

Current Policy

Title 28 EDUCATION

Part CXXXI. Bulletin 746—Louisiana Standards for State Certification of School Personnel

Chapter 1. Introduction

§101. Purpose

A. Certification is a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in K-12 schools under the jurisdiction of the Louisiana Board of Elementary and Secondary Education (BESE). The certification process provides a systematic and nondiscriminatory procedure for the credentialing of teachers and other school personnel.

B. Certification policies and statutes are designed to identify and support high quality teachers in all Louisiana classrooms; promote higher standards in the teaching profession; and provide for growth and development of the teaching profession. The Louisiana Department of Education, Division of Teacher Certification and Higher Education, implements and maintains teacher certification procedures as mandated by legislation and BESE policy.

C. Certification policies are adopted and implemented in a manner, and with a timeline, that allows for smooth transition from old to new requirements. Any certification change made by the BESE shall include implementation dates to be specified at the time of recommendation to the BESE for action. In particular, changes in Praxis exam scores will allow for a 12-month period from the date of adoption by the BESE to the effective date.

D. When revised certification policy requirements necessitate a program change at the college level, a notice shall be given to those institutions of higher education that have teacher preparation programs so that catalogs can be revised and incoming freshman can be notified of the changes.

E. This bulletin will serve as a reference for current state policy relative to initial certification and to certification endorsement options for those who wish to become teachers, those who are practicing teachers, personnel from both school districts and institutions of higher education, and anyone else who may seek certification assistance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1782 (October 2006).

Chapter 2. Louisiana Educator Preparation Programs Subchapter A. Traditional Teacher Preparation Programs

§201. Overview

A. Louisiana Revised Statutes 17:7 provides for the duties, functions, and responsibilities of the board of Elementary and Secondary Education (BESE). Specifically, 17:7(6)(a)(i) states that BESE shall prescribe qualifications and provide for certification of teachers in accordance with applicable law, and that such qualifications and requirements shall ensure that certification shall be a reliable indicator of minimum current ability and proficiency of the teacher to educate at the grade level and in the subject(s) to which the teacher is assigned.

B. Louisiana teacher preparation programs are jointly reviewed by the Louisiana Board of Regents and by the BESE in a program approval process that culminates in formal adoption of each approved program. The BESE first approves certification structures that specify minimum semester hours, types of coursework, and other guidelines to be included in a teacher preparation program. Louisiana institutions of higher education and private program providers then propose programs designed to these specifications for official approval by the state through the program approval process. For a listing of state-approved teacher preparation programs by grade level and content area, see the Teach Louisiana website at teachlouisiana.net.

C. When a candidate has successfully completed a state-approved program and met state testing and grade point average certification requirements, the program provider recommends the candidate for certification.

NOTE: The Louisiana Department of Education will accept no final grade below a "C" in coursework within the approved undergraduate program, with the exception of the general education requirements. All coursework used for certification purposes must be for regular credit and not of a remedial or developmental nature.

D. There are two types of teacher preparation programs:

1. A *traditional teacher preparation program* is a Bachelor of Arts or Bachelor of Science degree program that includes general education courses, a certification focus area, professional education courses, field experiences, and student teaching in a school setting.

2. An *alternate teacher preparation program* is a pathway designed for candidates with a minimum of a baccalaureate degree earned at a regionally accredited institution. Applicants must demonstrate content mastery for admission to an alternate program, which combines professional knowledge with field experiences, including a student teaching experience or a one year supervised internship in a school setting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1783 (October 2006).

§203. Introduction

A. For the traditional teacher preparation program certification structures that BESE has adopted, the following notes apply.

1. Students must spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours shall be on an all-day basis.

2. In addition to the student teaching experience, the student should be provided actual teaching experience (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and

cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

3. Three of the flexible hours allowed in the program structure must be in the "humanities." This must occur to meet general education requirements for the board of regents.

4. If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

5. Minimum credit hours have been listed. Programs may use the flexible hours to add more content hours to the various elements of the program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1783 (October 2006).

§204. Minimum Requirements for Approved Regular Education Programs for Birth to Kindergarten

A. For certification as a teacher of birth to kindergarten children in the state of Louisiana, the focus is on birth to kindergarten education.

1. General Education—39 semester credit hours. Requirements provide the birth to kindergarten teacher with basic essential knowledge and skills.

English	12 semester hours
Mathematics	6 semester hours
Sciences	9 semester hours
Social studies	9 semester hours
Arts	3 semester hours

2. Focus Area—Birth to Kindergarten—30 semester credit hours. Requirements provide the prospective birth to kindergarten teacher with a strong foundation pertaining to the growth and development of young children. All courses are to be aligned to state and national standards for birth to kindergarten.

Birth to kindergarten content knowledge and instruction identified by the State as being required for an Early Childhood/Ancillary Certificate	9 semester credit hours
Infant/Toddler and Preschool/Kindergarten Development	6 semester credit hours
Infant/Toddler and Preschool/Kindergarten Methodology	6 semester credit hours
Language and Literacy Development	3 semester credit hours
Family Systems and Practicum	6 semester credit hours

3. Knowledge of the Learner and Learning Environment—9 semester credit hours. Requirements provide the prospective birth to kindergarten teacher with a fundamental understanding of the birth to kindergarten learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child, as follows:

- a. educational psychology;
- b. assessment of young children;
- c. behavior management;
- d. diverse/multicultural education.

4. Methodology and Teaching—15 semester hours. Requirements provide the prospective birth to kindergarten teacher with fundamental pedagogical skills.

Teaching methodology	6 semester hours
Advanced Language Development and Literacy	6 semester hours
Professional Teaching Residency and Seminar I and Professional Teaching Residency and Seminar II	24 semester hours
Flexible hours for the university's use	6 semester hours
Total required hours in the program	120 semester hours

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:17:6(A)(10), (11), and (15), R.S. 17:7(6), and R.S. 17:407.81.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:916 (May 2015).

§205. Minimum Requirements for Approved Regular Education Programs for Grades PK-3: Adopted May 24, 2001; Effective July 1, 2002

A. For certification as a teacher in grades pre-kindergarten through third (PK-3) in the state of Louisiana, the focus is on the areas of Early Childhood, Reading/Language Arts, and Mathematics.

1. General Education—39 semester hours. Requirements provide the prospective PK-3 teacher with basic essential knowledge and skills.

English	12 semester hours
Mathematics	9 semester hours
Sciences	9 semester hours
Social studies	6 semester hours
Arts	3 semester hours

2. Focus on Early Childhood, Reading/Language Arts, and Mathematics—33 semester hours. Requirements provide a greater depth of knowledge in early childhood education.

Nursery school and kindergarten coursework	12 semester hours
Reading/language arts (Additional Content and Teaching Methodology)	12 semester hours
Mathematics	9 semester hours
Knowledge of the Learner and the Learning Environment, with the Emphasis on Early Childhood	15 semester hours

a. Requirements provide the prospective PK-3 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child, as follows:

- i. child/adolescent development/psychology;
- ii. educational psychology;
- iii. the learner with special needs;
- iv. classroom organization and management;
- v. multicultural education.

3. Methodology and Teaching—15 semester hours: Requirements provide the prospective PK-3 teacher with fundamental pedagogical skills.

Teaching methodology	6 semester hours
Student teaching	9 semester hours
Flexible hours for the university's use	18 semester hours
Total required hours in the program	120 semester hours

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1783 (October 2006), amended LR 36:2844 (December 2010).

§207. Minimum Requirements for Approved Regular Education Programs for Grades 1-5: Adopted May 24, 2001; Effective July 1, 2002

A. For certification as a teacher in elementary grades 1-5 in the state of Louisiana, the focus is on the areas of Reading/Language Arts and Mathematics.

1. General Education—54 semester hours. Requirements provide the prospective elementary grades 1-5 teacher with basic essential knowledge and skills.

English	12 semester hours
Mathematics	12 semester hours
Sciences	15 semester hours
Social studies	12 semester hours
Arts	3 semester hours

2. Focus on Reading/Language Arts and Mathematics—21 semester hours. Requirements provide the prospective elementary grades 1-5 teacher with fundamental pedagogical skills.

Reading/language arts (additional content and teaching methodology)	12 semester hours
Mathematics (additional content and teaching methodology)	9 semester hours
Knowledge of the Learner and the Learning Environment, with the Emphasis on the Elementary School Student	15 semester hours

a. Requirements provide the prospective elementary grades 1-5 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child, as follows:

- i. child/adolescent development or psychology;
- ii. educational psychology;
- iii. the learner with special needs;
- iv. classroom organization and management;
- v. multicultural education.

3. Methodology and Teaching: 15 semester hours. Requirements provide the prospective elementary grade 1-5 teacher with fundamental pedagogical skills.

Teaching methodology	6 semester hours
Student teaching	9 semester hours
Flexible hours for the university's use	15 semester hours
Total required hours in the program	120 semester hours

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1784 (October 2006), amended LR 36:2845 (December 2010).

§209. Minimum Requirements for Approved Regular Education Programs for Grades 4-8: Adopted May 24, 2001; Effective July 1, 2002

A. For certification as a teacher in middle grades 4-8 in the state of Louisiana, the focus is on two in-depth teaching areas.

1. General Education—54 semester hours. Requirements provide prospective middle grades 4-8 teachers with basic essential knowledge and skills.

English	12 semester hours
Mathematics	12 semester hours
Sciences	15 semester hours
Social Studies	12 semester hours
Arts	3 semester hours

2. Focus Area #1-19 hours total combined general education and focus area coursework.

English	7 or more hours
Mathematics	7 or more hours
Social Studies	7 or more hours
Science	4 or more hours

3. Focus Area #2—19 hours total combined general education and focus area coursework.

English	7 or more hours
Mathematics	7 or more hours
Social Studies	7 or more hours
Science	4 or more hours

4. Knowledge of the Learner and the Learning Environment, with the Emphasis on the Middle School Student—15 semester hours.

a. Requirements provide the prospective middle grades 4-8 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child:

- i. child/adolescent development/psychology;
- ii. educational psychology;
- iii. the learner with special needs;
- iv. classroom organization and management;
- v. multicultural education.

5. Methodology and Teaching—24 semester hours. Requirements provide the prospective middle grades 4-8 teacher with fundamental pedagogical skills.

Teaching methodology	9 semester hours
Reading	6 semester hours
Student teaching	9 semester hours
Flexible hours for the university's use	13-16 semester hours
Total required hours in the program	120 semester hours

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1784 (October 2006), amended LR 36:2845 (December 2010).

§211. Minimum Requirements for Approved Regular Education Programs for Grades 6-12: Adopted May 24, 2001; Effective July 1, 2002

A. For certification as a secondary teacher in grades 6-12 in the state of Louisiana, the focus is on content in the teaching area.

1. General Education—30 semester hours. Requirements provide prospective secondary grades 6-12 teachers with basic essential knowledge and skills.

English	6 semester hours
Mathematics	6 semester hours
Sciences	9 semester hours
Social Studies	6 semester hours
Arts	3 semester hours

2. Focus Area—A total of 31 hours of combined general education and focus area coursework. These focus hours prepare a prospective secondary teacher of grades 6-12 in the content area essential to the certification area.

English, Social Studies, or Mathematics	25 or more hours
-or-	
Science	22 or more hours
-or-	
Other focus areas	31 or more hours

3. Knowledge of the Learner and the Learning Environment, with the Emphasis on the Secondary School Student—15 semester hours.

a. Requirements provide the prospective secondary grades 6-12 teacher with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

- i. child/adolescent development or psychology;
- ii. educational psychology;
- iii. the learner with special needs;
- iv. classroom organization and management;
- v. multicultural education.

4. Methodology and Teaching—18 semester hours. Requirements provide the prospective secondary grade 6-12 teacher with fundamental pedagogical skills.

Teaching methodology	6 semester hours
Reading	3 semester hours
Student teaching	9 semester hours
Flexible hours for the university's use	26-35 semester hours
Total required hours in the program	120 semester hours

NOTE: The following areas are approved primary teaching focus areas, to include a minimum of 31 semester hours of credit: Agriculture; Biology; Business; Chemistry; Computer Science; Earth Science; English; Environmental Science; Family and Consumer Sciences; a specific Foreign Language; General Science; Marketing; Mathematics; Physics; Social Studies; Speech; Technology Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1785 (October 2006), amended LR 36:2846 (December 2010).

§213. College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12): Adopted November 18, 2003; Effective January 1, 2004

A. This certification structure identifies courses that candidates must complete if pursuing a degree through the College of Arts/Humanities/Sciences, with an education minor, to become certified to teach secondary grades 6-12.

1. General Education—30 semester hours. These requirements provide prospective secondary grades 6-12 teachers with basic essential knowledge and skills.

English	6 semester hours
Mathematics	6 semester hours
Sciences	9 semester hours
Social Studies	6 semester hours
Arts	3 semester hours

2. Focus Areas—Content Area (semester hours can include general education coursework, if appropriate, and additional coursework)—31 semester hours.

3. Focus Areas—Education—33 semester hours.

a. Knowledge of the Learner and the Learning Environment with the Emphasis on the Secondary School Student—15 semester hours:

- i. adolescent development or psychology;
- ii. educational psychology;
- iii. the learner with special needs;
- iv. classroom organization and management;
- v. multicultural education.

b. Methodology and Teaching—18 semester hours. Requirements provide the prospective secondary grades.

- i. 6-12 teacher with fundamental pedagogical skills;
- ii. teaching methodology (six semester hours);
- iii. reading (three semester hours);
- iv. student teaching (nine semester hours).

4. Flexible hours for the university's use—26-35 semester hours. The number of flexible hours is dependent upon the number of general education courses in English, mathematics, science, and social studies that can be applied toward the major. The number of hours for a content area focus should be a minimum of 31 hours, and the total curriculum (including flexible hours) should be 120 hours.

5. Total required hours in the program 120 semester hours.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1785 (October 2006), amended LR 36:2846 (December 2010).

§215. Minimum Requirements for Approved Regular Education All-Level Programs for Grades K-12: Adopted November 2003; Effective August 1, 2005

A. General Education—A minimum of 30 semester hours of credit designed to develop a broad cultural background. The work must be taken in the following five areas.

