with the necessary information to participate in the various assessments.

## Design of the Assessment System

Our candidate assessment system is designed to help you become an effective teacher in three ways:

1. The system is designed to help you become a more reflective practitioner, and research tells us that more reflective teachers are better teachers.
2. The system is designed to help Teacher Education faculty evaluate your performance so that we can plan specific experiences you will need to become an effective teacher.
3. The system is designed to showcase your development as a teacher in order to help you move from one level of the Teacher Education Program to the next and ultimately to exit the program, graduate, receive certification, and obtain a job as a teacher.

Additionally, the system is designed to help Teacher Education faculty continuously improve our program in order to provide optimum experiences for candidates preparing to be teachers.

Three aspects of your readiness to teach will be assessed at different points during your teacher preparation program. These include:

- your *academic background*.
- your *performance* on field assignments including teaching and other professional tasks.
- your *dispositions* related to professional behavior and effective teaching.

Each of these components is explained in more detail below.

*Candidate academic background* includes your Grade Point Average (GPA) and PRAXIS scores.

*GPA requirements* will vary at different stages of your teacher preparation program. The GPA requirements for entering each Tier of the program are presented below:

<i>Admission into the College of Education and Human Development (Tier II)</i>	Minimum GPA of 2.2 and completion of a minimum of 30 hours of coursework
<i>Admission into the Teacher Education Program (Tier III)</i>	Minimum GPA of 2.5 and completion of a minimum of 45 hours of coursework and a grade of C or higher in all education coursework
<i>Admission to Student Teaching (Tier IV)</i>	Minimum GPA of 2.5 and completion of all courses in program of study except EDUC 4000 and a grade of C or higher in all education coursework
<i>Graduation and recommendation for Teacher Certification</i>	Minimum GPA of 2.5 and a grade of C or higher in student teaching and EDUC 4000

In most cases, Praxis requirements include passing three examinations: the Praxis I sub-tests in reading, writing, and math, the Praxis II content examination in your certification area(s), and the Principles of Learning and Teaching (PLT) examination for your certification area(s). The table below illustrates when each Praxis requirement must be completed. Candidates who have a minimum Composite score of 22 on the ACT or a minimum Combined verbal and math score of 1030 on the SAT are not required by Louisiana Department of Education policy to take the Praxis I examination. For more information on the Praxis, go to <http://www.ets.org/praxis/> .

<i>Prior to admission to Teacher Education (Tier III)</i>	Candidate must pass Praxis I
<i>Prior to admission to student teaching</i>	Candidate must attempt Praxis II
<i>Prior to completion of student teaching and award of degree</i>	Candidate must pass Praxis II content and PLT examinations

Note that candidates who wish to exit the program with an additional certification in special education – mild/moderate disabilities must complete additional Praxis examination requirements.

*Candidate performance* is assessed at four different points in the undergraduate Teacher Education Program at UNO. Each performance assessment serves as a transition point in the program of study and presents an opportunity for the faculty and the candidate to assess strengths and professional development needs of the candidate prior to moving into the next phase of the program of study. Candidates are provided a status sheet which is their summary of transition review requirements (<http://coehd.uno.edu/docs/UGStatusSht.pdf>). Following is a brief description of the performance assessment associated with each transition point:

### Tier I to Tier II

The only performance assessments required in this transition point are associated with EDUC 1000 and EDUC 1100. Each course includes specific requirements that result in an assessment of candidate performance. Satisfactory completion of each course (grade of C or higher), in addition to meeting the GPA requirement stated above, will allow promotion to Tier II.

### Tier II to Tier III

During the semester in which you are enrolled in **EDUC 2200**, you will complete a case-based assessment that will require you to read a description of a particular school district, school, and class and evaluate a lesson plan created for that class. This assessment will be taken on a specified date in a computer lab, and will require you to demonstrate a basic level of competence in addressing the four themes included in the UNO Conceptual Framework (i.e., assessment, communication, technology, and diversity) as well as knowledge of key instructional planning concepts. The assessment is also designed to support you in demonstrating basic computer skills (word processing, accessing the Internet, etc.). Preparation for this assessment is included in the content of the EDUC Tier II coursework.

