

LOUISIANA TEACHER PREPARATION COMPETENCIES

Office of Teaching and Learning

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OVERVIEW

The Louisiana competencies for initial teacher certification define what a teacher candidate must know and be able to do to be eligible for certification upon completion of a BESE-approved teacher preparation program.

The competencies were developed in collaboration with content experts, elementary and secondary educators, and postsecondary education leaders. Preparation providers and their school system partners co-construct preparation experiences that develop these competencies through quality practice experiences, including a yearlong residency.

SPRING 2016 FINAL COMPETENCIES SURVEY FEEDBACK

To solicit feedback on the teacher preparation competencies from current educators, teacher educators, and parents, the Department partnered with Louisiana State University's Public Policy Research Lab to develop and administer a feedback survey.

Respondent Composition	#	%
School and School System Leader	142	34.4%
Teacher	197	47.7%
Preparation Provider	65	15.7%
Teacher Candidate	7	1.7%
Parent	2	0.5%
	413	100.0%

For each of the following sets of competencies, respondents were asked if competencies identified essential knowledge and skills for teaching all students and could be measured through performance with students and through impact on student learning.

In response to questions related to...	Agree	Disagree
Professional Engagement Competencies	>88%	<2%
Competencies for Serving Students with Exceptionalities	>88%	<9%
Elementary English Language Arts Competencies (Content Knowledge, Reading and Writing Pedagogy)	>90%	<7%
Secondary English Language Arts Competencies (Content Knowledge, Reading and Writing Pedagogy)	>83%	<7%
Disciplinary Literacy Competencies for Non-English Language Arts	>85%	<5%
Elementary Mathematics Competencies (Content Knowledge and Pedagogy)	>92%	<6%
Secondary Mathematics Competencies (Content Knowledge and Pedagogy)	>86%	<11%
Special Education Competencies	>90%	<4%

Note: The above percentages identify the lowest end of the range of agreement or disagreement with the statements related to each set of competencies.

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General Competencies

Introduction

The following teacher preparation competencies apply to all content areas and grade levels for which a teacher candidate may be certified to teach. The competencies identify essential knowledge and skills that align with current expectations for practicing teachers, including but not limited to what a teacher candidate must know and be able to do in order to:

1. communicate and collaborate with students, colleagues, families, and community members to support students' learning and development; and
2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

General Competencies

- A. The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Louisiana Educator Rubric.
- 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.
- 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.
 1. The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.
 2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.
 3. The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.
- 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.
- E. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).
- F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.
- G. The teacher candidate develops and applies instructional supports and plans for an Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.
- 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.

Special Education Teacher Competencies

Introduction

The competencies identify the fundamental knowledge and skills that should be developed and assessed in teacher candidates who are pursuing certification that includes eligibility to teach special education in Louisiana.

Learning Environments

- A. The teacher candidate uses positive motivational and instructional interventions to teach students with exceptionalities how to adapt to different environments.
- B. The teacher candidate sets expectations for personal and social behavior of students with exceptionalities in various settings (e.g., classroom, library, cafeteria, gym, job site) and incorporates these expectations into effective instructional routines, lesson plans, IEP goals and objectives.
- C. The teacher candidate provides positive visual, physical, and/or motivational support to individual students for integration into various settings (e.g., classroom, library, cafeteria, gym, job site).
- D. The teacher candidate designs and adapts learning environments for diverse student populations that facilitate active participation in individual and group activities.
- E. The teacher candidate modifies the learning environment (e.g., physical arrangement, student grouping, instructional intensity, pacing, embedded assistive technology supports) to proactively manage student behaviors and unique learning needs.
 1. The teacher candidate uses a variety of non-aversive techniques to control targeted behavior and maintain attention of students with exceptionalities.
 2. The teacher candidate uses assessment data to select appropriate environmental accommodations and modifications to address deficits in student behaviors and learning needs.
- F. The teacher candidate intervenes safely and appropriately with students with exceptionalities in crisis.
- G. The teacher candidate designs and implements positive interventions to develop and strengthen on task/desirable behaviors.
- H. The teacher candidate plans and implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of student behavior and function.