English	6 semester hours
Mathematics	6 semester hours
Sciences	9 semester hours
Social Studies	6 semester hours
Arts	3 semester hours

B. Focus Area

Art	28 semester hours of Art coursework
Dance	31 semester hours of Dance coursework
Health and Physical Education	31 semester hours of Health and Physical Education coursework
Vocal Music	31 semester hours of Vocal Music coursework
Instrumental Music	31 semester hours of Instrumental Music coursework
Vocal and Instrumental Music	50 semester hours vocal and instrumental music coursework

Foreign Language	31 semester hours of the language (If French, at least 12 hours must be earned through a two (2) semester residence in a university abroad or through two (2) summers of intensive immersion study on a Louisiana campus, an out-of-state university, or abroad)
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C. Knowledge of the Learner and the Learning Environment—18 semester hours.

1. Coursework should address needs of the regular and exceptional child and certification grade categories PK-3, 1-5, 4-8, and 6-12:

- a. child development;
- b. adolescent psychology;
- c. educational psychology;
- d. the learner with special needs;
- e. classroom organization and management;
- f. multicultural education.

D. Methodology and Teaching—18 semester hours.

Reading	3 semester hours
Teaching methodology	6 semester hours
Student teaching	9 semester hours
Flexible hours for university use	4-26 semester hours
Total required hours in the program	120 semester hours

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1786 (October 2006), amended LR 36:2847 (December 2010).

§217. Minimal Requirements for Approved Teacher Education Programs for Teachers of Mild/Moderate Impairments 1-12; Effective September 1, 1998

A. General Education*—a minimum of 46 semester hours of credit designed to develop a broad cultural background. The work must be taken in the five areas listed below.

1. English—12 semester hours, including three semester hours in grammar and three semester hours in composition.
2. Social Studies (anthropology, economics, geography, history, political science, psychology, sociology, and survey of social science)—12 semester hours, including at least three semester hours in United States history and three semester hours in geography (other than the geography of a state).
3. Science—12 semester hours, including at least three semester hours in biological science and at least three semester hours in physical science.
4. Mathematics—six semester hours.
5. Health and Physical Education—four semester hours.

B. *Universities that wish to require three hours of computer science should require a minimum of six hours in mathematics and a minimum of nine hours in science.

C. Professional Education—a minimum of 27 semester hours of credit, taken in the four areas listed below.

1. History of education, introduction to education, foundations of education, and/or philosophy of education—three semester hours.
2. Educational psychology and/or principles of teaching—three semester hours.
3. Student teaching in elementary or secondary mild/moderate*—nine semester hours.
4. Professional teacher education courses—12 semester hours, as follows:
 - a. child or adolescent psychology—three semester hours;
 - b. teaching of reading—nine semester hours, including at least three semester hours of credit for a practicum or laboratory situation involving work with children and materials of instruction.

*In the event that student teaching cannot be done in a mild/moderate classroom, student teaching must be done in at least two categorical situations (MR, LD, OH, ED, SL) in the public and/or nonpublic schools supervised according to certification requirements for supervisor of student teachers referred to in Bulletin 746 and according to mandates R.S. 17:7.1-R.S. 17:7.2. For students pursuing a double major in regular and special education, the student teaching requirement will be fulfilled according to mandates of R.S. 17:7.1-R.S. 17:7.2 and will be equally divided between regular education and special education.

D. Specialized Academic Education, Elementary and Secondary—33 semester hours of credit, as follows.

1. General Knowledge—three semester hours in one of the following:
 - a. Introduction to Education of the Exceptional Child; or
 - b. Introduction to Education of Students with Mild/Moderate Disabilities.
2. Methods and Materials—nine semester hours, including 60 contact hours of field experiences, as follows:
 - a. Vocational and Transition Services for Students with Disabilities—three semester hours;
 - b. Methods of Teaching Students with Learning and Behavior Problems—three semester hours;
 - c. Methods of Teaching Basic Subjects to Students with Mild/Moderate Disabilities—three semester hours.
3. Management—six semester hours, including at least 60 contact hours of field experiences, as follows:

- a. Methods of Classroom Organization and Management—three semester hours;
 - b. Approaches to Managing Students with Mild/Moderate Disabilities—three semester hours.
4. Practicum in Assessment—three semester hours.
5. Mainstreaming/Inclusive Education Practicum, including at least 60 contact hours—three semester hours.

NOTE: For students pursuing a double major in regular education and special education, the student teaching in regular education will fulfill the requirement for the practicum.

6. Professional Electives—nine semester hours.

NOTE: Electives must include competencies in inclusive education and coordination with regular education and be approved by the Dean of the College of Education.

E. Specialized Academic Education: Secondary: The secondary teacher of students with mild/moderate disabilities who is to award Carnegie units in various subjects must meet minimal requirements for the various subjects in addition to the general education and professional education requirements as outlined in Bulletin 746 minimal requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1786 (October 2006).

§219. Minimum Requirements for Approved General/Special Education Mild-Moderate Undergraduate Program: An Integrated to Merged Approach¹ for Grades 1-5²: Adopted October 2004; Effective July 1, 2010.

A. Students who complete an approved blended general/special education mild/moderate program for elementary grade levels 1-5 are eligible for certification in the areas of mild/moderate and elementary grades 1-5. The program focus is on the areas of Reading/Language Arts and Mathematics.

1. General Education—54 semester hours. Requirements provide the prospective elementary grades 1-5 teacher with basic essential knowledge and skills.

English	12 semester hours
Mathematics	12 semester hours
Sciences	15 semester hours
Social studies	12 semester hours
Arts	3 semester hours

2. Focus Area, Special Education—21 semester hours.

Special Education Focus Area	
Special Education Content ¹	21 semester hours

3. Knowledge of the Learner and the Learning Environment, with Emphasis on the Elementary School Student—15 semester hours.

a. Requirements provide the prospective elementary grades 1-5 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child:

- i. child/adolescent development or psychology;
- ii. educational psychology;
- iii. the learner with special needs;
- iv. classroom organization and management;
- v. multicultural education.

4. Methodology and Teaching—33 semester hours

a. Requirements provide the prospective elementary grades 1-5 teacher with fundamental pedagogical skills.

Reading and Literacy Content/Methodology	12 semester hours
Teaching Methodology and Strategies (science and social studies must be addressed)	6 semester hours
Math Content/Methodology	6 semester hours
Student teaching ³	9 semester hours
Flexible hours for the university's use	3 semester hours
Total required hours in the program ³	126 semester hours

¹NOTE: Linda P. Blanton, Marleen Pugach, "Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers," pp. 11-24

²NOTE: Students who do not possess basic technology skills should provide coursework or opportunities to develop those skill early in their program.

³NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

⁴NOTE: (50 percent of the student teaching must include working with and actual teaching of students with disabilities)

⁵NOTE: In addition to the student teaching experience, students should be provided actual teaching experiences (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1787 (October 2006), amended LR 33:433 (March 2007), LR 34:2034 (October 2008).

§221. Minimum Requirements for Approved General/Special Education Mild-Moderate Undergraduate Program: An Integrated to Merged Approach¹ for Grades 4-8²: Adopted October 2004; Effective July 1, 2010.

A. Students who complete an approved blended general/special education mild/moderate program for middle grades 4-8 are eligible for certification in the areas of mild/moderate and the selected middle grades 4-8 content area. The program focus is on special education and one middle school content area.

1. General Education—54 semester hours. Requirements provide the prospective middle grades 4-8 teacher with basic essential knowledge and skills.

English	12 semester hours
Mathematics	12 semester hours
Sciences	15 semester hours
Social studies	12 semester hours
Arts	3 semester hours

2. Focus Area, Special Education and One Middle School Content Focus Area—42 semester hours (combined general education and focus area content semester hours should equal 19).

Middle School Content Area (English, mathematics, science, or social studies) NOTE: General Education coursework may be used to create the 21 semester hours.	21 semester hours
Special Education Content ¹	21 semester hours

3. Knowledge of the Learner and the Learning Environment, with the Emphasis on the Middle School Student—15 semester hours.

a. Requirements provide the prospective middle grades 4-8 teacher with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

- i. child/adolescent development or psychology;
- ii. educational psychology;
- iii. the learner with special needs;
- iv. classroom organization and management;
- v. multicultural education.

4. Methodology and Teaching—21 semester hours. These requirements provide the prospective middle grades 4-8 teacher with fundamental pedagogical skills.

Reading and Literacy Content/Methodology	6 semester hours
Teaching Methodology and Strategies	6 semester hours
Student teaching ¹	9 semester hours
Flexible hours for the university's use	3-6 semester hours
Total required hours in the program ²	123 semester hours

¹NOTE: Linda P. Blanton, Marleen Pugach, "Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers," pp. 11-24

²NOTE: Students who do not possess basic technology skills should provide coursework or opportunities to develop those skill early in their program.

³NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

⁴NOTE: (50 percent of the student teaching must include working with and actual teaching of students with disabilities)

⁵NOTE: In addition to the student teaching experience, students should be provided actual teaching experiences (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1788 (October 2006), amended LR 33:433 (March 2007), LR 34:2035 (October 2008).

§223. Minimum Requirements for Approved General/Special Education Mild-Moderate Undergraduate Program: An Integrated to Merged Approach¹ for Grades 6-12²; Adopted October 2004; Effective July 1, 2010.

A. Students who complete an approved blended general/special education mild/moderate program for secondary grade levels 6-12 are eligible for certification in the areas of mild/moderate and in the selected secondary grades 6-12 content area. The program focus is on special education and one high school content area.

1. General Education—30 semester hours. These requirements provide the prospective secondary grades 6-12 teacher with basic essential knowledge and skills.

English	6 semester hours
Mathematics	6 semester hours
Sciences	9 semester hours
Social studies	6 semester hours
Arts	3 semester hours

2. Focus Area, Special Education and One High School Content Focus Area—51 semester hours (combined general education and focus area content semester hours should equal 31).

Secondary School Content Area NOTE: General Education coursework may be used to create the 30 semester hours.	30 semester hours
Special Education Focus Area ¹	21 semester hours

3. Knowledge of the Learner and the Learning Environment—15 semester hour.

a. These requirements provide the prospective secondary grades 6-12 teacher with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

- i. child/adolescent development or psychology;
- ii. educational psychology;
- iii. the learner with special needs;

- iv. classroom organization and management;
- v. multicultural education.

4. Methodology and Teaching—21 semester hours. These requirements provide the prospective secondary grades 6-12 teacher with fundamental pedagogical skills.

Reading and Literacy Content/Methodology	6 semester hours
Teaching Methodology and Strategies	6 semester hours
Student teaching ¹	9 semester hours
Flexible hours for the university's use	6-9 semester hours
Total required hours in the program ²	123 semester hours

¹NOTE: Linda P. Blanton, Marleen Pugach, "Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers," pp. 11-24

²NOTE: Students who do not possess basic technology skills should provide coursework or opportunities to develop those skill early in their program.

³NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

⁴NOTE: (50 percent of the student teaching must include working with and actual teaching of students with disabilities)

⁵NOTE: In addition to the student teaching experience, students should be provided actual teaching experiences (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1788 (October 2006), amended LR 33:433 (March 2007), LR 34:2035 (October 2008).

§225. Minimum Requirements for Approved Early Interventionist Special Education Birth to Five Years Program: Adopted November 18, 2004; Effective July 1, 2007.

A. For Louisiana certification as a teacher for Early Interventionist: Birth to Five Years, the focus of the program is on early childhood and early interventionist.

1. General Education—48 semester hours. These requirements provide the prospective early interventionist teacher with basic essential knowledge and skills.

English	12 semester hours
Mathematics	12 semester hours
Sciences	12 semester hours
Social studies	9 semester hours
Arts	3 semester hours

2. Focus Area—The Young Child: 30 semester hours.

Nursery school and kindergarten.	9 semester hours
Reading content.	3 semester hours
Special education content* (with emphasis on infants, toddlers, and preschoolers): Foundations in early childhood education and early intervention; physical and medical management; motor speech/language development; sensory and communication differences; understanding and working with families	18 semester hours

*NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

3. Knowledge of the Learner and the Learning Environment, with the Emphasis on Infants, Toddlers, and Preschoolers—15 semester hours.

a. These requirements provide prospective Early Interventionist teachers with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

- i. child development/psychology;
- ii. learning environments/diversity/behavior analysis;
- iii. curriculum;
- iv. assessment;
- v. interdisciplinary and interagency teaming and consultation.

4. Methodology and Teaching—15 semester hours. These requirements provide the prospective early interventionist teacher with fundamental pedagogical skills.

Reading methodology	6 semester hours
Teaching methodology (early intervention methods infant, toddler, preschool), understanding and facilitating play, teaching mathematics	9 semester hours
Student teaching (infant, toddler, preschool areas)	9 semester hours
Flexible hours for the university's use	7 semester hours
Total required hours in the program	124 semester hours

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1789 (October 2006), amended LR 33:821 (May 2007).

§227. Minimal Guidelines for Approved Teacher Education Program for Speech, Language, and Hearing Specialists

A. For certification as a Speech, Language, and Hearing Specialist through a traditional teacher preparation program, emphasis is placed upon general, professional, and special education coursework.

1. General Education—46 semester hours designed to develop a broad cultural background. The work must be taken in the five areas listed below.

English, including at least three semester hours in grammar and three semester hours in composition	12 semester hours
Social studies (anthropology, economics, geography, history, political science, sociology, and survey of social science), including at least three semester hours in United States history	12 semester hours
Science, including at least three semester hours in biological science, three semester hours in physical science, and three semester hours in anatomy and physiology	12 semester hours
Mathematics	6 semester hours
Health and physical education	4 semester hours

a. Universities that wish to require three semester hours of computer science should require a minimum of six semester hours in mathematics and a minimum of nine semester hours in science.

2. Professional Education—33 semester hours, which must be taken in the four areas listed below.

a. History of education, introduction to education, foundations of education, and/or philosophy of education—3 semester hours.

b. Educational psychology and/or principles of teaching—3 semester hours.

c. Student teaching in speech, language, and hearing therapy with individuals from birth to 22 years of age, in public or nonpublic schools—9 semester hours.

i. Student teaching must be supervised according to certification requirements for supervisor of student teachers referred to in Bulletin 746 and according to the mandates of R.S. 17:7.1-R.S. 17:7.2.

d. At least 18 hours of professional education, to include the following.