In addition to the case-based assessment, each candidate begins building an electronic portfolio in Live Text during Tier II coursework. In the majority of courses in the Teacher Education Program, you will be required to engage in field activities and create artifacts that provide evidence of your abilities to meet national, state, and college standards for teacher performance.

The table below provides information related to the national standards for each program area offered by the college. The state teaching standards are known as the Louisiana Components of Effective Teaching and a copy of the standards is available at <http://coehd.uno.edu/lcet.pdf> . The college performance standards are described in the Conceptual Framework and include six critical roles in which effective teachers engage and the four themes embedded in the program of study.

Certification Area	Specialty Professional Area	Website location for standards
<i>Early Childhood (PK-3)</i>	National Association for the Education of Young Children (NAEYC)	<a href="http://www.naeyc.org/faculty/college.asp">http://www.naeyc.org/faculty/college.asp</a>
<i>Elementary (1-5)</i>	Association for Childhood Education International (ACEI)	<a href="http://www.ncate.org/ProgramStandards/ACEI/ACEIscoringGuide_07.doc">http://www.ncate.org/ProgramStandards/ACEI/ACEIscoringGuide_07.doc</a>
<i>Secondary English (6-12)</i>	National Council of Teachers of English (NCTE)	<a href="http://www.ncte.org/library/files/Programs/Teacher_Prep/RevisionApprovedStandards904">http://www.ncte.org/library/files/Programs/Teacher_Prep/RevisionApprovedStandards904</a>
<i>Secondary Math (6-12)</i>	National Council of Teachers of Mathematics (NCTM)	<a href="http://www.ncate.org/ProgramStandards/NCTM/NCTMSECONStandards.pdf">http://www.ncate.org/ProgramStandards/NCTM/NCTMSECONStandards.pdf</a>
<i>Secondary Science (6-12)</i>	National Science Teachers Association (NSTA)	<a href="http://www.ncate.org/ProgramStandards/NSTA/NSTASTandards.doc">http://www.ncate.org/ProgramStandards/NSTA/NSTASTandards.doc</a>
<i>Secondary Social Studies (6-12)</i>	National Council for the Social Studies (NCSS)	<a href="http://downloads.ncss.org/NCATE/NCSS_NCATE_STDS-04rev.pdf">http://downloads.ncss.org/NCATE/NCSS_NCATE_STDS-04rev.pdf</a>
<i>Music – Instrumental (K-12)</i>	National Association of Schools of Music (NASM)	<a href="http://nasm.arts-accredit.org/index.jsp?page=index">http://nasm.arts-accredit.org/index.jsp?page=index</a>
<i>Music – Vocal (K-12)</i>	National Association of Schools of Music (NASM)	<a href="http://nasm.arts-accredit.org/index.jsp?page=index">http://nasm.arts-accredit.org/index.jsp?page=index</a>
<i>Special Education – Mild/Moderate Disabilities (1-12)</i>	Council for Exceptional Children (CEC)	<a href="http://www.ncate.org/ProgramStandards/CEC/CECStandards.doc">http://www.ncate.org/ProgramStandards/CEC/CECStandards.doc</a>

The Live Text portfolio system allows candidates to code each artifact according to the standard(s) addressed. Thus, candidates maintain a working portfolio throughout the program of study.

