

GENERAL TEACHER CERTIFICATION COMPETENCIES

The general competencies which apply to all teacher candidates are the *Louisiana Components of Effective Teaching* as defined in [Bulletin 130](#) and the [Compass Teacher Rubric](#), and the knowledge and skills needed to teach the [current academic standards](#).

In addition, the following competencies apply to all teacher candidates:

PROFESSIONAL ENGAGEMENT COMPETENCIES

These competencies identify what a teacher candidate must know and be able to do to in order to communicate and collaborate with students, colleagues, families, and community members to support students' learning and development.

- I.A** 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.
 - I.A.1** The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.
 - I.A.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.
 - I.A.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.
- I.B** The teacher candidate identifies and explains the influence of teachers' and students' personal identity, worldview, prior experience (e.g., culture, family background, and socioeconomic status) on learning and the resulting implications for instruction and the learning environment.
 - I.B.1** The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development.
- I.C** 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 policies¹ governing student privacy, special education, and limited English proficient education).

¹ Specifically [Bulletin 1508](#), [Bulletin 1530](#), [Bulletin 1706](#), [Bulletin 1903](#)

COMPETENCIES FOR SERVING STUDENTS WITH EXCEPTIONALITIES

These competencies identify what a teacher candidate must know and be able to do to design and deliver effective instruction to students with exceptionalities and students in need of intervention in a regular education setting.

- I.D** 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.
- I.E** The teacher candidate develops and applies instructional supports and plans for an IEP or IAP to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.
- I.F** 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.

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