Adolescent psychology	3 semester hours
Child psychology	3 semester hours
Introduction to exceptional children	3 semester hours
Teaching of reading	3 semester hours

3. Special Education Requirements for Speech, Language, and Hearing Services (*Indicates those courses recommended to be taught at the bachelor's level)

a. Basic Requirements

i. *Educational and/or psychological tests and measurements—3 semester hours.

ii. *Counseling methods for teaching or psychological counseling—3 semester hours.

iii. *Abnormal psychology (e.g., Psychology of adjustment, mental hygiene, psychology of the emotionally disturbed)—3 semester hours.

b. Basic Professional Courses:

i. *American phonetics—3 semester hours.

ii. *Anatomy and physiology of the speech and hearing mechanism—3 semester hours.

iii. *Normal speech and language acquisition (to include cultural and regional variations)—3 semester hours.

iv. Voice science and/or acoustics—3 semester hours.

v. *Methods and materials in speech, language, and hearing therapy in public schools—3 semester hours.

c. Hearing and Hearing Disorders

i. *General foundations in audiology (including hearing testing)—3 semester hours.

ii. Advanced hearing testing—3 semester hours.

iii. *Aural rehabilitation—3 semester hours.

d. Speech and Language Disorders: A minimum of 30 hours, to include the following:

NOTE: No more than six of the following semester hours may be counted in clinical practicum credits.

i. *Survey or introduction to communicative disorders—3 semester hours;

ii. *Articulation disorders—3 semester hours;

iii. *Language disorders—3 semester hours;

iv. *Disorders of rhythm (to include stuttering)—3 semester hours;

v. *Voice disorders—3 semester hours;

vi. Cleft palate, orofacial disorders—3 semester hours;

vii. Neurological disorders (cerebral and peripheral neurological disorders)—3 semester hours;

viii. Aphasia—3 semester hours;

- ix. Diagnosis and diagnostic practicum with speech and language disorders—3 semester hours;
 - x. A minimum of 30 semester hours must be earned at the graduate level, excluding six semester hours of practicum.
- e. A minimum of 375 clock hours of supervised clinical practicum is required, of which at least *100 clock hours must have been earned at the undergraduate level*. These hours must include experiences with individuals from birth to 21 years of age and shall include at a minimum the following distribution of hours or the distribution of hours as specified for clinical practicum by the American Speech-Language-Hearing Association (ASHA). A minimum of:
- i. 50 hours in diagnosis;
 - ii. 50 hours in hearing, testing, and auditory rehabilitation;
 - iii. 75 hours in language disorders;
 - iv. 30 hours in articulation disorders;
 - v. 30 hours in rhythm disorders.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1789 (October 2006).

§231. Introduction

A. Current BESE policy allows for alternate certification pathways listed in this section. Previous policy was limited to the alternate program pathway entitled "Post-Baccalaureate Program." In the period in which the State transitions from previous policy to current policy, the following are deadline dates for candidates enrolled in a Louisiana post-baccalaureate alternate program prior to implementation of the current Practitioner Teacher, Master's Degree, and Non-master's/Certification-Only alternate certification programs.

B. Candidates in Early Childhood Education, Elementary, Secondary, and Mild/Moderate Special Education

- 1. Spring Semester 2003—last date for students to be accepted into Post-Baccalaureate Programs.
- 2. August 31, 2006—last date for candidates who were already in the Post-Baccalaureate Programs to complete those programs.

C. Candidates in the all-level (K-12) areas of art, dance, foreign language, health and physical education, and music.

- 1. Spring Semester 2005—last date for students to be accepted into Post-Baccalaureate Programs.
- 2. August 31, 2008—last date for candidates who are already in Post-Baccalaureate Programs to complete those programs.

D. Candidates in the areas of Early Interventionist, Hearing Impaired, Significant Disabilities, and Visual Impairments/Blind.

- 1. July 1, 2007—last date for candidates to be accepted into Post-Baccalaureate Programs.
- 2. August 31, 2010—last date for candidates who are already in Post-Baccalaureate Programs to complete those programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1790 (October 2006), amended LR 33:821 (July 2007).

§233. The Practitioner Teacher Program Alternative Path to Certification (Minimum Requirements)

A. State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a practitioner teacher program for certification in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), or general-special education mild/moderate: an integrated to merged approach for grades 1-5, grades 4-8 and grades 6-12. The practitioner teacher program is a streamlined certification path that combines intensive coursework and full-time teaching.

B. Admission to the Program. Program providers work with district personnel to identify practitioner teacher program candidates who will be employed by districts during the fall and spring semesters for candidates admitted in a summer preparation session and during the spring semester and successive fall semester for candidates admitted in a fall preparation session. For admission, candidates must:

- 1. possess a non-education baccalaureate degree from a regionally accredited university;
- 2. have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program;
- 3. have 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program;
- 4. pass the Praxis core academic skills for educators in reading, writing, and mathematics. Candidates who already possess a graduate degree will be exempted from this requirement;
- 5. pass the Praxis content-specific examinations:
 - a. candidates for grades PK-3, pass Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);
 - b. candidates for grades 1-5 (regular education and mild/moderate), pass Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);
 - c. candidates for grades 4-8 (regular education and mild/moderate) pass the middle school subject-specific licensing examination(s) for the content area(s) to be certified;
 - d. candidates for grades 6-12 (regular education and mild/moderate) pass the secondary subject-specific examination(s) for the content area(s) to be certified. General-special education mild/moderate candidates seeking admission to an alternate program must pass a Praxis core subject area exam (English/language arts, foreign language, mathematics, the sciences, or social studies). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area;

e. candidates for all-level K-12 areas of art, dance, foreign language, health and physical education, and music pass the subject-specific examination for content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. The provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area;

6. meet other non-course requirements established by college or university.

C. Teaching Preparation (Summer Preparation Session or Fall Preparation Session)

1. All teachers will participate in field-based experiences in school settings while completing the summer/fall courses (or equivalent contact hours).

2. Grades PK-3 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child development or psychology, family and community relationships, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships (12 credit hours or equivalent 180 contact hours).

3. Grades 1-5, 4-8, and 6-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships (9 credit hours or equivalent 135 contact hours).

4. General-Special Education Mild/Moderate. An integrated to merged approach for grades 1-5 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundation of reading, foundations of special education, and child psychology before starting their teaching internships (12 credit hours or equivalent 180 contact hours).

5. General-Special Education Mild/Moderate. An integrated to merged approach for grades 4-8 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, reading and literacy, foundations of special education, child and adolescent psychology before starting their internships (12 credit hours or equivalent 180 contact hours).

6. General-Special Education Mild/Moderate. An integrated to merged approach for grades 6-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, reading and literacy, foundations of special education, adolescent psychology before starting their internships (12 credit hours or equivalent 180 contact hours).

7. All-level K-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child and adolescent psychology, the diverse learner, classroom management and organization, assessment, instructional design, and instructional strategies across grade levels K-12 before starting their teaching internships (9 credit hours or equivalent 135 contact hours).

D. Teaching Internship and First-Year Support (12 credit hours or equivalent 180 contact hours)

1. Practitioner teachers assume full-time teaching positions in districts. During the school year, candidates participate in two seminars (during the fall and during the spring or the spring and fall, depending on entry point) that address immediate needs of the Practitioner Teacher Program teachers, and receive one-on-one supervision through an internship provided by the program providers.

2. For all-level areas (art, dance, foreign language, health and physical education, and music), field experiences should be provided across grades K-12.

3. For general-special education mild/moderate grades 1-5, grades 4-8 and grades 6-12 seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans development and implementation; assessment; collaboration between special education and general education (e.g., co-planning, co-teaching, behavior intervention, accommodations, services/support); collaboration with parents; and data-driven decision making or any other identified needs. Technology will be addressed in all grade levels.

4. For general-special education mild/moderate grades 1-5, grades 4-8 and grades 6-12 seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans development and implementation; assessment; collaboration between special education and general education (e.g., co-planning, co-teaching, behavior intervention, accommodations, services/support); collaboration with parents; and data-driven decision making or any other identified needs. Technology will be addressed in all grade levels.

E. Teaching Performance Review (End of First Year)

1. Program providers, principals, mentors, and practitioner teachers form teams to review first-year teaching performance of practitioner teachers and determine the extent to which the practitioner teachers have demonstrated teaching proficiency.

2. Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12 and All-Level K-12. If weaknesses are cited, teams will identify additional types of instruction to address areas of need. Prescriptive plans that require from one to nine credit hours of instruction, or 15 to 135 equivalent contact hours, will be developed for practitioner teachers.

3. General-Special Education Mild/Moderate Special Education Candidates. If weaknesses are cited, teams will identify additional types of instruction to address areas of need. Prescriptive plans that require from three to nine credit hours of instruction, or 45 to 135 equivalent contact hours, will be developed for practitioner teachers.

F. Prescriptive Plan Implementation (Second Year)

1. Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12 and All-Level K-12 (1 to 9 credit hours, or 15 to 135 contact hours). Candidates who demonstrate areas of need will complete prescriptive plans.

2. General-Special Education Mild/Moderate Special Education (3 to 9 credit hours, or 45 to 135 contact hours). Candidates who demonstrate area of need will complete prescriptive plans. Practitioner teachers will use prescriptive hours to meet the reading competency requirements by completing the same number of semester hours in reading as required for undergraduate teacher

preparation programs: (1) elementary 1-5 programs, nine hours; middle grades 4-8 programs, six hours; secondary grades 6-12 programs, three hours or (2) pass a reading competency assessment.

G. Total hours required in the program:

1. grades PK-3 Program—24-33 credit hours (or equivalent 360-495 contact hours);
2. grades 1-5, 4-8, 6-12, all-level (K-12) programs—21-30 credit hours (or equivalent 315-450 contact hours);
3. general-special education mild/moderate grades 1-5, grades 4-8, and grades 6-12 programs—27-33 credit hours (or equivalent 405-495 contact hours).

H. Praxis Review (Second Year). Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the Praxis.

I. Program requirements must be met within a three year time period. For certification purposes, private providers and colleges or universities will submit signed statements to the Department of Education indicating that the student completing the Practitioner Teacher Program alternative certification path met the following requirements:

1. passed the core academic skills for educators components of the Praxis;
NOTE: This test was required for admission.
2. completed all program requirements including the internship with a 2.50 or higher GPA (this applies to candidates in a university program);
3. completed prescriptive plans (if weaknesses were demonstrated);
4. passed the Praxis specialty examination for the area(s) of certification;

NOTE: This test was required for admission.

a. grades PK-3—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

b. grades 1-5 (regular and special education)—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

c. grades 4-8 (regular and special education)—middle school subject-specific licensing examination(s) for the content area(s) to be certified;

d. grades 6-12 (regular and special education)—secondary subject-specific examination(s) for the content area(s) to be certified. General-special education mild/moderate candidates must pass a Praxis core subject area exam (English/language arts, foreign language, mathematics, the sciences, or social studies). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program;

e. all-level K-12 areas (art, dance, foreign language, health and physical education, and music)—Subject-specific examination(s) for content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program;

5. passed the pedagogy examination (Praxis):
 - a. grades PK-3—Principles of Learning and Teaching Early Childhood (#0621);
 - b. grades 1-5—Principles of Learning and Teaching K-6 (#0622);
 - c. grades 4-8—Principles of Learning and Teaching 5-9 (#0623);
 - d. grades 6-12—Principles of Learning and Teaching 7-12 (#0624);
 - e. all-level K-12 certification—Principles of Learning and Teaching K-6, 5-9, or 7-12;
 - f. general-special education mild/moderate—Special Education: Core Knowledge and Mild to Moderate Applications (#0543); in addition to one of the following aligned to candidates grade level:
 - i. grades 1-5—Principles of Learning and Teaching K-6 (#0622);
 - ii. grades 4-8—Principles of Learning and Teaching 5-9 (#0623);
 - iii. grades 6-12—Principles of Learning and Teaching 6-12 (#0624);

6. All candidates entering an alternate certification program after May 1, 2004, must demonstrate proficiency in the reading competencies as adopted by the BESE through either of the following:

- a. successfully complete the same number of semester hours in reading as required for undergraduate teacher preparation programs:
 - i. early childhood PK-3, elementary 1-5 or general-special education mild/moderate 1-5 programs, nine hours;
 - ii. middle grades 4-8 programs or general-special education mild/moderate 4-8, six hours;
 - iii. secondary 6-12 all-level K-12 or general-special education mild/moderate 6-12 programs, three hours;
 - iv. special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired), nine hours; or
- b. pass a reading competency assessment.

7. The reading competency assessment for early childhood PK-3, elementary 1-5, and special education candidates is the Praxis Teaching Reading exam (#0204). (middle grades 4-8 and secondary grades 6-12 will be required to take the required reading course credit hours or equivalent contact hours until an appropriate reading competency assessment is developed and adopted.)

J. Ongoing support (second and third year) program providers will give support services to practitioner teachers during their second and third years of teaching. Support types may include online support, internet resources, special seminars, etc.

K. Professional License. A practitioner teacher will be issued a practitioner license in a specific level and area upon entrance to the program and completion of the summer or fall teacher preparation session. The practitioner teacher is restricted to the specific level and area as designated on the practitioner license. He/she will be issued a level 1 professional license upon successful completion of all program requirements.

L. Undergraduate, Graduate Courses; Graduate Programs. Universities may offer the practitioner teacher program courses at the undergraduate or graduate-level. Efforts should be made to allow students to use graduate hours as electives if they are pursuing a graduate degree.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1790 (October 2006), amended LR 34:1387 (July 2008), LR 35:1477 (August 2009), LR 36:2261, 2263 (October 2010), LR 37:549, 558 (February 2011), LR 37:3208 (November 2011), LR 39:1460 (June 2013), LR 40:276 (February 2014), LR 41:644 (April 2015), LR 41:1269 (July 2015).

§235. The Master's Degree Program Alternative Path to Certification (Minimum Requirements)

A. A Louisiana college or university with an approved teacher education program may choose to offer an alternative certification program that leads to a master's degree. The college or university may offer the master's degree program as either a master of education or a master of arts in teaching. Master's degree programs may offer certification in grades PK-3, 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, music), early interventionist birth to five years, general-special education mild/moderate: an integrated to merged approach for grades 1-5, grades 4-8, and grades 6-12, significant disabilities 1-12, hearing impaired K-12, and visual impairments/blind K-12.