Curriculum

- A. The teacher candidate makes the general curricula accessible to students with exceptionalities by implementing instruction that is inclusive of appropriate accommodations and modifications to the general curricula as outlined in an IEP.
- B. The teacher candidate develops and implements comprehensive, longitudinal individualized programs (i.e., IEPs) in collaboration with team members, the individual, and family.
 1. The teacher candidate addresses the needs of students with exceptionalities that extend beyond the general education curriculum within IEPs and through instruction across various educational settings and contexts.
- C. The teacher candidate uses augmentative and alternative communication systems and a variety of assistive technologies to support instructional assessment, planning, and delivery for students with exceptionalities.
 1. The teacher candidate selects, designs, and uses high- and low-technology, materials and resources required to educate individuals whose exceptionalities interfere with communication.

- D. The teacher candidate integrates affective, social, and life skills with academic curricula, creating the opportunity for students to practice these skills in the context of authentic daily routines.
 - 1. The teacher candidate designs, implements, and evaluates instructional programs that enhance social participation across environments
- E. The teacher candidate applies knowledge of career, vocational, and transition programs for students with exceptionalities to design and implement instructional programs that address independent living and career education for individuals.
 - 1. The teacher candidate uses a variety of community- and school-based resources and strategies to successfully transition students with exceptionalities into and out of school and post-school environments.

Assessment

- A. The teacher candidate monitors progress of students with exceptionalities towards attainment of IEP goals and objectives.
 - 1. The teacher candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for students with exceptionalities.
 - 2. The teacher candidate uses multiple types of assessment information in making instructional, eligibility, program, and placement decisions for students with exceptionalities, including those from culturally and linguistically diverse backgrounds.
 - 3. The teacher candidate uses appropriate technology to conduct assessments in keeping with assessment protocols and in alignment with student needs.
- B. The teacher candidate identifies and uses assessment data to identify the need for interventions and services for individuals who are in need of additional academic and/or non-academic support, including early identification of young individuals who may be at risk for exceptionalities.
 - 1. The teacher candidate uses data derived from functional assessments to develop intervention plans aligned to the specific needs of individual students.
- C. The teacher candidate selects, adapts, and modifies assessments or assessment strategies to accommodate abilities and needs of students with exceptionalities.
 - 1. The teacher candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of students with exceptionalities.
 - 2. The teacher candidate identifies reliable methods of response from students who lack typical communication and performance abilities, using supports as needed to accommodate individual student needs.

Instructional Planning

- A. The teacher candidate plans and implements age and ability-appropriate instruction for students with exceptionalities that supports progress in the general curricula.
 - 1. The teacher candidate incorporates goals and strategies from multiple IEPs in lesson plans.
 - 2. The teacher candidate uses and adapts instructional strategies according to characteristics and needs of students with exceptionalities.
 - 3. The teacher candidate selects and adapts instructional materials according to characteristics and needs of students with exceptionalities.
- B. The teacher candidate selects and uses a variety of assistive technologies within instructional routines to promote access to the general curriculum for students with exceptionalities.
- C. The teacher candidate modifies the pace of instruction and provides organizational cues to meet the instructional needs of students with exceptionalities.

English Language Arts and Literacy Teacher Competencies

Introduction

The English Language Arts and literacy teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten – third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, English Language Arts grades 4-8, English Language Arts grades 4-8 integrated to merged, English Language Arts 6-12, and English Language Arts grades 6-12 integrated to merge.

- Content knowledge competencies identify foundational knowledge of the English language and language development, reading, composition, and oral language skills.
- Content pedagogy competencies identify teaching knowledge and skills that are specific to English Language arts instruction that develop students' ability to:
 1. understand and use vocabulary and language, including early literacy (e.g., print awareness, phonological skill, word recognition, incidental reading foundational skills, etc.) to make sense of what texts say;
 2. understand the topics, themes, and ideas to determine text meaning;
 3. build understanding about texts using evidence through discussion; and
 4. demonstrate understanding of the language, craft, topics, themes, and ideas of complex grade-level texts through writing using evidence and appropriate grade-level conventions, spelling, and structure.