### Tier III to Tier IV

The key vehicle used to satisfy the Tier III performance assessment requirements is the electronic portfolio. The Tier III performance assessment requirements are unique to each certification area program of study. It is important that candidates familiarize themselves with the assessment requirements of their particular program area as they begin professional level coursework in Tier III. The artifacts used to complete the performance assessment requirements at this stage of the program do not result from a single course. Rather, the assessment is based on the candidate's ability to reflect on a body of work completed in multiple courses and document how each standard is demonstrated. In the last semester of coursework (prior to student teaching), candidates enroll in EDUC 3001 which is designed to support the performance review for Tier III candidates. The performance review process varies by certification area and is supported by faculty associated with that area of study.

Throughout your teacher preparation program, you will engage in activities—in both your coursework and field experiences—that will allow you to create artifacts showing your development as a teacher. You will also learn how to write reflections that will help evaluators understand what you believe these artifacts represent about you as a teacher. Because our candidate assessment system is based upon reflective practice, the Teacher Education Program at the University of New Orleans provides you with a structure for reflecting specifically upon your professional practice related to six different roles associated with effective teaching which are listed below:

- designing and delivering instruction.
- managing time, tasks, and environments.
- advocating for children, services, and support.
- collaborating to support group practice.
- using inquiry to inform practice.
- improving classroom, school, and district practice.

These roles create a framework to support candidate reflection aligned with the UNO conceptual framework. As you engage in field activities, you will practice these roles in various combinations depending on the context of the teaching situation, the needs of the students with whom you are working, and your own developing understandings of teaching. You will create artifacts that demonstrate your actions during the field experiences, and you will code these artifacts based on the roles you practiced in each activity. Faculty members in the Teacher Education Program will guide you throughout your coursework and field experiences to create and select artifacts that represent increasingly complex thought and behavior and to engage in deeper levels of reflection about your own performances. For example, in the beginning of your program, you will probably create one artifact for performance review that will reflect engagement in one teaching role. As you progress through the program, you will develop an understanding of how single artifacts from field activities represent engagement in multiple teaching roles, and you will articulate this understanding through written reflection. You will put together sets of evidence and reflections which document your growing understanding of the roles of effective teachers at three distinct points during the program of study.

#### Tier IV to Graduation

During the student teaching experience, candidates will complete two key performance assessments.

#### Evidence Sets

Rubrics for thirteen evidence sets which identify teachers' knowledge and practice that lead to desired results for good teaching and learning were developed by Teacher Education faculty in alignment with state standards for teacher performance—the Louisiana Components of Effective Teaching—and standards from professional associations in education. These thirteen evidence sets of teacher proficiencies include:

- planning effective instruction.
- maintaining an environment conducive to learning.
- maximizing time available for learning.
- supporting learner behavior to provide productive learning opportunities.

- delivering effective instruction.
- presenting appropriate content.
- providing opportunities for student involvement in the learning process.
- demonstrating ability to assess and facilitate student academic growth.
- creating partnerships with parents/caregivers and colleagues.
- using inquiry and reflection to improve practice.
- engaging in advocacy efforts.
- planning for professional development.
- taking an active role in building-level decision making.

These proficiencies will be addressed individually and in combination in increasingly complex ways throughout your education coursework. You will demonstrate evidence of your understanding of these proficiencies in assignments associated with student teaching and EDUC 4000, and you will demonstrate evidence of your ability to apply these proficiencies in the student teaching experience. The entire document will be used by your cooperating teacher and your university supervisor to evaluate your performance during student teaching. More information on this assessment may be found in the Student Teaching Handbook which can be found at <http://coehd.uno.edu/docs/StudentTeachHndbk.pdf> .

### Teacher Work Sample

During student teaching, you will also create a teacher work sample—a collection of artifacts—that demonstrate your performance as a teacher and specifically, your impact on student learning. This work sample will be evaluated by a rubric based on standards for effective teaching and learning. Like the evidence sets, the rubric will be completed by both your cooperating teacher and your university supervisor to evaluate your performance during student teaching. Information on the Teacher Work Sample may also be found in the Student Teaching Handbook (see link above).