B. For all special education programs, the Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

C. Admission to the Program. To be admitted, candidates must:

1. possess a non-education baccalaureate degree from a regionally accredited university;
2. have a 2.50 or higher grade point average (GPA) on a 4.00 scale;
3. pass the Praxis core academic skills for educators in reading, writing, and mathematics (individuals who already possess a graduate degree will be exempted from this requirement);
4. pass the Praxis content-specific subject area examination:
 - a. candidates for PK-3 (regular education)—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);
 - b. candidates for grades 1-5 (regular education and mild/moderate)—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);
 - c. candidates for grades 4-8 (regular education and mild/moderate)—the middle school subject-specific licensing examination(s) for the content area(s) to be certified;
 - d. candidates for grades 6-12 (regular education and mild/moderate)—the secondary subject-specific examination(s) for the content area(s) to be certified. General-special education mild/moderate candidates seeking admission to an alternate program must pass a Praxis core subject area exam (English/language arts, foreign language, mathematics, the sciences, or social studies). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area;
 - e. candidates for all-level K-12 areas of art, dance, foreign language, health and physical education, and music—the subject-specific examination(s) for the content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. The provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area;
 - f. candidates for special education early interventionist birth to five years, significant disabilities 1-12, hearing impaired K-12, visual impairments/blind K-12—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);
5. meet other non-course requirements established by the college/university.

D. Program Requirements

1. Knowledge of Learner and the Learning Environment (15 credit hours)
 - a. Grades PK-3, 1-5, 4-8, 6-12—Child or adolescent development or psychology; the diverse learner; classroom management/organization; assessment; instructional design and instructional strategies.
 - b. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5—Behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundations of special education and child psychology.
 - c. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 4-8—Behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundation of special education, child/adolescent psychology.
 - d. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 6-12—Behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundation of special education, adolescent psychology.

e. All-Level (grades K-12)—Coursework across grade levels K-12, as follows: Child and adolescent psychology; the diverse learner; classroom management/organization; assessment; instructional design and instructional strategies.

f. Special Education Early Interventionist Birth to Five Years (coursework specific to infants, toddlers, and preschoolers)—Child development or psychology; learning environment and behavior analysis; motor, sensory, and communication differences; teaming, physical, and medical management; understanding and working with families; communication and literacy in early intervention.

g. Special Education Significant Disabilities 1-12 (coursework specific to needs of children with significant disabilities)—Assessment and evaluation, including IEP and ESYP; communication strategies; behavior support; collaborative techniques and family partnerships; physical support, health and safety; special education law; characteristics of individuals with significant disabilities.

h. Special Education Hearing Impaired K-12 (coursework specific to the needs of hearing impaired students)—Assessment and evaluation; special needs of students with disabilities; transition; instructional strategies and planning in the content areas; instructional strategies in literacy; education law, special education law, school structure; technology in schools; diversity in schools.

i. Special Education Visual Impairments/Blind K-12 (coursework specific to the needs of visually impaired students)—Educational implications of low vision and blindness; orientation and mobility for the classroom teacher; assessment/evaluation techniques, including functional vision evaluation and reading media assessment; assistive technology for the visually impaired; education law, special education law, school structure; transition.

2. Reading

a. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5: foundations of reading, reading and literacy (9 credit hours)

b. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 4-8 and Grades 6-12: reading and literacy (6 credit hours)

3. Methodology and Teaching

a. For Grades PK-3, 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, and music): Methods courses and field experiences. (12 to 15 credit hours)

b. For General-Special Education Mild/Moderate: Grades 1-5: methodology, instructional strategies in core content areas (3 to 6 hours)

c. For General-Special Education Mild/Moderate: Grades 4-8 and Grades 6-12: methodology, instructional strategies in specific core content area (6 hours)

NOTE: For All-Level K-12 areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12.

d. For special education Early Interventionist Birth to Five Years (coursework specific to needs of infants, toddlers, and preschoolers)—Curriculum; assessment; early intervention methods; understanding and facilitating play; teaching of reading and mathematics.

e. For special education Significant Disabilities 1-12 (coursework specific to needs of children with significant disabilities, across grades 1-12)—Curriculum development and modifications; transition planning; instructional strategies; inclusive education practices.

f. For special education Hearing Impaired K-12 (coursework specific to needs of children with hearing impairments across grades K-12)—Language development and linguistic principles in language acquisition; speech development, speech reading, audition training; assessment and evaluation; instructional strategies; audiology, and audiology training; anatomy and physiology of the hearing mechanism; auditory assistive devices; history and psychology of deafness; assistive devices and technology; proficiency in either signed, cued, or oral communication.

g. For special education Visual Impairments/Blind K-12 (coursework specific to needs of visually impaired students, across grades K-12)—Instructional strategies; Braille code, teaching Braille reading (with proficiency as defined in LA State Competencies); Nemeth code, teaching Braille mathematics; using slate and stylus.

4. Student Teaching or Internship—6-9 credit hours

NOTE: For all-level K-12 areas of art, dance, foreign language, health and physical education, and music, experiences should be provided across grades K-12.

5. Total hours required in the Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12, All-Level K-12, Early Interventionist Birth to Five Years, Significant Disabilities 1-12, Hearing Impaired, K-12, and Visual Impairments/Blind K-12 programs—33-39 credit hours

a. Total hours required in the General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5, Grades 4-8 and Grades 6-12 programs - 33-42 credit hours (Electives 0-3 credit hours)

E. Certification Requirements. Colleges/universities will submit signed statements to the Louisiana Department of Education indicating that the student completing the master's degree program alternative certification path met the following requirements:

1. passed core academic skills for educators components of Praxis (as required for admission);
2. completed all coursework in the master's degree alternate certification program with a 2.50 or higher grade point average (GPA);
3. passed the specialty examination (Praxis) for the area of certification (this test was required for admission):

a. grades PK-3 (regular education)—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

b. grades 1-5 (regular education and mild/moderate)—Elementary Education: Content Knowledge (0014 or 5014 prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

c. grades 4-8 (regular education and mild/moderate)—middle school subject-specific licensing examination for content area to be certified;

d. grades 6-12 (regular education and mild/moderate)—Secondary subject-specific examination for content area(s) to be certified. General-special education mild/moderate candidates must pass a Praxis core subject area exam (English/language arts, foreign language, mathematics, the sciences, or social studies). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program;

e. all-level K-12 certification—Subject-specific examination for content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program;

f. special education early interventionist (birth to five years), significant disabilities 1-12, hearing impaired K-12, and visual impairments/blind K-12—Elementary Education: Content Knowledge (0014 or 5014) specialty examination prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

4. passed the pedagogy examination (Praxis):

a. grades PK-3—Principles of Learning and Teaching Early Childhood (0621 or 5621);

b. grades 1-5—Principles of Learning and Teaching K-6 (0622 or 5622);

c. grades 4-8—Principles of Learning and Teaching 5-9 (0623 or 5623);

d. grades 6-12—Principles of Learning and Teaching 7-12 (0624 or 5624);

e. all-level K-12 certification—Principles of Learning and Teaching K-6, 5-9, or 7-12;

f. general-special education mild/moderate—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543) in addition to one of the following aligned to candidates grade level:

i. grades 1-5—Principles of Learning and Teaching K-6 (0622 or 5622);

ii. grades 4-8—Principles of Learning and Teaching 5-9 (0623 or 5623);

iii. grades 6-12—Principles of Learning and Teaching 6-12 (0624 or 5624);

g. special education early interventionist birth to five years—Special Education: Core Knowledge and Applications (0354) and Principles of Learning and Teaching: Early Childhood (0621 or 5621);

h. special education significant disabilities 1-12—Special Education: Core Knowledge and Severe to Profound Applications (0545 or 5545);

i. special education hearing impaired K-12—Special Education: Core Knowledge and Applications (0354 or 5354) and Education of Exceptional Students: Hearing Impairment (0271);

j. special education visual impairments/blind K-12—Special Education: Core Knowledge and Applications (0354 or 5354);

5. prior to receiving a Level 1 or higher professional teaching certificate, a candidate who entered an alternate certification program after May 1, 2004, is required to demonstrate proficiency in the reading competencies as adopted by the BESE through either of the following:

a. successfully complete the same number of semester hours in reading as required for undergraduate teacher preparation programs:

i. early childhood PK-3 or elementary 1-5 programs—9 hours;

ii. middle grades 4-8 programs—6 hours;

iii. secondary 6-12 or All-Level K-12 programs—3 hours;

iv. special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired)—9 hours; or

b. passes a reading competency assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1792 (October 2006), amended LR 35:1480 (August 2009), LR 36:2262, 2263 (October 2010), LR 37:549 (February 2011), LR 37:3209 (November 2011), LR 39:1460 (June 2013), LR 40:276 (February 2014), LR 41:644 (April 2015), LR 41:1269 (July 2015).

§237. Certification-Only Program Alternative Path to Certification

A. State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a Certification-Only Program for certification in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), early interventionist birth to five years, hearing impaired K-12, significant disabilities 1-12, and visual impairments/blind K-12. This program offers flexibility in delivery (e.g., face to face and/or online) and is designed to serve candidates who may not elect participation in or be eligible for certification under either the practitioner teacher alternate certification program or the master's degree alternate certification program.

B. All programs must address the state and national standards, including the performance-based standards for accreditation and licensure (e.g., CEC, NCTE, NCTM, NCSS, NAEYC, etc.).

C. Admission to the Program

1. Screening. The selection process will identify candidates that possess critical thinking skills, proven track records of achievement, a belief that all students can achieve, and a strong desire to teach in schools that educate under-served children.

2. Degree Requirements. Possess a non-education baccalaureate degree from a regionally accredited university.

3. GPA Requirements. The GPA may be calculated using the last 60 hours of coursework earned from a regionally accredited university:

- a. have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program;
- b. have 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program;

4. Testing requirements:

a. pass the Praxis core academic skills for educators. Candidates who already possess a graduate degree will be exempted from this requirement. An ACT composite score of 22 or a SAT combined verbal/critical reading and math score of 1030 may be used in lieu of Praxis core academic skills for educators exams;

b. pass the Praxis content-specific subject area examination:

i. candidates for PK-3 (regular education)—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

ii. candidates for grades 1-5—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

iii. candidates for grades 4-8—pass the middle school subject-specific examination for the content area(s) to be certified;

iv. candidates for grades 6-12—pass the secondary subject-specific examination for the content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area;

v. candidates for all-level K-12 areas of art, dance, foreign language, health and physical education, and music—pass the subject-specific examination for the content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. Provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area;

vi. candidates for special education early interventionist birth to five years, significant disabilities 1-12, hearing impaired K-12, and visual impairments/blind K-12—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001).

D. Program requirements and structure:

1. eighty contact hours of classroom readiness training will focus on instructional design and delivery as well as classroom environment and classroom management. Candidates will be provided with professional guidance, support and opportunities to observe classroom teachers;

2. knowledge of the learner and the learning environment—12 hours or equivalent contact hours. All courses/contact hours for regular and special education will integrate effective teaching components, content standards, technology, reading, and portfolio development. Field-based experiences will be embedded in each course or contact hour. Courses/contact hours must address the following:

a. grades PK-3, 1-5, 4-8, 6-12—child/adolescent development or psychology, the diverse learner, classroom management/organization/ environment, assessment, instructional design, and reading/ instructional strategies that are content and level appropriate;

b. all-level K-12 areas—child psychology and adolescent psychology; the diverse learner; classroom management/organization/environment; assessment; instructional design; and reading/instructional strategies (all coursework/contact hours should address grade levels K-12);

c. special education early interventionist birth to five years (coursework/contact hours specific to infants, toddlers, and preschoolers)—child development or psychology; foundations in early childhood education; teaming, physical, and medical management; understanding and working with families; communication and literacy in early intervention;

d. special education significant disabilities 1-12 (coursework/contact hours specific to needs of children with significant disabilities)—assessment and evaluation; communication strategies; behavior support; collaborative techniques and family partnerships; physical support, health and safety; special education law; characteristics of individuals with significant disabilities;

e. special education hearing impaired K-12 (coursework/contact hours specific to the needs of hearing impaired students)—assessment and evaluation; special needs of students with disabilities; transition; instructional strategies and planning in the content areas; instructional strategies in literacy; education law, special education law, school structure; technology in schools; diversity in schools;

f. special education visual impairments/blind K-12 (coursework/contact hours specific to the needs of visually impaired students)—educational implications of low vision and blindness; orientation and mobility for the classroom teacher; assessment/evaluation techniques, including functional vision evaluation and reading media assessment; assistive technology for the visually impaired; education law, special education law, school structure; transition.;

3. methodology and teaching—six semester hours or equivalent contact hours of content-specific methods courses and field/clinical experiences;

a. for grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), methods courses/contact hours to include case studies and field experiences;

NOTE: For all-level K-12 areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12.

b. for special education early interventionist birth to five years (coursework/contact hours specific to needs of infants, toddlers, and preschoolers)—curriculum; assessment; early intervention methods (including understanding and facilitating play); teaching of reading and mathematics;

c. for special education significant disabilities 1-12 (coursework/contact hours specific to the needs of children with significant disabilities)—curriculum development and modifications; transition planning; instructional strategies; inclusive education practices;

d. for special education hearing impaired K-12 (coursework/contact hours specific to needs of children with hearing impairments, across grades K-12)—language development and linguistic principles in language acquisition; speech development, speech reading, audition training; assessment and evaluation; instructional strategies; audiology and audiology training; anatomy and physiology of the hearing mechanism; auditory assistive devices; history and psychology of deafness; assistive devices and technology; proficiency in either signed, cued, or oral communication;

e. for special education visual impairments/blind K-12 (coursework/contact hours specific to needs of visually impaired students, across grades K-12)—instructional strategies; Braille code, teaching Braille reading (with proficiency as defined in LA state competencies); Nemeth code, teaching Braille mathematics; using slate and stylus;

4. reading requirements. Candidates completing an alternate certification program after May 1, 2004, are required to demonstrate proficiency in the reading competencies as adopted by BESE through one of the following options:

a. successfully complete same number of semester hours in reading as required for undergraduate teacher preparation programs:

i. early childhood PK-3 or elementary 1-5 programs, nine hours;

ii. middle grades 4-8 programs, six hours;

iii. secondary 6-12 or all-level K-12 programs, three hours;

iv. special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired), nine hours; or

b. pass a reading competency assessment;

c. the reading competency assessment for early childhood PK-3, elementary 1-5, and special education candidates is the Praxis—Teaching Reading exam (0204 or 5204). (Middle grades 4-8 and secondary grades 6-12 will be required to take the required reading course credit hours or equivalent contact hours until an appropriate reading competency assessment is developed and adopted.);

5. internship or student teaching—six hours, to include participant-oriented methodology seminars:

a. for all-level K-12 areas (art, dance, foreign language, health and physical education, and music), internship or student teaching experiences should be provided across grades K-12;

b. if the candidate has accumulated three years of successful teaching experience in an approved Louisiana school in the area(s) of certification, the private provider/university may substitute the three years of successful teaching experience for the required internship or student teaching portion of the program. Experience accumulated by elementary education certification candidates must be in core content areas at appropriate grade levels;

6. mentoring and support. Participants will receive content and/or pedagogy support during the school year through small group seminar meetings. The support will be provided by a master teacher who has experience teaching in the same or similar content area and grade level. The master teacher should focus on student achievement and instructional strategies with the program candidate. The master teacher can give the candidate one-on-one support and offer specific ways that the teacher can improve instruction techniques;

7. total hours required in the program—27-33 credit hours or equivalent contact hours (405-495). Program requirements must be met within three years.

