

STATE OF LOUISIANA HIGHLY QUALIFIED TEACHER REQUIREMENTS

BACKGROUND INFORMATION

The requirement that teachers be highly qualified applies to any public elementary, middle, or secondary school teacher. The Louisiana Department of Education (LDE) is the state agency/entity responsible for prescribing qualifications and providing for the certification of teachers under authority of (R.S. 17:7.1).

The Louisiana Department of Education is collaborating with the Board of Elementary and Secondary Education and the Board of Regents on state activities under No Child Left Behind (NCLB) Act of 2001 related to “highly qualified teachers.”

Timeline

All teachers hired on or after the first day of the 2002-2003 school year to work in programs supported by Title I funds **and** who teach core academic subjects must be highly qualified. All teachers of core academic subjects must meet highly qualified status by the end of the 2005-2006 school year.

Statutory Requirements For Certification

To obtain initial Louisiana certification, one must hold at least a baccalaureate degree, have earned a minimum grade point average of a cumulative 2.50, and have demonstrated subject knowledge and teaching skills in the certification area by passing rigorous exams required in Louisiana.

Academic Major

In the State of Louisiana, for the purpose of NCLB, teachers who completed an academic content major are highly qualified in that content area.

Advanced Certification

For the purpose of NCLB, Advanced Certification is defined as having a Master’s degree or higher degree in the content area. Teachers qualifying as highly qualified under this option must meet all applicable State laws.

Advanced Credentialing

Advanced Credentialing has been defined as successful completion of a rigorous credentialing process that is based on a high objective uniform standard. The National Board of Professional Teaching Standards uses a process for certifying its candidates that meets this standard.

Applicability

The requirement that “all” teachers be highly qualified applies to “all public elementary and secondary school teachers” assigned to core academic subjects. *Special education teachers, including teachers who teach students identified as “academically gifted,” who are providing instruction in core academic subjects must meet the “highly qualified” requirements of the ESEA.*

Core Academic Subjects

Core academic subjects have been defined in the mandate as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. States may decide which arts courses will be considered as core academic subjects.

STANDARD TEACHING CERTIFICATES

The state of Louisiana currently issues different standard teaching certificates to persons who have completed a state-approved teacher education program (through a traditional or alternate approach) and who earned a degree from a regionally accredited institution of higher education or an approved private provider. The type and a brief description of each standard license follow.

Out of State Certificate—Issued to a teacher certified in another state who meets all requirements for a Louisiana certificate, except for the PRAXIS examinations. Teacher must demonstrate subject matter competency by taking and passing *the rigorous state academic subject test (PRAXIS) in each of the content areas in which he/she is seeking certification; or*, the teacher must provide evidence of at least four years of successful teaching experience in another state, complete one year of employment as a teacher in Louisiana public school systems, and secure the recommendation of the local superintendent of the employing school system for continued employment.

Level 1 Professional Certificate—After July 1, 2002, issued to teachers who complete a state approved teacher preparation program (traditional or alternative path), demonstrate subject matter competency by taking and passing *the rigorous state academic subject test (PRAXIS) in each of the content areas in which he/she is seeking certification*, and who are recommended by an accredited college/university to receive a Level 1 Professional Certificate; or

Teachers seeking alternate certification must complete an approved Practitioner Teacher or other alternate program, pass PRAXIS, and be recommended by the alternate program provider to receive a Level 1 Professional Certificate; or

Teacher must meet the requirements of an out-of-state certified teacher.

A teacher may hold a Level 1 certificate for three (3) years in his/her career, with the possibility of one three-year extension of the certificate under specified circumstances.

Level 2 Professional Certificate—Teachers with a Level 1 Professional Certificate must successfully complete the Louisiana Teacher Assistance and Assessment Program and teach for three years in an area of certification to receive a Level 2 Professional Certificate. Teachers must complete 150 continuing learning units (CLUs) of professional development over a five (5) year time period in order to renew a Level 2 Professional License.