English Language Arts Content Knowledge Competencies

- A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.
 1. The teacher candidate reads a wide variety of complex texts appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non- print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film; and classic texts and contemporary texts, including children's literature, that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.
 2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains their development orally and in writing based on the interaction of an author's craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and rhetorical devices.
 3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherency, fluency, and quality of a text.
 4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.
 5. The teacher candidate makes connections among texts, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.
 6. The teacher candidate assesses the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the

reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.

7. The teacher candidate recognizes the influence of English language and literary history on English Language Arts content.
- B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.
1. The teacher candidate creates a range of formal and informal, process and on-demand oral, written, and visual compositions (e.g., analytic, argumentative, explanatory, narrative) about the language, craft, topics, themes, and/or ideas of complex texts, taking into consideration the interrelationships among form, audience, context, and purpose.
 2. The teacher candidate uses complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.
 3. The teacher candidate knows and appropriately uses the conventions of English language (i.e., grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.
 4. The teacher candidate recognizes and explains the historical context of modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.
 5. The teacher candidate explains the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.
 6. The teacher candidate explains the importance of language structure (e.g., syntactic awareness, discourse awareness) in developing reading and writing fluency.
- C. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development.
1. The teacher candidate explains the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language (i.e., phonological skill, morphology, orthography, semantics, syntax, and discourse); reading (i.e., print awareness, decoding, fluency, and comprehension); spelling and writing development (i.e., pre-literate, early emergent, emergent, transitional, and conventional).
 2. The teacher candidate defines, explains, produces, and classifies the basic phonetic structure and orthographic rules and patterns of the English language, including but not limited to phonemes, graphemes, diagraphs, blends, r-control vowels, hard and soft consonants, and explains how these relate to the progression of reading and writing development.
 3. The teacher candidate explains the principles of teaching word identification and spelling and gives examples illustrating each principle.
 4. The teacher candidate explains the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.
 5. The teacher candidate identifies, defines, and explains the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by academic standards.
 6. The teacher candidate explains and demonstrates through oral reading the print concepts young students must develop (e.g., text orientation, directionality, connection of print to meaning, return sweep, page sequencing, punctuation).

7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).
8. The teacher candidate demonstrates appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

English Language Arts Content Pedagogy Competencies

- A. The teacher candidate applies knowledge of the relationships among speaking and listening, language, reading, and writing to use writing and speaking and listening experiences in conjunction with language and reading instruction to enhance students' reading and writing development.
 1. The teacher candidate (applicable only for B-K, PK-3, 1-5) uses knowledge of the progression of phonological awareness skills to select or design and implement sequenced lessons and units that scaffold students' development of phonological awareness and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.
 2. The teacher candidate (applicable only for grades 1-5, 4-8, 6-12) uses knowledge of the progression of language, reading, and writing skills to select or design and implement lesson sequences that scaffold and enhance early adolescent and adolescent students' reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.
 3. The teacher candidate uses knowledge of the relationship between phonemes and graphemes to plan writing experiences in conjunction with phonological instruction to enhance students' reading and writing development.
 4. The teacher candidate selects and uses various strategies to develop students' reading fluency, including guiding student awareness of syntax and discourse.
 5. The teacher candidate selects or designs and implements lessons and unit sequences which provide opportunities for all students to read a wide range and volume of texts for various purposes (e.g., understanding, pleasure, and research) and make connections among texts based on their language, craft, topics, themes, and/or ideas.
 6. When appropriate based on age- or grade-level standards, the teacher candidate supports students in selecting texts and assessing the credibility and usability of texts for different purposes.
 7. The teacher candidate schedules and coordinates instructional time to make content connections with science, social studies, and the arts to ensure students build a wide vocabulary and knowledge of the world.
- B. The teacher candidate selects or designs and implements instruction that provides opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts, as determined by age- or grade-level standards.
 1. The teacher candidate selects a volume of appropriately complex texts about similar topics, themes, and/or ideas that present opportunities for instruction and assessment of age- or grade-level standards.
 2. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, or ideas to identify sections for rereading (e.g., through interactive read aloud, read along, pair or group reading, or independent reading) and create and sequence questions and tasks.