E. Licensure Requirements

1. Practitioner License (PL2)—a program candidate that is hired as a full-time teacher in an approved Louisiana school will be issued a practitioner license 2. This license is issued at the request of the Louisiana employing school system for a specific grade level and content area once successful completion of the classroom readiness component has been verified. The teacher is restricted to the specific grade level and content area as designated on the practitioner license 2.

2. Standard Professional License—a standard Level certificate may be issued after the applicant has:

a. completed all program requirements with a 2.50 or higher GPA (this applies to candidates in a university program); and

b. passed the pedagogy examination (Praxis):

i. grades PK-3—Principles of Learning and Teaching Early Childhood (0621 or 5621);

ii. grades 1-5—Principles of Learning and Teaching K-6 (0622 or 5622);

iii. grades 4-8—Principles of Learning and Teaching 5-9 (0623 or 5623);

iv. grades 6-12—Principles of Learning and Teaching 7-12 (0624 or 5624);

v. all-level K-12 certification—Principles of Learning and Teaching K-6, 5-9, or 7-12;

vi. special education early interventionist birth to five years—Special Education: Core Knowledge and Applications (0354) and Principles of Learning and Teaching Early Childhood (0621 or 5621);

vii. special education significant disabilities 1-12—Special Education: Core Knowledge and Severe to Profound Applications (0545 or 5545);

viii. special education hearing impaired K-12—Special Education: Core Knowledge and Applications (0354 or 5354) and Education of Exceptional Students: Hearing Impairment (0271);

ix. special education visual impairments/blind K-12—Special Education: Core Knowledge and Applications (0354 or 5354);

c. completed all requirements of the certification-only alternative certification path as verified to the Louisiana Department of Education by the program provider.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1794 (October 2006), amended LR 35:1482 (August 2009), LR 36:2262, 2263 (October 2010), LR 37:550 (February 2011), LR 37:3210 (November 2011), LR 39:1461 (June 2013), LR 40:277 (February 2014), LR 41:645 (April 2015), LR 41:1270 (July 2015).

§239. The State as a Private Provider

A. The Louisiana Department of Education, Division of Teacher Certification and Higher Education, may act as a program provider in directing certification efforts of candidates who meet these criteria.

1. Candidate must accumulated three years of successful experience in an approved Louisiana school in the area(s) of certification, which experience can be used by the Louisiana Department of Education in lieu of the internship or student teaching portion of the program. Experience accumulated by elementary education certification candidates must be in core content areas at appropriate grade levels.

2. Candidate must have experienced difficulty in completing alternate program requirements, through no fault of his/her own.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1796 (October 2006), amended LR 35:222 (February 2009).

Subchapter C. Alternate Educational Leader Preparation Programs

§240. Educational Leader Practitioner (Residency) Program

A. State-approved private providers and Louisiana colleges or universities may choose to offer an educational leader practitioner (residency) program for purposes of certifying successful candidates for educational leader level 1 certification (Two additional alternate paths are available to individuals seeking an educational leader certificate level 1—see Chapter 7, §705 for path 1 and path 2.). Educational leader practitioner program providers must submit a program proposal to the Louisiana Department of Education, Division of Certification and Preparation. Programs will be reviewed for adherence to program guidelines, and those meeting guidelines will be recommended to the Board of Elementary and Secondary Education for approval status. The educational leader practitioner program is a streamlined certification path that combines intensive coursework and practical, on-the-job experience.

1. Admission to the Program. Program providers work with local educational agency or state/district-approved charter school personnel to identify educational leader practitioner program candidates who will be employed by the local educational agency or approved charter school (hereinafter referred to as hiring authority). For admission, candidates must:

- a. possess a baccalaureate degree from an accredited university;
- b. have three years of K-12 teaching experience and demonstrate strong knowledge of instruction through a rigorous screening process by an approved program provider in partnership with one or more hiring authorities;
- c. hold or be eligible to hold a valid Louisiana type B or level 2 teaching certificate or have a comparable level out-of-state teaching certificate;
- d. meet other non-course requirements established by the approved leader practitioner program:
 - i. candidates will be chosen using a rigorous selection process designed to determine the potential of candidates as school leaders. The screening process for each cohort will involve a multi-phase process that includes, as a minimum, a written application, recommendations, and interviews.

2. Leader Preparation (First Session)

a. All leader practitioner candidates will participate in an initial institute training that will build skills in the areas of instructional, organizational, and personal leadership. The standards for educational leaders in Louisiana will serve as the basis of the curriculum. The institute will provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research. Topics to be addressed include but are not limited to the following: leading with a vision, using data to lead school improvement, creating and leading effective school teams, building a high-performance learning culture and professional learning communities, and leading and learning with technology. acquired knowledge and skills will be utilized in the planning of residency experiences with a residency supervisor, who is assigned by the program provider. In addition, participants will begin developing their portfolio and educational leadership development plan.

b. The initial session will include a minimum of 135 contact hours (or 9 credit hours).

3. Principal Residency and Support (School Year)

a. Candidates assume positions as administrative interns (with responsibilities equivalent to that of an Assistant Principal). The hiring authority pays the candidate's salary.

b. Interns will serve in at least two different schools, and will experience a full range of activities associated with all phases of school administration. In school experiences should provide for a minimum of 125 days in the school.

c. During the school year, candidates participate in weekly sessions provided by the program provider and in four seminars (two during the first semester and two during the second semester) that address immediate needs of the practitioner leader. Weekly sessions and seminars should provide for a minimum of 60 contact hours (or 4 credit hours).

d. Practitioner leaders receive one-on-one supervision through a residency supervisor provided by the program providers.

e. Practitioner leaders will receive support from a school-based principal mentor identified by the hiring authority and the program provider, and a principal coach provided by the program provider. Hiring authorities and providers will collaborate to identify appropriate site for placement of an intern at a school and with a strong principal who serves as the school-based mentor.

Additionally, the provider identifies and trains principal coaches (e.g., former principals, retired principals) who support one or more candidates.

4. Leader Preparation (Second Session)

a. All leader practitioner candidates will participate in a follow-up institute training that will continue to build skills in the areas of instructional and organizational leadership. The *Standards for Educational Leaders in Louisiana* will serve as the basis of the curriculum. The institute will provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research. Topics to be addressed include but are not limited to the following: leading a focused drive toward student achievement, organizing the learning environment, and ethical leadership. In addition, program participants will finalize their portfolio and educational leadership development plan.

b. The second session will include 135 contact hours (or 9 credit hours).

i. An approved program provider may choose to provide a portion of the second session curriculum and contact hours during the first session or academic school year.

ii. A minimum of 45 contact hours (or three credit hours) must be provided during the second session.

iii. The provider must provide evidence that the curriculum topics have all been addressed and that the required contact hours/credit hours have been met by the end of the second session.

5. Practitioner Leader Performance Review (Mid-Year and End of Program)

a. Program providers, mentor principals, and principal coaches form teams to review mid-year performance of practitioner leaders and determine the extent to which the practitioner leader has demonstrated educational leadership proficiency. If weaknesses are cited, teams will identify additional types of support to address areas of needs.

b. Program providers, mentor principals, and principal coaches form teams to review end-of-program performance of practitioner leaders and determine the extent to which the aspiring leader has demonstrated educational leadership proficiency and readiness for the Educational Leader Level I certification.

6. Total Hours Required. Minimum of 330 contact hours of coursework (22 credit hours) and minimum of 125 days serving as practitioner leader (administrative intern).

7. Passage of School Licensure Exam. Have a passing score on the School Leaders Licensure Assessment (SLLA) in accordance with state requirements.

8. Program requirements must be met by the end of the second session. For certification purposes, approved providers will submit signed statements to the Department of Education indicating that the student completing the Educational Leader Practitioner Program performance-based certification path met the following requirements:

a. passed the school leaders licensure assessment;

b. completed all program coursework (sessions and school year) and the residency;

c. completed prescriptive plans (if weaknesses were demonstrated);

d. demonstrate readiness for the educational leader based on performance against the standards for educational leaders in Louisiana and approved program provider indicators of skills needed for educational leader success;

e. completed an educational leadership development plan (an individualized learning plan that outlines areas of development in each of the standards for educational leaders in Louisiana);

f. completed a portfolio demonstrating skills needed to collaborate with teachers and use data to increase student achievement; successfully observe, evaluate, and provide feedback to teachers to improve student achievement; and lead the school or a portion of the school through a change process that helps to build a positive school community.

9. On-Going Support (second and third year). Program providers will give support services to educational leaders who have completed the practitioner leader program and are serving as school leaders during their second and third years in the program.

10. Professional License. Upon completion of all requirements of the program, the candidate will receive an educational leader level I license.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:818 (May 2007), amended LR 38:42 (January 2012), amended LR 38:765 (March 2012), LR 39:1461 (June 2013).

§243. PRAXIS Exams and Scores

A. A teacher applicant for certification must successfully complete the appropriate written or computer delivered tests identified prior to Louisiana teacher certification.

1. Core Academic Skills for Educators. Teacher applicants in all content areas must pass all three Praxis core academic skills for educators tests.

Pre-Professional Skills Test "Paper or Computer Administrations"	Test #	Score	Effective Date
PPST:R—Pre-Professional Skills Test: Reading	0710/5710	176	Effective 7/1/10 to 12/31/13
PPST:W—Pre-Professional Skills Test: Writing	0720/5720	175	
PST:M—Pre-Professional Skills Test: Mathematics	0730/5730	175	

Core Academic Skills for Educators	Test #	Score	Effective Date
Reading	5712	156	Effective 1/1/14
Writing	5722	162	
Mathematics	5732	150	

¹To differentiate the computer delivered tests, Educational Testing Service has placed the number "5" or "6" preceding the current test code. The Department will accept computer delivered passing test scores for licensure.

²NOTE: An ACT composite score of 22 or a SAT combined verbal and math score of 1030 may be used in lieu of Praxis 1 PPST Exams or Core Academic Skills for Educators in reading, writing and math by prospective teachers in Louisiana

2. Principles of Learning and Teaching (PLT) Exams

Principles of Learning and Teaching : Early Childhood	0621 or 5621	157	Effective 1/1/12
Principles of Learning and Teaching: K-6	0622 or 5622	160	
Principles of Learning and Teaching: 5-9	0623 or 5623	160	
Principles of Learning and Teaching: 7-12	0624 or 5624	157	

B. Content and Pedagogy Requirements

Certification Area	Name of Praxis Test	Content Exam Score	Pedagogy: Principles of Learning and Teaching		
			PLT K-6 (#0622 or 5622)	PLT 5-9 (#0623 or 5623)	PLT 7-12 (#0624 or 5624)
Birth to Kindergarten	Early Childhood Content Knowledge (5022/5025 after September 2015)	160 (for 5022)	PLT: Early Childhood 0621 or 5621 (Score 157)		
	Early Childhood Education (5025)	156 (for 5025)			
	OR				
	Education of Young Children (5024)	160			
	OR				
PreK Education (5531)	155				
Early Childhood PK-3	Elementary Content Knowledge (0014 or 5014) prior to 9/1/15	150	PLT: Early Childhood 0621 or 5621 (Score 157)		
Early Childhood PK-3	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163	PLT: Early Childhood 0621 or 5621 (Score 157)		
	OR				
	Elementary Education: Multiple Subjects (5001)				
	• Reading/Language Arts(5002)	157			
	• Mathematics (5003)	157			
• Social Studies (5004)	155				
• Science (5005)	159				
Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)					
• Reading/Language Arts(5002)	157				
• Mathematics (5003)	157				
• Social Studies (5004)	155				
• Science (5005)	159				
Grades 1-5	Elementary Content Knowledge (0014 or 5014) prior to 9/1/15	150	160	---	---
Grades 1-5	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163	160		
	OR				
	Elementary Education: Multiple Subjects (5001)				
	• Reading/Language Arts(5002)	157			
	• Mathematics (5003)	157			
• Social Studies (5004)	155				
• Science (5005)	159				
Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)					
• Reading/Language Arts(5002)	157				
• Mathematics (5003)	157				
• Social Studies (5004)	155				
• Science (5005)	159				
Grades 4-8 Mathematics	Middle School Mathematics (0069) Prior to 1/1/14	148	---	160	---
	Middle School Mathematics (5169) Effective 1/1/14	165			
Grades 4-8 Science	Middle School Science (0439) Prior to 6/8/14	150	---	160	---
	Middle School Science (5440) Effective 6/8/14	150			
Grades 4-8 Social Studies	Middle School Social Studies (0089 or 5089)	149	---	160	---
Grades 4-8 English/ Language Arts	Middle School English/Language Arts (0049 or 5049) Prior to 1/1/14	160	---	160	---
	Middle School English (5047) Effective 1/1/14	164			

C. Certification Areas

1. Grades 6-12 Certification

Grades 6-12 Certification Areas				
				PLT 7-12
			Score	

Grades 6-12 Certification Areas					
		Score			PLT 7-12
Agriculture	Agriculture (0700) Prior to 6/8/14	510	---	---	157
	Agriculture (5701) Effective 6/8/14	147			
Biology	Biology: Content Knowledge (0235 or 5235)	150	---	---	157
Business	Business Education: Content Knowledge (0101 or 5101)	154	---	---	157
Chemistry	Chemistry: Content Knowledge (0245 or 5245)	151			157
Chinese	Chinese (Mandarin): World Language (5665)	164	PLT7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)		
English	English Language, Literature, and Composition: Content Knowledge (0041 or 5041) Pedagogy (0043) Prior to 1/1/14	160	---	---	157
		130			
	English Language Arts: Content and Analysis (5039) Effective 1/1/14	168			
Family and Consumer Sciences	Family and Consumer Sciences (0121 or 5121) Prior to 6/8/14	141	---	---	157
	Family and Consumer Sciences (5122) Effective 6/8/14	153			
French	French: World Language (5174)	157	PLT7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)		
General Science	General Science: Content Knowledge (0435 or 5435)	156	---	---	157
German	German: World	157	PLT7-12 (Score		