Level 3 Professional Certificate—Teachers with a Level 1 or Level 2 Certificate are eligible for a Level 3 Certificate if they complete a Master’s Degree, teach for five years in an area of certification, and successfully complete the Louisiana Teacher Assistance and Assessment Program. Teachers must complete 150 continuing learning units (CLUs) of professional development over a five (5) year time period in order to renew a Level 3 Professional License.

Type C Certificate—Type C certificates were issued prior to July 1, 2002. Persons who received the Type C certificate prior to July 1, 2002, are able to continue in the track leading to permanent licensure. Teachers were issued this license after successful completion of an approved undergraduate or alternate teacher education program, passing the required licensing exams for the area of certification, and receiving the recommendation of an accredited college/university to receive a Type C Certificate.

Type B Certificate—Candidates currently holding Type B certificates will continue to hold these certificates, which are valid for life provided the holder does not allow any period of five or more consecutive years of disuse to accrue and/or the certificate is not revoked by the State Board of Elementary and Secondary Education, acting in accordance with law. To receive a Type B certificate, teachers holding a Type C certificate must successfully complete the Louisiana Teacher Assistance and Assessment Program and teach for three years in an area of certification.

Type A Certificate—Candidates currently holding Type A certificates will continue to hold these certificates, which are valid for life provided the holder does not allow any period of five or more consecutive years of disuse to accrue and/or the certificate is not revoked by the State Board of Elementary and Secondary Education, acting in accordance with law. To receive a Type A certificate, teachers holding a Type C or Type B certificate must earn a Master’s Degree, successfully complete the Louisiana Teacher Assistance and Assessment Program, and teach for five years in an area of certification.

PRACTITIONER LICENSE

The State of Louisiana issues four different practitioner teacher licenses to persons who are enrolled in a state-approved teacher education alternate program. Because these alternate routes to certification meet the requirements established in the federal mandate, teachers who meet criteria for enrollment in the alternate program are identified as “highly qualified.”

The type of Practitioner License corresponds to the alternate program type, as follows:

Practitioner License 1—Practitioner Teacher Program

Practitioner License 2—Non-Master’s/Certification Only Program

Practitioner License 3—Master’s Degree Certification Program

Practitioner License 4—Candidates not in a new alternate program who have at least a 2.50 grade point average, passed the Praxis Pre-Professional Skills Tests (PPSTs) and the Praxis content-specialty exam (or accumulated 31 semester hours of coursework in the specific content area of certification), but still lack full requirements for certification.

NONSTANDARD TEACHING CERTIFICATES

The state of Louisiana currently issues three non-standard, temporary certificates. Teachers holding a temporary certificate do not meet the NCLB definition of “highly qualified teacher” because they have not demonstrated subject matter competency under the No Child Left Behind legislation. The nonstandard certificate types and descriptions follow.

Temporary Authority to Teach—issued to an individual who graduates from a teacher preparation program but does not pass PRAXIS, or to an individual with a non-education degree who does not pass PRAXIS and is enrolled or **must enroll** in an alternate program leading to certification.

Out-of-Field Authorization to Teach—issued to an individual who holds a Louisiana teaching certificate but is teaching outside of the certified area.

Temporary Employment Permit—issued to an individual who meets all certification requirements with the exception of passing one NTE examination but scores within ten percent of the composite score required for passage, or who has not passed all required Praxis exams but has an aggregate score equal to or above the total required on all tests.

TECHNICAL ASSISTANCE AND SUPPORT

The Louisiana Department of Education will provide technical assistance and support to local education agencies to ensure that the State is faithful in the implementation of the NCLB mandate. Technical assistance and support will include, but will not be limited to, the following:

1. Providing each candidate on a temporary license with a “feedback sheet”: The Certification Specialists and Certification Counselors who receive the requests evaluate the transcripts (if available) and prepare feedback sheets. NOTE: The feedback sheets are prepared based on the information submitted to the State by the District representative.
2. Monitoring of certification folders: A monitoring plan is currently being developed.