*Candidate dispositions* are also assessed throughout the Teacher Education Program. Dispositions are defined as attitudes, beliefs, and habits that are usually “assessed along with other performances in candidates’ work with students, families, and communities” (*NCATE Standards*, p. 22; also

available online at [http://www.ncate.org/standard/m\\_stds.htm](http://www.ncate.org/standard/m_stds.htm)). Rubrics that identify eight dispositions demonstrated by effective teachers to guide their actions inside and outside of the classroom were developed by Teacher Education faculty in alignment with state standards for teacher performance, standards from professional associations in education, and dispositions developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). These eight dispositions of effective teachers include:

Disposition 1: Values and respects individual differences

Disposition 2: Exhibits intrinsic motivation

Disposition 3: Engages in inquiry, reflection, and self-assessment

Disposition 4: Supports premise that all students can learn

Disposition 5: Practices and models ethical and professional behavior

Disposition 6: Commits to lifelong learning and professional development

Disposition 7: Communicates effectively

Disposition 8: Engages in collaborative practices with all stakeholders

Faculty in your teacher preparation program will help you to develop these dispositions throughout your coursework and field experiences, and will guide you in reflecting upon your own dispositions. While all Teacher Education faculty will informally assess your dispositions throughout the Teacher Education Program, they will specifically assess your dispositions, using a rubric, at three transition points in your teacher preparation program: at the end of Tier II coursework; at the end of all coursework prior to student teaching, and during the student teaching experience.

The procedures associated with the dispositions review are designed to ensure that multiple perspectives are involved in the review and that expectations for candidate demonstration of these dispositions become more complex over the course of the program of study. A review of the dispositions and rubrics document (Dispositions [Review 1](#), Dispositions [Review 2](#), Dispositions [Review 3](#)) illustrates that although the same eight dispositions are assessed throughout the program, the indicators for each disposition change with each review. Thus, candidates need to review the

tool carefully and ensure that their body of work, and participation in class and field experience demonstrate each disposition.

The dispositions review process involves five points of view. First, candidates should use the rubric to score their own dispositions. This process will assist you in identifying the strengths you bring to teaching and areas in need of development. During the first review to exit Tier II, the dispositions assessment will be completed by a faculty member who teaches the core (EDUC) coursework in the program of study. During the second review to exit Tier III, the dispositions assessment will be completed by a faculty member, usually your advisor, who teaches in the certification area of your program of study. During the final review, the dispositions assessment will be completed by both the cooperating teacher and college coordinator supporting your student teaching experience.

### Outcomes of each Transition Point Performance Assessment

At each transition point, candidates will receive notification of the results of the performance review. The review will result in one of three decisions:

1. *Recommendation for promotion to the next phase of the program of study without conditions.* In this case, the candidate has achieved a satisfactory score on all assessments and has completed all requirements associated with that Tier of the program of study.
2. *Recommendation for promotion to the next phase of the program of study with conditions.* In this case, the faculty will recommend that the candidate advance to the next Tier of the program; however, additional actions that need to be completed will be identified. Actions may include additional coursework, field work, or participation in supplemental programs or services. These requirements will be provided in a written Prescription Plan and a meeting will be held with the candidate to review the plan. Information on Prescription Plans is provided below.
3. *Recommendation to be retained in current phase of the program of study.* In this case, the performance score of the candidate does not warrant progression to the next Tier of the program. Candidates will be provided with a Prescription Plan that provides specific

information regarding the performance requirements that must be addressed prior to attempting the assessment again.

**NOTE: The College of Education and Human Development will allow candidates to attempt each performance assessment twice prior to recommending dismissal from the program of study. Any candidate who does not meet the minimum passing score on a given performance assessment after two attempts will automatically be referred to the Candidate Review and Retention Committee for consideration.**

To ensure fairness, accuracy, and consistency in the candidate assessment system, the Teacher Education Program at UNO has established provisions for prescriptive plans, referral reviews, and an appeals process.