Grades 6-12 Certification Areas					
		Score			PLT 7-12
	Language (5183)		157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)		
Mathematics	Mathematics: Content Knowledge (0061 or 5061) Effective 6/1/10-12/31/13	135	---	---	157
	Mathematics: Content Knowledge (5161) Effective 1/1/14	160			
Physics	Physics: Content Knowledge (0265 or 5265)	141			157
Social Studies	Social Studies: Content and Interpretation (0086 or 5086)	160	---	---	157
Spanish	Spanish: World Language (5195)	157	PLT7-12 (Score 157) until 6/30/13; After 6/30/13 World languages Pedagogy 0841 (Score 158)		
Speech	Speech Communications (0221 or 5221)	146	---	---	157
Technology Education	Technology Education (0051 or 5051)	159	---	---	157
Computer Science Earth Science Environmental Science Journalism Latin Marketing	At this time, a content area exam is not required for certification in Louisiana.	---	---	---	157

2. All-Level K-12 Certification

All-Level K-12 Certification Areas						
		Score	PLT K-6		PLT 5-9	PLT 7-12
Grades K-12 Art	Art: Content Knowledge (0134 or 5134)	159	160	or	160	or 157
Grades K-12 Dance	None Available**	---	160		160	or 157
Grades K-12 Foreign Languages	Chinese (Mandarin): World Language (5665)	164	PLT K-6 (Score 160) or PLT 5-9 (Score 160) or PL7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)			
	French: World Language (5174)	157				
	German: World Language (5183)	157				
	Spanish: World Language (5195)	157				
Grades K-12 Music	Music: Content Knowledge (0113 or 5113)	151	160	or	160	or 157
Grades K-12 Health and Physical Education	Phys. Education: Content Knowledge (0091 or 5091) Prior to 6/8/14	146	160		160	or 157
	Health and Physical Education (5857) Effective 6/8/14	160				

**At this time, a content area exam is not required for certification in Louisiana.

D. Special Education Areas

Area	Content Exam	Score	Pedagogy Requirement	Score
All Special Education Area(s)				

Area	Content Exam	Score	Pedagogy Requirement	Score
Early Interventionist	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Knowledge and Applications (0354 or 5354) and	145
	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163	Principles of Learning and Teaching: Early Childhood (0621 or 5621) Effective 1/1/12	157
	OR Elementary Education: Multiple Subjects (5001)		Special Education: Early Childhood (0691) and	159
	• Reading/Language Arts(5002)	157	Principles of Learning and Teaching: Early Childhood (0621 or 5621) Effective 1/1/14	157
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
• Science (5005)	159			
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)			
	• Reading/Language Arts(5002)	157		
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
	• Science (5005)	159		
Hearing Impaired	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Knowledge and Applications (0354 or 5354) and Education of Deaf and Hard of Hearing Students (0271) Effective 11/1/11	145
	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163		160
	OR Elementary Education: Multiple Subjects (5001)		Special Education: Core Knowledge and Applications (0354 or 5354) and Special Education: Education of Deaf and Hard of Hearing Students (0272 or 5272) Effective 1/1/14	145
	• Reading/Language Arts(5002)	157		160
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
• Science (5005)	159			
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)			
	• Reading/Language Arts(5002)	157		
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
	• Science (5005)	159		
Mild to Moderate Disabilities	ALL Candidates must pass a content area exam appropriate to certification level 1-5, 4-8, 6-12 (e.g., Elementary, or core subject-specific exams for middle or secondary grades)		Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543) and PLT specific to grade level (K-6, or 5-9 or 7-12).	153
Significant Disabilities	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Knowledge and Severe to Profound Applications (0545 or 5545)	153
	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163		
	OR Elementary Education: Multiple Subjects (5001)			
	• Reading/Language Arts(5002)	157		
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
• Science (5005)	159			
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)			
	• Reading/Language Arts(5002)	157		
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
	• Science (5005)	159		
Visual Impairments/ Blind	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Content Knowledge and Applications (0354 or 5354) Effective 11/1/11	145
	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163	Special Education: Core Content Knowledge and Applications (0354 or 5354) and Special Education: Teaching Students with Visual Impairments (0282) Effective 1/1/14	145
	OR Elementary Education: Multiple Subjects (5001)			163
	• Reading/Language Arts(5002)	157		
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
• Science (5005)	159			
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)			
	• Reading/Language Arts(5002)	157		
	• Mathematics (5003)	157		
	• Social Studies (5004)	155		
	• Science (5005)	159		

E. Administrative and Instructional Support Areas

Certification Area	Name of Praxis Test	Area Test Score
Educational Leader—Level 1	School Leaders Licensure Assessment (1011 or 6011)	166
Educational Leader—Level 3	School Superintendent Assessment (6021)	160
Guidance Counselor K-12	Professional School Counselor (0421 or 5421)	156
School Librarian	Library Media Specialist (0311 or 5311)	136

All Praxis scores used for certification must be sent directly from ETS to the State Department of Education electronically, or the original Praxis score report from ETS must be submitted with candidate's application.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1833 (October 2006), amended LR 36:485 and 488 (March 2010), LR 36:2265 (October 2010), LR 37:551 (February 2011), repromulgated LR 37:556 (February 2011), amended LR 37:3210 (November 2011), LR 39:1461 (June 2013), LR 40:277 (February 2014), LR 40:1680 (September 2014), LR 41:645 (April 2015), LR 41:916 (May 2015), LR 42:233 (February 2016).

§305. Professional Level Certificates

A. Level 1 is the entry-level professional certificate, valid for three years. The Level 2 and Level 3 certificates are valid for five years.

1. Level 1 Professional Certificate—valid for three years.

a. Eligibility Requirements

i. Louisiana graduate:

- successfully complete a state-approved traditional or alternate teacher preparation program;
- have a minimum 2.50 grade point average (GPA) on a 4.00 scale;

(c) present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam in the certification area in which the teacher preparation program was completed or in which the initial certificate was issued; and

- be recommended by a state-approved university or private program provider for certification.

b. Out-of-State Graduate

i. Eligibility requirements:

- possess a minimum of a baccalaureate degree from a regionally accredited college or university;
- completed a teacher preparation program in another state;
- hold a standard out-of-state teaching certificate; or if no certificate was issued, a letter from the State Department of Education in the state of origin verifying eligibility in that state for a certificate in the certification area(s);
- pass all parts of Praxis exam(s) required for Louisiana certification:

(i) present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam in the certification area in which the teacher preparation program was completed or in which the initial certificate was issued;

(ii) if applicant has obtained National Board Certification (NBC) in corresponding areas for which certification is being sought as well as certification/licensure in the state of origin, the examination required for NBC will be accepted to fulfill the testing requirements for certification;

(e) has completed student teaching, an internship, or three years of teaching experience in the candidate's area of certification; and

(f) has not been out of teaching in the five years immediately preceding first employment or application for a Louisiana certificate. A candidate who has not taught in five years may be issued a one-year non-renewable (OS1) certificate while he/she completes six semester hours required for the issuance of a three-year non-renewable (OS) certificate.

ii. A candidate who is certified in another state can qualify for exclusion from the Praxis exam(s) required for Louisiana certification under the following criteria.

(a) He/she meets all requirements for Louisiana certification except the Praxis exam requirements; has at least four years of successful teaching experience in another state, as determined by the board; and teaches on an out-of-state certificate for one year in a Louisiana approved public or an approved private school system.

(b) The teacher's employing authority must verify that he/she has completed one year of successful teaching experience in a Louisiana approved public or an approved private school and that he/she has been recommended for further employment.

(c) The employing authority must request that he/she be granted a valid Louisiana teaching certificate.

c. Foreign Applicant—(OS) Certificate

i. Eligibility requirements:

(a) bachelor's or higher level degree verified by a regionally accredited institution in the United States. If the institution is located in Louisiana, the dean of the College of Education must recommend the applicant for certification

based upon Louisiana requirements. If the institution is located in another state/country, the guidelines prescribed for out-of-state applicants must be followed; or

(b). credentials may be submitted to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Office of International Education Services or World Education Services for evaluation. The original course-by-course evaluation from AACRAO and World Education Services must be submitted directly from those agencies and must include a statement verifying the comparability of the baccalaureate degree in the field of education.

d. Foreign Applicant—Level 1 Certificate

i. Eligibility requirements:

(a). bachelor's or higher level degree verified by a regionally accredited institution in the United States. If the institution is located in Louisiana, the dean of the College of Education must recommend the applicant for certification based upon Louisiana requirements. If the institution is located in another state/country, the guidelines prescribed for out-of-state applicants must be followed; or

(b). credentials may be submitted to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Office of International Education Services or World Education Services for evaluation. The original course-by-course evaluation for certification must come directly from the evaluating agency and must include a statement verifying the comparability of the baccalaureate degree in the field of education; and

(c). present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam(s) in the certification area(s) in which the teacher preparation program was completed or in which the initial certificate was issued.

B. Level 2 Professional Certificate—valid for five years.

1. Eligibility requirements:

a. hold or meet eligibility requirements for a level 1 certificate;

b. either successfully meet the standards of effectiveness for three years pursuant to Bulletin 130 and mandated by Act 54 of the Louisiana 2010 Legislative Session or receive a waiver of this provision from the LDE, at the request of the employing LEA, if the teacher was unable to meet the standards of effectiveness due to administrative error in the local implementation of the evaluation system any year prior to the 2015-2016 school year; and

c. accrue three years of experience in area(s) of certification in an approved educational setting.

2. If the level 2 certificate is the applicant's first certificate, a state-approved teacher preparation program provider must submit the request.

3. If the level 1 certificated teacher qualifies for advancement to a level 2 certificate, the request for the higher certificate must be submitted directly to the Louisiana Department of Education by the employing authority.

C. Level 3 Professional Certificate—valid for five years.

1. Eligibility requirements:

a. hold or meet eligibility requirements for a level 2 certificate;

b. a master's degree from a regionally accredited college or university;

c. five years of experience in area(s) of certification in an approved educational setting.

2. If the level 3 certificate is applicant's first certificate, a state-approved teacher preparation program provider must submit the request.

3. If the level 2 certificated teacher qualifies for advancement to a level 3 certificate, the request for the higher certificate must be submitted directly to the Louisiana Department of Education by the employing authority.

D. Renewal/Extension Guidelines for Level 1, Level 2, and Level 3 Certificates

1. Level 1 certificate:

a. valid for three years initially and may be extended thereafter for a period of one year at the request of a Louisiana employing authority. Level 1 certificates are limited to two such extensions. Teachers must successfully meet the standards of effectiveness for the renewal of this certificate pursuant to Bulletin 130 and mandated by Act 54 of the Louisiana 2010 Legislative Session.

2. Level 2 and level 3 certificates:

a. valid for five years initially and may be renewed thereafter for a period of five years at the request of a Louisiana employing authority. For renewal of level 2 and level 3 certificates, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and mandated by Act 54 of the Louisiana 2010 Legislative Session;

b. LEAs may request a one-time five-year renewal of the certificate if a teacher was unable to successfully meet the standards of effectiveness due to administrative error in the local implementation of the evaluation system any year prior to the 2015-2016 school year.

E. Non-Practicing Status for Level 1, 2, 3 Certificates

1. The LDE may grant non-practicing status to any teacher who applies within a year of ceasing employment as a teacher or leader evaluated pursuant to Bulletin 130 and Act 54 of the 2010 Legislative Session. An exception may be made for a teacher or leader who ended employment prior to November 1, 2015 with at least one evaluation rating in 2012-2013, 2013-2014, or 2014-2015.

2. Non-practicing status shall take effect on the last day of employment in the evaluated role, as verified by the employing LEA.

3. Non-practicing teachers returning to practice may apply through a Louisiana education agency for an extension of their certificate for the number of years remaining in the renewal period of the certificate.

4. Final effectiveness ratings earned while in active status will be retained during non-practicing status and applied to any subsequent renewal or extension.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1797 (October 2006), amended LR 33:433 (March 2007), LR 34:233 (February 2008), LR 34:1611 (August 2008), LR 35:222 (February 2009), LR 37:558 (February 2011), LR 38:1951 (August 2012), LR 40:279 (February 2014), LR 41:2128 (October 2015).

§307. Type C Certificates

A. Effective July 1, 2002, Type C certificates are no longer issued for initial certification. The Type C certificate is valid for three years. Teachers who hold Type B and Type A lifetime certificates will continue to hold these certificates. Effective July 1, 2012, Type B and Type A lifetime certificates will no longer be issued to teachers holding Type C certificates applying for advanced certificates. Teachers holding a Type C certificate who wish to apply for more advanced certification credentials will be granted a Level 2 certificate, upon meeting the standards of effectiveness for at least three years, pursuant to Bulletin 130 and R.S.17:3902.

B. Type C Certificate

1. Eligibility Requirements:

- a. successfully complete a state-approved traditional or alternate teacher preparation program;
- b. a minimum 2.50 GPA on a 4.00 scale;
- c. present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams—the Pre-Professional Skills Tests (PPST) in reading, writing, and mathematics; the Principles of Learning and Teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam in the certification area(s) in which the teacher preparation program was completed or in which the initial certificate was issued;
- d. be recommended by a university or private program provider for certification; or meet the requirements of an out-of-state certified teacher (see below for requirements for the Out-of-State Certificate).

2. Renewal Guidelines. The Type C certificate may be renewed for an additional three year period upon the request of the Louisiana employing authority, subject to the approval of the Division of Teacher Certification and Higher Education.

C. Type B Certificate—a lifetime certificate for continuous service, provided the holder does not allow any period of five or more consecutive years of disuse to accrue in which he is not a regularly employed teacher for at least one semester, or 90 consecutive days, and/or the certificate is not revoked by the State Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

- a. hold or meet eligibility requirements for a Type C certificate;
- b. successfully complete the local evaluation plan mandated by Act 54 of the Louisiana 2010 Legislative Session; and
- c. three years of experience in area(s) of certification in an approved educational setting.

2. The request for the higher certificate must be submitted directly to the Louisiana Department of Education by the employing authority.