3. Collaborating with the Board of Regents (BOR) and college/university personnel to discuss ways that college/university programs might assist the State by addressing the areas of need (e.g., if special education severe profound programs are needed in certain areas of the State, SDE staff will collaborate with university personnel and BOR to facilitate provision of such a program).
4. Prescribing the shortest route to certification: This activity is handled at the state level by the Certification Specialists and at the local level by the Certification Counselors.
5. Recruiting candidates to pursue teaching as a career, using a two-pronged approach: (a) a human resources component, through the regional certification counselors; and (b) a technological component through the Teach Louisiana website at www.teachlouisiana.net.

Highly Qualified Teacher in Louisiana NEW TO THE PROFESSION

Overall	Elementary	Middle School	Secondary
Holds a certificate to teach in Louisiana (at least a Type C or Level 1 certificate, an Out-of-State certificate, or a Practitioner License); <u>AND</u>	Holds elementary school education certificate, a special education certificate that includes elementary school grades, or a special foreign language certificate to teach a specific foreign language in grades K-8; <u>AND</u>	Holds middle school education certificate; middle school math, English/ language arts, science, or social studies; a special education area that includes middle school grades; a secondary academic content area; or special foreign language certificate to teach a specific foreign language in grades K-8; <u>AND</u>	Holds certificate <i>for every core academic subject the individual teaches</i> ; <u>AND</u>
Has the equivalent of an academic major; <u>OR</u>		Has the equivalent of an academic major in a content area appropriate to the middle school level, <i>for every core academic subject the individual teaches</i> ; <u>OR</u>	Has the equivalent of an academic major <i>for every core academic subject the individual teaches</i> ; <u>OR</u>
Has passed the Louisiana licensing content-specific Praxis exam; <u>OR</u>	Has passed the Louisiana content-specific elementary education licensing exam; <u>AND</u>	Has passed the Louisiana subject-specific licensing exam required for a middle school academic content area or for a secondary (grades 7-12) academic content area that is appropriate to the middle school level, <i>for every core academic subject the individual teaches</i> ; <u>OR</u>	Has passed the Louisiana subject-specific licensing exam <i>for every core academic subject the individual teaches</i> ; <u>OR</u>
Has earned a master's degree in the content area in which he or she teaches; <u>AND</u>		Has earned a master's degree in a pure content area (not in education) <i>for every core academic subject the individual teaches</i> ; <u>AND</u>	
Does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis.			

HIGHLY QUALIFIED TEACHER IN LOUISIANA

“Not New” Elementary Teacher	
1	Holds elementary school education certificate, a special education certificate that includes elementary school grades, or a special foreign language certificate to teach a specific foreign language in grades K-8; <u>AND</u>
2	Does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis; <u>AND</u>
3	Has passed the Louisiana content-specific elementary education licensing exam; <u>OR</u>
4	Holds a valid National Board for Professional Teaching Standards (NBPTS) certification in early childhood, middle childhood, or in a content area basic to the elementary school (e.g., Early Language Arts, Early Mathematics) and is teaching in the NBPTS area of certification; <u>OR</u>
5	Has at least 12 semester hours of credit in each of the four core disciplines (English/language arts, including reading and writing; math; science; and social studies); <u>OR</u>
<p>QUALIFIES UNDER</p> <p><u>H</u><u>i</u><u>g</u><u>h</u><u> Objective</u> <u>U</u><u>n</u><u>i</u><u>f</u><u>o</u><u>r</u> <u>S</u><u>t</u><u>a</u><u>n</u><u>d</u><u>a</u><u>r</u><u>d</u> <u>o</u><u>f</u> <u>E</u><u>v</u><u>a</u><u>l</u><u>u</u><u>a</u><u>t</u><u>i</u><u>o</u><u>n</u> (HOU SSE)</p> <p>for NOT NEW ELEMENTARY TEACHERS</p> <p>(By School Year 2005-2006)</p> <p>A “not new” teacher who does not meet the requirements of paragraphs number 3, 4, or 5 above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes ninety (90) Continuing Learning Units (CLUs) by the end of 2005-2006.</p> <p><i>*A Continuing Learning Unit (CLU) is a professional development activity that builds capacity for effective, research-based, content focused teaching and learning that positively impacts student achievement. The Louisiana Professional Development Guidance will be used to define the 90 continuing learning units.</i></p>	