*Prescriptive Plans:*

If, after completing the requirements of a particular tier or level of the teacher preparation program, your performance and/or dispositions review is unsatisfactory, faculty members have the option of developing a prescriptive plan for you which will focus on individualized coursework and additional performance reviews. Each plan includes a specific time period for these actions to be completed. Completion of the plan will be monitored by the College office and candidates must complete their prescription plan to continue in the program.

*Referral Reviews:*

If you are unsuccessful at passing through any of the transition gates/portals, an automatic review of all required components (academic, performance, dispositions) as well as the outcomes of the completed faculty review will result. Referral reviews are organized and supported by the Candidate Review and Retention Committee. This committee includes faculty from multiple departments and is supported by the college office.

*Appeals:*

If you are dissatisfied with the results of your review at any transition point, you may initiate an appeal. Candidates initiate an appeal in writing.

Information on the appeals process is available in the College of Education and Human Development office.

### Support for Performance Assessment

Faculty will support your performance assessment in a number of ways. In the very first education courses taken, your instructors will introduce you to the components of the candidate assessment system, including:

- Procedures for the academic, performance, and disposition reviews,
- The Louisiana Components of Effective Teaching,
- The UNO Conceptual Framework including the six roles related to teaching which form the heart of our teacher preparation program, and
- Strategies to support reflective practice

Throughout your education courses, faculty will introduce you to professional performance standards for specific certification areas and design class assignments and field experiences that help you understand the roles of a teacher, engage in these roles, and create artifacts which demonstrate your performance of each role. These experiences will become more complex as you progress through your program. Faculty members will also guide you in developing habits of reflection so that you will be able to write reflections that will demonstrate to evaluators your growing understanding of teaching. Finally, faculty members will provide you with instruction and experiences that will support you in the development of dispositions needed to be an effective teacher.

The college office will support you by maintaining records of your progress throughout the Teacher Education Program and by supporting your academic review at each transition point. Additionally, the college office will support you by providing training on the LiveText system which will help you manage evidence of your growth as a teacher (<http://coehd.uno.edu/TechTrain/>).

All teacher education candidates are required to purchase a subscription to LiveText for the duration of their program of study. The requirement for you to purchase a LiveText subscription enables you to:

- create a standards-based electronic portfolio,
- manage artifacts using web-based tools,
- facilitate communication with program faculty,
- prepare a professional growth plan.

You will receive training in using LiveText in your first education courses. This system will support you in organizing your artifacts so that you can retrieve subsets of artifacts based on particular roles and/or standards.

### Graduation and Certification

Successful completion of all program requirements results in two outcomes: award of the bachelor's degree and recommendation to the Louisiana Department of Education for certification in the field(s) pursued. Note that you must successfully pass both the content and Principles of Learning and Teaching (PLT) Praxis examinations to graduate and be recommended for certification.

Candidates who do not successfully pass the Praxis examination(s) prior to or during their student teaching experience will not graduate until this condition is met. Candidates who complete student teaching successfully but who have not passed either or both remaining Praxis examinations will be provided one academic semester following student teaching to meet this requirement. Following this time period, the candidate will not be eligible for a UNO degree in the College of Education and Human Development and will not be recommended to the Louisiana Department of Education for teacher certification.

### Follow-Up

After you have completed the Teacher Education Program at the University of New Orleans and obtained initial licensure, data will continue to be collected for program improvement purposes. You will be asked to complete two surveys to evaluate the effectiveness of your teacher preparation program: one developed by our program at UNO and one developed by the Louisiana Joint Commission on Education Quality. Please monitor your UNO email following graduation as that will be the means by which you are contacted.

Additionally, you will be able to use the portfolio created for your exit review during the job interview process and add to your portfolio to meet the New Teacher Assistance and Assessment Program (LaTAAP) requirements that will be required of you by the Louisiana Department of Education during your first two years of teaching (known as the induction period).