D. Type A Certificate—a lifetime certificate for continuous service, provided the holder does not allow any period of five or more consecutive years of disuse to accrue in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days, and/or the certificate is not revoked by the state Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

- a. hold or meet eligibility requirements for a Type C certificate;
- b. successfully complete the local evaluation plan mandated by Act 54 of the Louisiana 2010 Legislative Session;
- c. a master's degree from a regionally accredited institution of higher education; and
- d. five years of experience in area(s) of certification in an approved educational setting.

2. The request for the higher certificate must be submitted directly to the Louisiana Department of Education by the employing authority.

E. Process for Reinstating Lapsed Type C, B, and A Certificates

1. A certificate will lapse for disuse if the holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days.

2. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses (see Chapter 13) during the five year period immediately preceding request for reinstatement.

3. If the holder did not earn six semester hours or equivalent, the lapsed certificate may be reactivated upon request (at the level that was attained prior to disuse) for a period of one year, during which time the holder must complete reinstatement requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1798 (October 2006), amended LR 37:559 (February 2011), LR 38:3136 (December 2012).

§309. Out-of-State (OS) Certificate

A. An out-of-state (OS) certificate, valid for a three year period, is not renewable. It is issued to a teacher who has completed an out-of-state teacher preparation program and either holds or is eligible for a certificate in the state in which the program was completed. The teacher is not initially eligible for a Level 1, 2, or 3 Louisiana certificate but meets Louisiana certification requirements with the exception of the Praxis/National Teacher Exam requirements. It provides a transition period that permits the holder to be employed in Louisiana K-12 schools while he/she complies with Louisiana Praxis/NTE requirements or meets Praxis exclusion eligibility requirements. For continued employment as a teacher in a Louisiana school system after the three year period has elapsed, the OS certificate holder must fulfill guidelines for a Level 1 or higher-level certificate.

B. Eligibility requirements:

1. baccalaureate degree from a regionally accredited college or university;
2. completed a teacher preparation program in another state;
3. hold a standard out-of-state teaching certificate; or if no certificate was issued, a letter from the state department of education or college of education dean verifying eligibility in that state for a certificate in the certification area(s);
4. completed student teaching or internship in a certification area, or in lieu of student teaching or internship has three years of successful teaching experience in a certification area; and
5. if applicant earned a degree five or more years prior to the date of application, he/she must have been a regularly employed teacher for at least one semester, or 90 consecutive days, within the five year period immediately preceding first employment in Louisiana or application for a Louisiana certificate. Lacking this experience, he/she must earn six semester hours of credit in state-approved courses (see Chapter 12) during the five year period immediately preceding application. A candidate who has not taught in five years may be issued a one-year non-renewable (OS1) certificate while he/she completes six semester hours required for the issuance of a three-year non-renewable (OS) certificate.

C. Advancing from OS to Professional Level 1, 2, or 3 Certificate

1. Pass all parts of Praxis exam(s) required for Louisiana certification:
 - a. present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam in the certification area in which the teacher preparation program was completed or in which the initial certificate was issued;
 - b. if applicant has obtained National Board Certification (NBC) in corresponding areas for which certification is being sought as well as certification/licensure in the state of origin, the examination required for NBC will be accepted to fulfill the testing requirements for certification;
 - c. a candidate who is certified in another state can qualify for exclusion from the Praxis exam(s) required for Louisiana certification under these criteria:
 - i. he/she meets all requirements for Louisiana certification except the Praxis exam requirements; has at least three years of successful teaching experience in another state, as determined by the board; and teaches on an OS certificate for one year in a Louisiana approved public or an approved private school system;
 - ii. the teacher's Louisiana employing authority verifies that he/she has completed one year of successful teaching experience in a Louisiana approved public or an approved private school and that he/she has been recommended for further employment; and
 - iii. the employing authority requests that he/she be granted a valid Louisiana teaching certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1799 (October 2006), amended LR 33:433 (March 2007), LR 34:1611 (August 2008), LR 35:222 (February 2009), LR 35:894 (May 2009), LR 37:559 (February 2011), LR 37:882 (March 2011), LR 40:280 (February 2014).

§311. World Language Certificate (WLC) PK-12

A. This certificate is valid for six years and may be issued to a foreign associate teacher who participates in the Department of Education (LDE) Foreign Associate Teacher Program, and who teaches world language and/or immersion in grades PK-12.

B. This certificate allows the holder to receive the same benefits as any other regularly certified teacher.

C. Eligibility guidelines:

1. a bachelor's degree in education or equivalent preparation in education from a foreign country. The status of this degree will be determined by the Department of Education (LDE). If LDE staff cannot make a degree equivalent determination, the candidate's credentials must be evaluated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or by World Education Services (WES). In the case of an AACRAO or WES evaluation, the determination must be on "safe script" paper and must include a course-by-course evaluation;
2. a teaching certificate in the foreign country for the certification area and/or grade level that the candidate will teach in Louisiana;
3. evidence of two years of successful teaching experience in the country of origin; and
4. a native speaker of the language to be taught.

D. **Renewal Guidelines.** Valid for six years initially and may be renewed thereafter for a period of six years at the request of a Louisiana employing authority. For renewal of a WLC certificate, candidates must successfully meet the standards of effectiveness for at least three years during the six-year initial or renewal period pursuant to Bulletin 130 and mandated by Act 54 of the Louisiana 2010 Legislative Session.

E. **Professional Certificate.** A professional level 1 certificate may be issued after successful completion of the PRAXIS core academic skills for educators, PRAXIS II content area examination(s), and PRAXIS principles of learning and teaching: K-6, 5-9, or 7-12. The test of English as a foreign language may be used in lieu of the PRAXIS core academic skills for educators. For renewal and reinstatement guidelines of a level 1 certificate, see Chapter 3.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1800 (October 2006), amended LR 33:1618 (August 2007), LR 34:233 (February 2008), LR 35:642 (April 2009), LR 36:486 (March 2010), LR 38:1952 (August 2012), LR 40:280 (February 2014).

§313. Practitioner Licenses

A. Practitioner Licenses 1 and 2 may be issued for one school year, renewed annually, and held a maximum of three years while the holder completes an alternate program. Upon completion of the three years of employment on this certificate, the holder must fulfill guidelines for a Level 1 or higher-level certificate for continued employment in a Louisiana school system. The Practitioner License 3 may be issued for one school year, renewed annually, and held a maximum of four years while the holder completes an alternate program. Upon completion of the four years of employment on this certificate, the holder must fulfill guidelines for a Level 1 or higher-level certificate for continued employment in a Louisiana school system.

B. Practitioner License 1—issued to a candidate who is admitted to and enrolled in a state-approved Practitioner Teacher Program.

1. Eligibility requirements:

- a. baccalaureate degree from regionally accredited college or university;
- b. 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program; or a 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program; and
- c. passing scores on Praxis core academic skills for educators and current Praxis content area exam(s). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. Candidates possessing a graduate degree from a regionally accredited college or university will be exempted from the core academic skills for educators requirement.

NOTE: Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam. Secondary education candidates (grades 6-12) must pass a Praxis core subject area exam. If there is no content Praxis exam adopted by the State in the specific secondary core subject area, candidates must demonstrate content mastery by presenting 31 semester credit hours in the core subject area.

2. The approved teacher preparation program provider must submit the request for the initial practitioner license directly to the Louisiana Department of Education.

3. **Renewal Requirements.** The candidate must remain enrolled in the Practitioner Teacher Program and fulfill a minimum of six semester hours of coursework or equivalent contact hours per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

4. Program requirements must be completed within the three year maximum that the license can be held.

C. Practitioner License 2—issued to a candidate who is admitted to and enrolled in a state-approved non-master's/certification-only alternate certification program.

1. Eligibility requirements:

- a. baccalaureate degree from regionally accredited college or university;
- b. a 2.20 GPA on a 4.00 scale; and
- c. passing scores on Praxis core academic skills for educators and current Praxis content area exam(s). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. Candidates possessing a graduate degree from a regionally accredited college or university will be exempted from the core academic skills for educators requirement.

NOTE: Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam. Secondary education candidates (grades 6-12) must pass a Praxis core subject area exam. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area.

2. The request for the initial practitioner license as well as renewals of the license must be submitted directly to the Louisiana Department of Education by the employing authority.

3. **Renewal Requirements.** The candidate must remain enrolled in the Non-Master's/Certification-Only Alternate Certification Program and fulfill a minimum of nine semester hours of coursework per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

4. Program requirements must be completed within the three year maximum that the license can be held.

D. Practitioner License 3—issued to a candidate who is admitted to and enrolled in a state-approved master's degree alternate certification program.

1. Eligibility requirements:

a. baccalaureate degree from regionally accredited college or university;

b. 2.50 GPA on a 4.00 scale; and

c. passing scores on Praxis core academic skills for educators and current Praxis content area exam(s). If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. Candidates possessing a graduate degree from a regionally accredited college or university will be exempted from the core academic skills for educators requirement.

NOTE: Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam. Secondary education candidates (grades 6-12) must pass a Praxis core subject area exam. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area.

2. The request for the initial practitioner license as well as renewals of the license must be submitted directly to the Louisiana Department of Education by the employing authority.

3. Renewal Requirements: The candidate must remain enrolled in the Master's Degree Alternate Certification Program and fulfill a minimum of nine semester hours of coursework per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

4. Program requirements must be completed within the four year maximum that the license can be held.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1800 (October 2006), amended LR 35:221 (February 2009), LR 38:1952 (August 2012), LR 40:280 (February 2014).

§315. Standard Certificates for Teachers in Nonpublic Schools

A. A standard certificate with an asterisk (*) following the certificate type is issued to a teacher in a non-public school. The asterisk (*) refers to a statement printed at the bottom of the certificate: "If this teacher enters a public/charter school system in Louisiana, he/she will be required to meet the standards of effectiveness pursuant to Bulletin 130 and mandated by Act 54 of the Louisiana 2010 Legislative Session for issuance of a Level 2 or Level 3 teaching certificate."

B. Level 2* (2-asterisk) Certificate—valid for five years and renewable with Continuing Learning Units (CLUs) of approved professional development during the five year period immediately preceding request for renewal.

1. Eligibility requirements:

a. a Louisiana Level 1 certificate;

b. successfully taught for three years in area(s) of certification;

c. completed a teacher evaluation program for three years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the Level 2* certificate must be submitted directly to the Louisiana Department of Education by the Louisiana employing authority.

3. The Level 2* certificate is valid in a nonpublic school setting. If the teacher enters a Louisiana public/charter school he/she will be required to successfully complete the local evaluation plan mandated by Act 54 of the Louisiana 2010 Legislative Session.

C. Level 3* (3-asterisk) Certificate—valid for five years and renewable with Continuing Learning Units (CLUs) of approved professional development during the five year period immediately preceding request for renewal.

1. Eligibility requirements:

a. a Louisiana Level 1 or Level 2* certificate;

b. successfully taught for five years in the area(s) of certification;

c. master's degree from a regionally accredited college or university; and

d. completed a teacher evaluation program for three consecutive years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the Level 3* certificate must be submitted directly to the Louisiana Department of Education by the Louisiana employing authority.

3. The Level 3* certificate is valid in a nonpublic school setting. If the teacher enters a Louisiana public/charter school he/she will be required to successfully complete the local evaluation plan mandated by Act 54 of the Louisiana 2010 Legislative Session.

4. Renewal Guidelines for Level 2* and Level 3* Certificates

a. A teacher must complete 150 continuing learning units (CLUs) of district-approved and verified professional development over the five year time period during which he/she holds the certificate, or during the five year time period immediately preceding the request for renewal. The Louisiana employing authority must request renewal of a Level 2* or Level 3* certificate.

b. A teacher with an existing Level 2* or Level 3* teaching certificate may renew that certificate based upon completion of NBC during the period of certificate validity, as satisfaction in full of the 150 CLUs required for renewal.

c. If the holder of an expired Level 2* or Level 3* certificate has not earned the required 150 CLUs of professional development, the expired certificate may be reactivated upon request of the employing authority (at the level that was attained prior to expiration) for a period of one year, during which time the certificate holder must present

evidence of successful completion of the required 150 CLUs to the Louisiana Department of Education. Failure to complete necessary CLUs during the one year reactivation period will result in an expired certificate that cannot be reinstated until evidence is provided of completed professional development requirements.

d. 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. As a unit of measure, the CLU is used to quantify an educator's participation in a district- or system-approved, content-focused professional development activity aligned with the educator's individual professional growth plan.

D. Type B* (B-asterisk) Certificate—a lifetime nonpublic school certificate for continuous service, provided the holder does not allow any period of five or more consecutive years of disuse to accrue in which he is not a regularly employed teacher for at least one semester, or 90 consecutive days, and/or certificate is not revoked by the Louisiana Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

- a. a Louisiana Type C certificate;
- b. successfully taught for three years in area(s) of certification; and
- c. completed a teacher evaluation program for three consecutive years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the Type B* certificate must be submitted directly to the Louisiana Department of Education by the Louisiana employing authority.

3. The Type B* certificate is valid for life of continuous service in a nonpublic school setting. If the teacher enters a Louisiana public/charter school he/she will be required to complete the local evaluation plan mandated by Act 54 of the Louisiana 2010 Legislative Session.

E. Type A* (A-asterisk) Certificate—a lifetime nonpublic school certificate for continuous service, provided the holder does not allow any period of five or more consecutive years of disuse to accrue in which he is not a regularly employed teacher for at least one semester, or 90 consecutive days, and/or certificate is not revoked by the State Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

- a. a Louisiana Type C, Type B, or Type B* certificate;
- b. successfully taught for five years in the area(s) of certification;
- c. master's degree from a regionally accredited college or university;
- d. completed a teacher evaluation program for three consecutive years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the Type A* certificate must be submitted directly to the Louisiana Department of Education by the Louisiana employing authority.

3. The Type A* certificate is valid for life of continuous service in a nonpublic school setting. If this teacher enters a Louisiana public school he/she will be required to successfully complete the local evaluation plan mandated by Act 54 of the Louisiana 2010 Legislative Session.

F. Renewal Guidelines for Level 2* and Level 3* Certificates

1. A teacher must complete 150 continuing learning units (CLUs) of district-approved and verified professional development over the five year time period during which he/she holds the certificate, or during the five-year time period immediately preceding the request for renewal. The request for the Level 2* or Level 3* certificate must be submitted directly to the Louisiana Department of Education by the Louisiana employing authority.