3. The teacher candidate anticipates students' misconceptions or challenges and identifies a variety of grade- level appropriate instructional strategies to scaffold instruction and provide all students with opportunities to read, understand, and express understanding through conversations and writing using grade-level appropriate language, conventions, spelling, and structure.
- C. The teacher candidate selects or designs and implements instruction that develops students' ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts (e.g., formal and informal, process and on-demand, different genres for a variety of purposes and audiences).
1. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, and ideas to select or design composition tasks that explain, analyze, challenge, or extend the language, craft, topics, themes, and ideas of the texts.
 2. The teacher candidate locates models of writing in complex texts (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and selects or designs and implements instruction that develops students' ability to use the models to advance language, structure, and style in their own writing.
 3. The teacher candidate facilitates classroom discussions based on the age- or grade-level standards for speaking and listening that allow students to refine their thinking about the language, craft, topics, themes, and/or ideas in complex texts in preparation for writing, when appropriate as indicated by academic standards.
 4. The teacher candidate develops, based on academic standards, students' ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, and/or ideas in complex texts using relevant evidence.
 5. The teacher candidate provides opportunities incorporating technology for students to plan, draft, revise, edit, and publish written, oral, visual, and digital texts, individually and collaboratively (e.g., through shared and small-group writing, peer editing) to communicate knowledge, ideas, understandings, insights, and experiences.
 6. The teacher candidate anticipates how students may use non-standard language orally and in writing and selects or designs and implements instruction based on age- or grade-level standards to develop students' ability to use language conventions (e.g., grammar, usage, and mechanics) accurately and strategically in their writing for different audiences and purposes.
 7. The teacher candidate selects or designs and implements tasks for all students as indicated by academic standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex texts and communication of findings orally and in writing.
- D. The teacher candidate applies knowledge of language, reading, and writing development to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' ability to read, understand, and demonstrate understanding of a range of grade- level complex texts to inform and adjust planning and instruction.
1. The teacher candidate selects or designs a range of ongoing assessments (e.g., formal and informal, formative and summative, oral and written) to measure students' ability to use their knowledge of language (e.g., print concepts, phonological awareness, phonics and word recognition) to accurately and fluently read, understand, and express understanding of a range of continuous texts.
 2. The teacher candidate applies knowledge of reading, writing, and language development to identify trends in students' reading foundational skills, writing, and language development

and identify students who are in need of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, grammar.

3. The teacher candidate assesses specific reading behaviors often associated with fluency problems (e.g., lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, inaccuracy); recognize atypical developmental patterns; and collaborate with colleagues and specialists to plan and implement appropriate instructional support(s) that address individual needs without replacing regular classroom instruction.
4. The teacher candidate assesses students' written expression skills (e.g., handwriting for elements of legibility, such as letter formation, size and proportion, spacing, and keyboarding for proper technique and style, such as adequate rate and accuracy, appropriate spacing, proficiency with word processing programs), identifies elements that need improvement, and designs instructional supports that support students' developing mastery.
5. The teacher candidate uses assessment trends to make adjustments to instructional plans (e.g., re-teaching, targeted mini-lessons, individualized or small-group remediation or extension) and identify differentiated instructional supports that provide all students with opportunities to read, understand, and express understanding of complex texts, as determined by age- or grade-level standards.
6. The teacher candidate uses assessment trends to form flexible groups of students and select or design and implement small-group instruction to improve students' ability to read independently a range of continuous texts and write in response using age- or grade-level appropriate conventions, spelling, language, and structure.

Disciplinary Literacy Competencies

Introduction

Disciplinary Literacy Competencies identify what a teacher candidate must know and be able to do to teach reading and literacy effectively in the context of certification areas other than English Language Arts (e.g., middle grades and secondary science or social studies). These competencies are applicable to teacher candidates who are pursuing certification for grades 4-8 or 6-12 in any content area other than English Language Arts.