HIGHLY QUALIFIED TEACHER IN LOUISIANA

“Not New” Middle School Teachers	“Not New” Secondary School Teachers
<p>1 Holds a valid teaching certificate appropriate for grades 6-8 (e.g., Elementary Education 1-8, Upper Elementary Education 5-8, Middle School Education); a special education area that includes middle school grades; a secondary academic content area; or special foreign language certificate to teach a specific foreign language in grades K-8; AND</p>	<p>Holds certificates for every core academic subject the individual teaches; AND</p>
<p>2 Does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis; AND</p>	<p>Does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis; AND</p>
<p>3</p> <p>a) Has passed Louisiana subject-specific licensing exam required for a middle school academic content area or for a secondary (grades 7-12) academic content area that is appropriate to the middle school level, <i>for every core academic subject the individual teaches</i>; OR</p> <p>b) Has the equivalent of an academic major in a content area appropriate to the middle school level, <i>for every core academic subject the individual teaches</i>; OR</p> <p>c) Has earned a master’s degree in a pure content area (not in education) <i>for every core academic subject the individual teaches</i>; OR</p> <p>d) Holds a valid National Board for Professional Teaching Standards (NBPTS) certification in a core content area and is teaching in the NBPTS area of certification; OR</p>	<p>a) Has passed the Louisiana subject-specific licensing exam required for a secondary (grades 7-12) academic content area, <i>for every core academic subject the individual teaches</i>; OR</p> <p>b) Has the equivalent of an academic major in a secondary content area, <i>for every core academic subject the individual teaches</i>; OR</p> <p>c) Has earned a master’s degree in a pure content area (not in education) <i>for every core academic subject the individual teaches</i>; OR</p> <p>d) Holds a valid National Board for Professional Teaching Standards (NBPTS) certification in a core content area and is teaching in the NBPTS area of certification; OR</p>

QUALIFIES UNDER

Highly Objective Unifor Standard of Evaluation (HOUSSE) for “Not New” Middle School and Secondary Teachers (By School Year 2005-2006)

A “not new” teacher who does not meet the requirements of the paragraphs 3(a), 3(b), 3(c), or 3(d) above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes ninety (90) Continuing Learning Units (CLUs) by the end of 2005-2006.

**A Continuing Learning Unit (CLU) is a professional development activity that builds capacity for effective, research-based, content focused teaching and learning that positively impacts student achievement. The Louisiana Professional Development Guidance will be used to define the 90 continuing learning units.*

**STATE OF LOUISIANA
HIGHLY QUALIFIED PARAPROFESSIONAL REQUIREMENTS AND
INSTITUTIONS OF HIGHER EDUCATION FOR PARAPROFESSIONAL EDUCATION**

The No Child Left Behind Act of 2001 was signed into law by President Bush on January 8, 2002. The Act was established to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Title I, as amended by the No Child Left Behind Act, has new requirements for paraprofessionals.

Definition of Paraprofessional

For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds.

This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media enter, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)].

Individuals who function as interpreters/transliterators and who are providing only communication assistance (not instructional support) and who possess one of the following Educational Interpreter certificates: Ancillary Provisional Certificate, Ancillary Grandfather Certificate, or Qualified Ancillary Certificate, are not considered paraprofessionals under Title I.