- A. The teacher candidate applies knowledge of the theoretical and evidence-based foundations of reading and writing processes and specific disciplinary literacy expectations as described in academic standards to select or design and implement an integrated and comprehensive curriculum that develops students' understanding of content.
 - 1. The teacher candidate explains the research and theory of disciplinary literacy and demonstrates discipline-specific reading and writing skills.
 - 2. The teacher candidate explains how disciplinary literacy skills are necessary for learning content and expressing understanding of content through writing and speaking based on the academic standards for their certification content area.
 - 3. The teacher candidate selects or designs and implements discipline-specific curriculum and instructional materials which incorporate technology to support instructional goals and objectives for the disciplinary literacy demands of the certification content area and differentiates the materials for the range of literacy needs of adolescent readers.
 - 4. The teacher candidate selects, assesses the accuracy and credibility of, and uses a range and volume of print, digital, visual, and oral discipline-specific texts (e.g., primary and secondary sources in social studies or current research, informational journals, and experimental data and results in science) as instructional tools.
- B. The teacher candidate applies knowledge of disciplinary literacy to select and use appropriate and varied instructional approaches to build all students' ability to understand and express their understanding of discipline-specific content through reading, writing, speaking, and language.
 - 1. The teacher candidate provides opportunities for students to learn and use vocabulary and language specific to the certification content area, practice discipline-specific reading and writing strategies, and gain and express understanding of content by exploring key questions through grade-level print, digital, visual, and oral discipline-specific texts.
- C. The teacher candidate applies knowledge of disciplinary literacy to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' mastery of grade-level standards in order to inform and adjust planning and instruction.
 - 1. The teacher candidate assesses students' ability to understand and use discipline-specific vocabulary and language; gain knowledge and understanding of content through grade-level, discipline-specific texts; and express their knowledge and understanding through speaking and writing.
 - 2. The teacher candidate uses trends in assessment results to plan lessons, make adjustments to instruction, and provide remediation and enrichment opportunities for students.

Mathematics Teacher Competencies

Introduction

The mathematics teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten-third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, mathematics grades 4-8, mathematics grades 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged.

Content Knowledge Competencies

- A. Utilizing the academic standards for mathematics for the certification grade band and adjacent grade bands, the teacher candidate, at minimum, demonstrates the following competencies to plan for instruction, teach, assess, and monitor student learning:
1. provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language;
 2. builds foundational numeracy by providing precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms while blending concepts, procedures, strategies, problem-solving skills, and dispositions;
 3. exhibits an integrated, functional grasp of foundational numeracy, mathematical concepts, and procedures along the grade K-12 mathematical progressions so that all students are prepared for success in Algebra I and beyond;
 4. explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately;
 5. models the mathematical dispositions and habits of mind described in the practice standards and integrated within high-quality instructional materials, including precision of language, logical thought, reflection, explanation, and justification;
 6. recognizes vertical alignment in K-12 mathematical standards and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications;
 7. builds positive math dispositions while portraying mathematics as sensible, useful, and worthwhile; and
 8. teaches foundational mathematics skills, explicitly and systematically applying strategies to assess instructional effectiveness.

Content Pedagogy Competencies

- A. The teacher candidate builds and applies knowledge within grade coherence and vertical alignment of mathematical topics and relationships within and across mathematical domains to identify key mathematical ideas and implement mathematically sound lesson sequences and units of study within high-quality materials that develop student foundational numeracy, conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems to prepare students for success in Algebra I and beyond.
1. The teacher candidate appropriately implements effective mathematics instruction using high-quality instructional materials through planning appropriate scaffolding to provide opportunities for students to access and master grade-level standards.
 2. The teacher candidate anticipates student misconceptions or math difficulty which may arise during a lesson or unit of study, identifies key points in the lesson or unit to check for misconceptions, and identifies appropriate instructional strategies to respond to

misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools, and representations that make the mathematics of the lesson explicit.

3. The teacher candidate identifies and implements standards-based tasks within high-quality instructional materials using varied strategies, including but not limited to real-life applications, manipulatives, models, and diagrams/pictures that present opportunities for instruction and assessment.
 4. The teacher candidate customizes lessons and practice sets within high-quality instructional materials that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.
 5. The teacher candidate uses student data to identify appropriate student groupings, such as pairs or small groups, to develop student conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.
 6. The teacher candidate provides effective interventions for all students by using an accelerated learning approach, connecting unfinished learning to new learning within grade-level content, and utilizing high-quality materials to provide just-in-time support, especially for students with difficulty in mathematics.
- B. The teacher candidate applies understanding of student mathematical language development to provide regular opportunities during instruction for students to explain understanding both in writing and orally through classroom conversations.
1. The teacher candidate explains the connection between informal language to precise mathematical language to develop student ability to use precise mathematical language in explanations and discussions.
- C. The teacher candidate applies understanding of the intersection of mathematical content and mathematical practices to provide regular, repeated opportunities for students to exhibit the math practices while engaging with the mathematical content of the lesson, including but not limited to the following:
1. using appropriate prompting and questioning that allows students to refine mathematical thinking and build upon understanding of the mathematical content of the lesson;
 2. posing challenging problems that offer opportunities for productive struggle and for encouraging reasoning, problem-solving, and perseverance in solving problems through an initial difficulty;
 3. facilitating student conversations in which students are encouraged to discuss each other's thinking in order to clarify or improve mathematical understanding;
 4. providing opportunities for students to choose and use appropriate tools when solving a problem; and
 5. prompting students to explain and justify work and providing feedback that guides students to produce revised explanations and justifications.
- D. The teacher candidate applies knowledge of mathematical topics and relationships within and across mathematical domains to select or design and use a range of ongoing classroom assessments, including but not limited to diagnostic, formal and informal, formative and summative, oral and written, which determine student mastery of grade-level standards in order to inform and adjust planning and instruction.
1. The teacher candidate identifies student difficulties, errors, unfinished learning, and inconsistencies in student knowledge, skills, and mathematical reasoning to accelerate or scaffold student learning during lesson implementation, using, but not limited to, the following strategies:
 - a. oral and written explanations of the elements and structures of mathematics and the meaning of procedures, analogies, and real-life experiences;
 - b. manipulatives, models, and pictures or diagrams; and

- c. problem sets.
- 2. The teacher candidate uses student data to address difficulty with mathematics and uses trends in assessment results to plan, instructional strategies, learning acceleration, and enrichment opportunities for students within adopted high-quality instructional units of study.
- 3. The teacher candidate effectively uses student data to make instructional decisions. Student data includes but is not limited to classroom observation of discussion, oral reasoning, work samples, formative assessment, and summative assessment.
- 4. The teacher candidate regularly monitors student performance and student understanding.

Early Childhood Teacher Competencies

Introduction

The early childhood teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking early childhood ancillary certification and certification in birth to kindergarten.

- A. The teacher candidate designs instructional learning outcomes that are written in terms of what children will learn rather than do and include indicators from applicable Louisiana Birth to Five Early Learning Development Standards (ELDS) domains, and are appropriate for diverse learners (e.g., special education students, ESL students).
- B. The teacher candidate provides emotional and behavioral support to children as indicated by the following:
 - 1. creates a positive environment that supports emotional connections between children and adults and between children and their peers;
 - 2. exhibits an awareness and sensitivity to children’s emotional and learning needs;
 - 3. allows opportunities for exploration while providing comfort, reassurance and encouragement; and
 - 4. places emphasis on children’s perspectives, interests, motivations, and points of view.
- C. The teacher candidate manages classroom organization to support children’s development as indicated by the following:
 - 1. sets clear age-appropriate expectations for children’s behavior;
 - 2. supports positive behavior by using effective methods, including but not limited to highlighting positive behaviors and redirecting misbehaviors;
 - 3. promotes children’s ability to regulate their own behavior, including but not limited to using a proactive approach and planning to minimize disruptions;
 - 4. manages instructional and learning time and routines so children have maximum opportunities to be engaged in learning activities;
 - 5. maximizes children’s interest and engagement by being actively involved in the children’s learning process; and
 - 6. uses a variety of materials and modalities to gain children’s interest and participation in activities.
- D. The teacher candidate provides engaged instructional support for learning as indicated by the following:
 - 1. uses interactions and discussions to promote higher-order thinking skills and cognition;
 - 2. focuses on promoting children’s understanding rather than on rote instruction or memorization;
 - 3. provides feedback that expands children’s learning and understanding;
 - 4. scaffolds learning and provides supportive guidance so that children can to achieve competencies and skills independently;
 - 5. provides opportunities for conversations for the purpose of promoting opportunities for language use;
 - 6. utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways;
 - 7. models language use and forms through repeating and extending children’s responses and through self and parallel talk; and
 - 8. uses a variety of words and language forms that are new and unique to extend children’s understanding of these parts of language.