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Requirements for Title I Paraprofessionals

All Title I paraprofessionals hired on or before January 8, 2002, and working in a program supported with Title I funds must meet the following requirements by January 8, 2006. All Title I paraprofessionals hired after January 8, 2002, must meet the following requirements to be hired:

1. Possess a secondary school diploma or its recognized equivalent (e.g., Graduate Equivalency Examination—GED). (NOTE: This includes paraprofessionals who serve as translators or who conduct parental involvement activities.); **AND**

2. Pass a State approved assessment for paraprofessionals; **OR**
Obtain an Associate (or higher) Degree at a higher education institution; **OR**
Complete two years of full time study at an institution of higher education.

LOUISIANA'S PATHWAYS FOR PARAPROFESSIONALS TO MEET STATE REQUIREMENTS

The U.S. Department of Education specifies that paraprofessionals should be able to demonstrate knowledge of and the ability to assist in instruction in the areas of reading, writing, and math, or in "school readiness." Paraprofessionals are expected to have a working knowledge of these academic areas. Louisiana will offer all paraprofessionals three pathways to meet federal requirements.

Pathway 1: State Test

A paraprofessional who passes the ETS *Para-Pro Assessment* will meet state and federal requirements to be classified as a "highly qualified paraprofessional." A paraprofessional "not new to the profession" who passes the ACT Work Keys assessment and who has successful observations will meet the state and federal requirements to be classified as a "highly qualified paraprofessional."

Pathway 2: Two Years of Full Time Study (48 Semester Credit Hours)

State, district, and post-secondary education personnel collaborated in identifying course requirements for paraprofessionals (within a State approved institution of higher education) that will assist paraprofessionals when instructing students in the areas of reading, writing, math, and school readiness.

Pathway 3: Associate Degree

State, district, and post-secondary education personnel collaborated in identifying course requirements for paraprofessionals (within a State-approved institution of higher education) that will assist paraprofessionals when instructing students in the areas of reading, writing, math, and school readiness.

STATE APPROVED INSTITUTIONS OF HIGHER EDUCATION

State-approved higher education institutions may offer coursework to paraprofessionals. To be approved by the State, institutions must be accredited by a nationally recognized accrediting agency/association or granted pre-accreditation status. Newly developed public institutions that are formally seeking accreditation through the Southern Association for Colleges and Schools may obtain pre-accreditation status from the State. A list of approved institutions is available from the Department of Education upon request.

Highly Qualified Paraprofessional in Louisiana

NEW TO THE PROFESSION
Pathway 1: Has passed the Educational Testing Service Para-Pro Assessment; <u>OR</u>
Pathway 2: Has two years of full-time study (48 semester credit hours) from the recommended list of state-approved institutions of higher education or from a regionally accredited institution(s) of higher education. A total of 18 hours of general education course requirements include English Composition (3), English/Reading (6), and Mathematics (9). For the remaining 30 hours of coursework, acceptance of credit for a course shown on a transcript from an approved higher education institution is left to school district discretion in addressing the needs of the specific job; <u>OR</u>
Pathway 3: Has Associate of Arts or Associate of Applied Science degree from a state-approved or regionally accredited institution of higher education.
“NOT NEW” PARAPROFESSIONALS (By January 2006)
Pathway 1: Has passed the Educational Testing Service Para-Pro Assessment; <u>OR</u>
Pathway 2: Has two years of full-time study (48 semester credit hours) from the recommended list of state-approved institutions of higher education or from a regionally accredited institution(s) of higher education. A total of 18 hours of general education course requirements include English Composition (3), English/Reading (6), and Mathematics (9). For the remaining 30 hours of coursework, acceptance of credit for a course shown on a transcript from an approved higher education institution is left to school district discretion in addressing the needs of the specific job; <u>OR</u>
Pathway 3: Has Associate of Arts or Associate of Applied Science degree from a state-approved or regionally accredited institution of higher education; <u>OR</u>
Pathway 4: Has successfully completed the ACT, Inc., Work Keys skills assessments and on-the-job observation.