- E. The teacher candidate uses assessment to guide planning and understand children’s levels of growth and development as indicated by the following:
1. conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities;
 2. gathers and uses assessment data for the purpose of planning instruction, activities, and experiences that further promote children’s development and learning;
 3. reflects on child assessment data and connections to teacher action and make changes to continuously improve practice; and
 4. makes decisions based on the progress of children’s development with reliability.

Other Certification Area Competencies

Introduction

The knowledge and skills needed for teacher candidates who are pursuing certification in the following certification areas are defined in the following standards.

Other Special Education Areas

- A. Early Interventionist Birth – Five Years: Council for Exceptional Children (CEC) Initial Special Education Early Childhood Specialty Set
- B. Deaf and Hard of Hearing K-12: CEC Initial Special Education Deaf and Hard of Hearing Specialty Set
- C. Visual Impairments/Blind K-12: CEC Initial Special Education Blind and Visually Impaired Specialty Set
- D. Academically Gifted: National Association for Gifted Children (NAGC) Teacher Preparation Standards for Gifted
- E. Significant Disabilities 1-12: CEC Initial Special Education Individualized Independence Curriculum Specialty Set

Middle Grades 4-8 Education

- A. Science Education: National Science Teachers Association (NSTA) Standards for Science Teacher Preparation
- B. Social Studies Education: National Council for the Social Studies (NCSS) Standards for the Initial Preparation of Social Studies Teachers

Secondary Grades 6-12 Education

- A. Agriculture Education: American Association for Agriculture (AAAE) National Standards for Teacher Education in Agriculture
- B. Business and Marketing Education: National Business Education Association (NBEA) Business Teacher Education Standards
- C. Computer Science Education: International Society for Technology in Education (ISTE) Standards for Computer Science Educators
- D. Family and Consumer Sciences Education: American Association of Family and Consumer Sciences (AAFCS) Standards
- E. Foreign Languages Education: American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers
- F. Journalism Education: Association (JEA) Standards for Journalism Educators
- G. Science Education: National Science Teachers Association (NSTA) Standards for Science Teacher Preparation
- H. Social Studies Education: National Council for the Social Studies (NCSS) Standards for the Initial Preparation of Social Studies Teachers
- I. Technology Education: International Society for Technology in Education (ISTE) Standards and International Technology and Engineering Educators Association (ITEEA) Standards

All Levels K-12 Education

- A. Art Education: National Association of Schools of Art and Design (NASAD) Standards for Art Teacher Preparation
- B. Dance Education: National Association of Schools of Dance (NASD) Standards for Dance Teacher Preparation
- C. English as a Second Language Education: Teachers of English to Speakers of Other Languages (TESOL) Standards for Teacher Education Programs
- D. Foreign Languages Education: American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers
- E. Health and Physical Education: Society of Health and Physical Educators (SHAPE) America Initial Health Education Teacher Education Standards and Initial Physical Education Teacher Education Standards
- F. Music Education: National Association of Schools of Music (NASM) Standards for Music Teacher Preparation
- G. Theater Education: National Association of Schools of Theatre (NAST) Standards for Theater Teacher Preparation