CURRICULUM PATHWAYS FOR PARAPROFESSIONALS

COURSE TYPES	RECOMMENDED COURSES				
	Pathway 1: Para-Pro Assessment	Pathway 2:** 48 credit hours	Pathway 3		
			Associate of Science Degree	Associate of Applied Science Degree (60+ credit hours)	Associate of Arts Degree (60+ credit hours)
*General Education Courses		English Composition (3) English/Reading (6) Mathematics (9)		English Composition (3), Humanities (3), Math - Algebra (3), Natural Sciences (3), Social/Behavioral Science (3)	English Composition (6), Humanities (Eng. Lit.) (6), Math-Algebra, etc. (12), Natural Sciences (15), Social/Behavioral Sciences (12), Fine Arts (3)
Teacher Preparation Courses				Child/Adolescent Develop. (3)	Select 3 of the following: Child/Adolescent Develop. (3); Educational Psychology (3); Multi-cultural/Exceptional Education (3); Educational Technology (3); Children's Literature (3)
Paraprofessional Courses		For remaining 30 hours of coursework, acceptance of credit for a course shown on a transcript from an approved institution of higher education is left to school district discretion in addressing the needs of the specific job. <u>Guidelines for prescriptive plan requiring additional coursework:</u> School districts should consider at least 3 hours of reading and at least 12 hours from list of available paraprofessional courses, as follows: Strategies for Teaching and Learning; Assessment of Learning; Classroom and Behavior Management; and Addressing the Needs of Exceptional Children. Discipline-specific electives may include as many as 12 hours of developmental (remedial) courses.		Introduction to Paraprofessional Education (3); Applied Literacy Development (3); Strategies for Teaching and Learning (3); Applied Assessment of Learning (3); Applied Classroom/Behavior Mgt. (3); Addressing the Needs of Exceptional Children (3); Application of Computer Technology (3); Family, School, & Community Relations (3); Health & Safety in Schools (3); Paraprofessional Practicum—Teaching, Learning, & Record Keeping (3)	

***General Education and Teacher Preparation courses must address the K-12 state content standards, Louisiana Components of Effective Teaching, NCATE standards, and PRAXIS expectations.**

****Pathway 2 was formally adopted by the State Board of Elementary and Secondary Education on June 19, 2003, as part of Louisiana's highly qualified paraprofessional definition, after being amended to reflect further collaboration by State Department and district personnel, as shown above.**

APPENDIX A

STATE APPROVED INSTITUTIONS OF HIGHER EDUCATION FOR PARAPROFESSIONALS

Accredited Four-year Public Institutions:

- Grambling State University (Grambling, Louisiana)
- Louisiana Tech University (Ruston, Louisiana)
- Louisiana State University and A&M College (Baton Rouge, LA)
- Louisiana State University at Shreveport (Shreveport, LA)
- McNeese State University (Lake Charles, LA)
- Nicholls State University (Thibodaux, LA)
- Northwestern State University (Natchitoches, LA)
- Southern University and A&M College (Baton Rouge, LA)
- Southern University at New Orleans (New Orleans, LA)
- Southeastern Louisiana University (Hammond, LA)
- University of Louisiana at Lafayette (Lafayette, LA)
- University of Louisiana at Monroe (Monroe, LA)
- University of New Orleans (New Orleans, LA)

Accredited Four-year Private Institutions:

- Centenary College (Shreveport, LA)
- Dillard University (New Orleans, LA)
- Louisiana College (Pineville, LA)
- Loyola University (New Orleans, LA)
- New Orleans Baptist Theological Seminary (New Orleans, LA)
- Our Lady of Holy Cross College (New Orleans, LA)
- Our Lady of the Lake College (Baton Rouge, LA)
- Saint Joseph Seminary College (Covington, LA)
- Tulane University (New Orleans, LA)
- Xavier University (New Orleans, LA)

Accredited Two-year Institutions and Institutions With Pre-Accreditation Status:

- Baton Rouge Community College (Baton Rouge, LA) (Approved by BoR for Pre-accreditation Status)
- Bossier Parish Community College (Bossier City, LA)
- Delgado Community College (New Orleans, LA)
- Louisiana Delta Community College (West Monroe, LA) (Approved by BoR for Pre-accreditation Status)
- Louisiana State University at Eunice (Eunice, LA)
- Louisiana State University at Alexandria (Alexandria, LA)
- Elaine P. Nunez Community College (Chalmette, LA)
- River Parishes Community College (Sorrento, LA) (Approved by BoR for Pre-accreditation Status)

- Southern University at Shreveport (Shreveport, LA)
- South Louisiana Community College (New Iberia, LA) (Approved by BoR for Pre-accreditation Status)

Accredited Louisiana Technical College:

- All Campuses

Accredited Proprietary Schools:

- American School of Business (Shreveport, LA)
- Art Instruction School (Minneapolis, MN)
- Ascension College (Gonzales, LA)
- Ayers Institute (Shreveport, LA)
- Baton Rouge College (Baton Rouge, Hammond, Harvey, Metairie, and Slidell, LA)
- Baton Rouge School of Computers (Baton Rouge, LA)
- Blue Cliff College (Kenner, Lafayette, & Shreveport, LA)
- Bryman College (New Orleans, LA)
- Camelot College (Baton Rouge, LA)
- Cameron College (New Orleans, LA)
- Career Technical College (Monroe, LA)
- Clinton Technical Institute/Motorcycle and Marine Mechanics (Orlando, FL)
- Crescent City School of Gaming and Bartending (New Orleans, LA)
- Delta College (Covington, LA)
- Delta College of Arts & Technology, Inc. (Baton Rouge, LA)
- Delta School of Business and Technology (Lake Charles, LA)
- Diesel Driving Academy, Inc. (Baton Rouge, New Orleans, & Shreveport, LA)
- Domestic Home Care Institute (Baton Rouge, LA)
- Eastern College of Health Vocations (Metairie, LA)
- Education America – Remington College (Baton Rouge, Lafayette, LA)
- Education America – Southeast College of Technology (Metairie, A)
- Franklin College (New Orleans, LA)
- Gretna Career College (Gretna, LA)
- Herzing College (New Orleans, LA)
- ITI Technical College (Baton Rouge, LA)
- Kaplan, Inc. (Baton Rouge, New Orleans, & Shreveport, LA)
- Medical Careers Academy, Inc. (Baton Rouge, LA)
- Medical Training College (Baton Rouge, LA)
- MedVance Institute (Baton Rouge, LA)
- Metropolitan Community College (Gretna, LA)
- Nashville Auto Diesel College (Nashville, TN)
- Universal Technical Institute (Houston, TX)

APPENDIX B

LISTING OF RECOMMENDED COURSES FOR PARAPROFESSIONALS

- A. Introduction to Paraprofessional Education (3)**
To address the roles and responsibilities of the paraprofessional as they relate to the teacher, school staff, parents, and community and address legal and ethical issues pertaining to the position.
- B. Applied Literacy Development (3)**
To address the roles of paraprofessionals in supporting phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing development.
- C. Strategies for Teaching and Learning (3)**
To have paraprofessionals use specific methods and strategies to support teaching and learning in various content areas (e.g., science, social studies, mathematics, etc.).
- D. Applied Assessment of Learning (3)**
To help paraprofessionals use assessment data to monitor learning styles and academic needs of individual students.
- E. Applied Classroom/Behavior Management (3)**
To help paraprofessionals use practical techniques to manage the behavior of the students.
- F. Addressing the Needs of Exceptional Children (3)**
To assist paraprofessionals in using specific techniques to address the individual needs of exceptional students.
- G. Application of Computer Technology (3)**
To use technology to help students learn.
- H. Family, School, & Community Relations (3)**
To help paraprofessionals work effectively with parents and other educators within the school and community.
- I. Health & Safety in Schools (3)**
To help paraprofessionals address situations involving general safety, first aid, health, and nutrition.
- J. Paraprofessional Practicum - Teaching, Learning, and Record Keeping (3)**
To supervise paraprofessionals as they engage in teaching, learning, and record keeping activities.