2. If the holder of an expired Level 2* or Level 3* certificate has not earned the required 150 CLUs of professional development, the expired certificate may be reactivated upon request of the Louisiana employing authority (at the level that was attained prior to expiration) for a period of one year, during which time the certificate holder must present evidence of successful completion of the required 150 CLUs to the Louisiana Department of Education. Failure to complete necessary CLUs during the one year reactivation period will result in an expired certificate that cannot be reinstated until evidence is provided of completed professional development requirements.

3. 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. As a unit of measure, the CLU is used to quantify an educator's participation in a district- or system-approved, content-focused professional development activity aligned with the educator's individual professional growth plan.

a. Educators may earn one CLU for each clock hour of active engagement in a high quality professional development activity approved by the employing authority. Each educator is responsible for maintaining required documentation and for reporting earned CLUs in a manner prescribed by the employing authority. Earned CLUs transfer across local education agencies (LEAs).

b. An educator who holds a Level 2* or Level 3* professional license is responsible for maintaining documentation regarding acquisition of 150 CLUs for purposes of renewal and for completing the necessary paperwork every five years to renew his/her license. Upon submission of the renewal application to the state, the employing authority must provide an assurance statement signed by the superintendent or his/her designee, with the required listing of earned CLUs as documented by the educator seeking licensure.

G. Reinstating Lapsed Levels 2* or 3*, Types B* or A* Certificates

1. If the holder of a Level 2*, Level 3*, Type B*, or Type A* certificate allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days, the certificate will lapse for disuse.

2. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses (see Chapter 13) during the five year period immediately preceding request for reinstatement.

3. If the holder did not earn six semester hours or equivalent, the lapsed certificate may be reactivated upon request (at the level that was attained prior to disuse) for a period of one year, during which time the holder must complete reinstatement requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1801 (October 2006), amended LR 36:752 (April 2010), LR 37:559 (February 2011), LR 38:1952 (August 2012).

§321. Introduction

A. There are four types of nonstandard teaching authorizations issued in Louisiana: Temporary Authority to Teach (TAT); Out-of-Field Authorization to Teach (OFAT); Temporary Employment Permit (TEP); and Nonpublic Temporary Certificate (T). Nonstandard authorizations are of a temporary nature but may be renewed under specified guidelines.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1803 (October 2006).

§325. Out-of-Field Authorization to Teach (OFAT)

A. Out-of-Field Authorization to Teach (OFAT)—issued for one three-year period while the holder pursues endorsement (add-on) certification requirements. If the teacher is actively pursuing certification in the field and the Louisiana Department of Education has designated the area as an area that requires extensive hours for completion, up to two additional years of renewal may be granted.

B. Eligibility Requirements: Issued to an applicant who holds a valid Louisiana Out-of-State Certificate; Temporary Employment Permit; or a Type C, Type B, Type A, Level 1, Level 2, or Level 3 teaching certificate but is teaching outside of the certified area(s).

C. OFAT Stipulations

1. Districts must submit the application and provide an affidavit signed by the local superintendent verifying that good faith efforts for recruiting certified personnel have been made, including consulting the Teach Louisiana website; that "there is no regularly certified, competent, and suitable person available for the position;" and that the applicant is the best-qualified person for the position.

2. If the teacher is actively pursuing certification in the field and the Louisiana Department of Education designates the area as an area that requires extensive hours for completion, up to two additional years of renewal may be granted. Designated areas are as follows:

a. applicants pursuing certification in Academically Gifted, Significant Disabilities, Early Interventionist, Hearing Impaired, and Visual Impairments/Blind may be granted two additional years of renewal;

b. applicants pursuing certification in Mild/Moderate may be granted one additional year of renewal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1804 (October 2006), amended LR 33:2355 (November 2007), LR 35:1487 (August 2009).

§326. Temporary Employment Permit (TEP)

A. Temporary Employment Permit (TEP)—Issued for one school year, renewable annually, and may be held a maximum of three years while the holder pursues satisfaction of state Praxis requirements. Upon completion of the three years of employment on this certificate, for continued employment in a Louisiana school system, the holder must fulfill guidelines for a Level 1 or higher-level certificate.

B. Eligibility Guidelines 1: Issued to an applicant who meets all certification requirements with the exception of passing all portions of the NTE Commons examination completed prior to February 20, 1985, but who scores within 10 percent of the composite score required for passage of all exams.

NOTE: This was formerly classified as an Emergency Permit.

1. The Louisiana employing authority must submit the application to the Department of Education.

2. The Louisiana employing authority must submit a signed affidavit to the State Department of Education stipulating that there is no other applicant meeting all certification requirements who is available for employment for a specific teaching position.

3. Granting of this permit shall not waive the requirement that the person successfully complete the exam.

C. Eligibility Guidelines 2: Issued to an individual who meets all certification requirements with the exception of passing one of the components of the NTE/Praxis examination(s) completed after February 20, 1985, but who has an aggregate score equal to or above the total required on all NTE/Praxis exams for the area of certification. The individual must submit the application and all required materials to the Department of Education.

D. Renewal Requirements: An individual can be reissued a permit two times only if evidence is presented that the required exam has been retaken twice within one year from the date the permit was last issued.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1804 (October 2006).

§611. Requirements to add a Secondary (grades 6-12) Specialty Core Content Area as defined in the No Child Left Behind (NCLB) Act of 2001 (English, Math, Foreign Language, Science, and Social Studies)

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), or special education certificate must achieve the following:

1. passing score for Praxis secondary specialty area exam in the content area; or 30 credit hours in the specialty content area; and
2. passing Praxis score for Principles of Learning and Teaching 7-12 exam; or
3. passing Praxis score for World Languages Pedagogy (0841) if adding a foreign language after 6/30/13.

B. Individuals holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12) or an All-Level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music), achieve one of the following:

1. passing score for Praxis secondary specialty area exam(s) required for the content area; or
2. 30 credit hours in the specialty content area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1816 (October 2006), amended LR 36:2266 (October 2010).

§613. Requirements to Add a Non-NCLB Secondary (grades 6-12) Specialty Content Area (Agriculture, Business, Computer Science, Family and Consumer Sciences, Journalism, Marketing, Speech, Technology Education)

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), or special education certificate must achieve the following:

1. passing score for Praxis secondary specialty area exam in the content area; or 21 credit hours in the specialty content area; or
2. passing Praxis score for Principles of Learning and Teaching 7-12 exam.

B. Individuals holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12) or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve one of the following:

1. passing score for the Praxis secondary specialty area exam; and
2. 21 credit hours in the specialty content area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1816 (October 2006), amended LR 36:2547 (November 2010).

§705. Educational Leader Certificate Level 1 (EDL 1)

A. This is the certificate needed by those who fill school and district educational leadership positions (e.g., assistant principal, principal, parish or city supervisor of instruction, supervisor of child welfare and attendance, special education supervisor, or comparable school/district leader positions). This certificate is issued upon the request of the LEA once the individual is hired to serve as an Educational Leader. An Educational Leader Certificate Level 1 may be obtained through either a master's degree pathway or through one of three alternate pathways.

1. Master's Degree Pathway. To receive an entry-level EDL 1, the candidate must:

- a. hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate and three years of teaching experience in his/her area of certification;

- b. complete a competency-based graduate degree preparation program in the area of educational leadership from a regionally accredited institution of higher education; and

- c. have a passing score on the School Leaders Licensure Assessment (SLLA), in accordance with state requirements.

2. Alternate Pathway 1. The Alternate Pathway 1 is for persons who already hold a master's degree and are seeking to receive an EDL 1. The candidate must:

- a. hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate and three years of teaching experience in his/her area of certification;

- b. have previously completed a graduate degree program from a regionally accredited institution of higher education;

- c. meet competency-based requirements, as demonstrated by completion of an individualized program of educational leadership from a regionally accredited institution of higher education. An individualized program will be developed based on a screening of each candidate's competencies upon entering into the graduate alternative certification program; and

- d. have a passing score on the School Leaders Licensure Assessment (SLLA) in accordance with state requirements.

3. Alternate Pathway 2. The Alternate Pathway 2 is for persons who already hold a master's degree in education and are seeking to receive an EDL 1. The candidate must:

- a. hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate and three years of teaching experience in his/her area of certification;
- b. have previously completed a graduate degree program in education from a regionally accredited institution of higher education;
- c. provide documented evidence of leadership experiences (240 clock hours or more) at the school and/or district level; and
- d. have a passing score on the School Leaders Licensure Assessment (SLLA) in accordance with state requirements.

4. Alternate Pathway 3. The Alternate Pathway 3 is for persons who already hold a baccalaureate degree from a regionally accredited institution of higher education and are seeking to receive an EDL 1 through a competency-based educational leader practitioner (residency) program (See Chapter 2, §240). The candidate must:

- a. hold or be eligible to hold a valid Louisiana Type B or Level 2 teaching certificate or have a comparable level out-of-state teaching certificate and three years of teaching experience in his/her area of certification;
- b. demonstrate strong knowledge of instruction through a rigorous screening process by an approved program provider;
- c. complete a competency-based educational leader practitioner/residency preparation program in the area of educational leadership from a state-approved private provider or a regionally accredited institution of higher education; and
- d. have a passing score on the School Leaders Licensure Assessment (SLLA) in accordance with state requirements.

5. EDL 1 Extensions/Renewals

- a. An EDL 1 is valid for three years initially and may be extended thereafter for a period of one year at the request of an LEA. EDL 1 certificates are limited to two such extensions.
- b. Individuals who hold an educational leader add-on endorsement issued prior to July 1, 2012 and are employed in a leadership capacity will be required to meet the standards of effectiveness pursuant to Bulletin 130 and R.S. 17:3902 for three years out of the five year renewal period in order to renew their endorsement.

6. Districts may require participation in an education leader induction administered by the LEA.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1823 (October 2006), amended LR 33:819 (May 2007), LR 38:43 (January 2012), LR 38:3138 (December 2012), LR 39:1465 (June 2013).

§801. Overview

A. The certification appeal process is available to an individual who has applied for certification and has been denied the requested certification due to the absence of certification requirements. The process provides such an individual the opportunity to have their appeal evaluated by the Teacher Certification Appeals Council (TCAC). The TCAC will evaluate all appeals and submit a written report of its findings to BESE. The decision of the TCAC is final.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1829 (October 2006), amended LR 36:487 (March 2010).

§803. Appeal Process

A. An applicant who is denied certification but who believes that he/she has legitimate grounds for an appeal, may submit a Certification Appeal Application to the Division of Certification, Leadership and Preparation. Only an individual who has been evaluated and denied certification through the Division of Certification, Leadership, and Preparation is eligible to file an appeal. The following restrictions apply.

1. An appeal cannot be initiated until an applicant has submitted a complete certification application to the Louisiana Department of Education, Division of Certification, Leadership, and Preparation; the application is reviewed by a certification specialist; and the applicant is notified that he/she is denied the requested certification.

2. The Certification Office must receive an appeal application within 90 days from the date that the certification request was denied.

3. Appeals will not be considered for individuals who:

- a. lack NTE/Praxis requirements for initial certification; or
- b. lack a grade point average of 2.50 for initial certification; or
- c. lack reading requirements per R.S. 17:7.1.A.(4)(a); or
- d. lack 50 percent or more of courses required for certification; or
- e. lack the degree required for certification; or
- f. lack a degree from a regionally accredited college or university; or
- g. are requesting issuance or renewal of a non-standard teaching certificate.
- h. have not met the standards of effectiveness for three years pursuant to Bulletin 130 and R.S. 17:3902.

4. Appeals relating to the issuance or renewal of certificates based on the standards of effectiveness must follow the grievance procedure through the LEA as identified in Bulletin 130.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1829 (October 2006), amended LR 36:487 (March 2010), LR 38:3140 (December 2012).

§1001. Terms

Alternate Teacher Preparation Program—a pathway designed for candidates with a minimum of a baccalaureate degree earned at a regionally accredited institution. An alternate program combines professional knowledge with field experiences, including a one year supervised internship in a school setting. For admission to an alternate program, applicants must demonstrate content mastery.

Ancillary Certificate—a type of Louisiana certificate that allows a qualified person who is not a certified teacher to provide services in a school setting.

Baccalaureate—a term used to denote an undergraduate degree or program (e.g., Bachelor of Arts, Bachelor of Science).

Certification—a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in the schools under the jurisdiction of the State Board of Elementary and Secondary Education (BESE).

Continuing Learning Unit (CLU)—a professional development activity that builds capacity for effective, research-based, content-focused teaching and learning that positively impacts student achievement. As a unit of measure, the CLU is used to quantify an educator's participation in a system-approved content-focused professional development activity aligned with the educator's individual professional growth plan.

Core Subject Areas (per No Child Left Behind federal legislation)—English, reading, language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography.

Endorsement—a permanent certification authorization added to an existing teaching certificate.

Graduate—a term used to denote a degree, coursework, or program beyond the baccalaureate degree level (e.g., Masters of Education, Masters of Arts in Teaching).

Industry Based Certification—a certificate that provides evidence that an individual has successfully demonstrated skill competencies in a specific set of work related tasks, single occupational area, or a cluster of related occupational areas (e.g., Certified Landscape Technician, ASE Certification, Licensed Cosmetologist).

Non-Standard Certificate—a one year temporary authorization that can be issued three times to an applicant who is pursuing full credentialing as a teacher. To have this certificate re-issued for Year 2 and for Year 3, an applicant must meet specified renewal requirements.

Paraprofessional—an employee who provides instructional support in a program supported with Title I, Part A funds.

Post-Baccalaureate (or old) Alternate Certification Program—a program offered prior to July 1, 2002, that provided opportunities for individuals with a minimum of a baccalaureate degree to become certified public school teachers. Applicants seeking certification under this program submitted an official transcript for evaluation to a Louisiana college or university that had an approved teacher education program.

Regionally Accredited—a term used to denote the status of public recognition that a regionally recognized accrediting agency grants to an educational institution or program that meets the agency's standards and requirements.

Regularly Employed—a term used to denote an individual who is a full-time or part-time employee of a school system, and who is not hired on a day-to-day basis.

Standard Certificate—a credential issued by the State to an individual who has met all requirements for full certification as a teacher.

Teacher—an employee of a city or parish school board or of a BESE special school who holds a teaching certificate and whose legal employment requires certification under the regulations of BESE.

Teacher Education Program Completer—an individual who satisfies all requirements of a traditional teacher preparation undergraduate degree program or of an approved alternate teacher preparation program.

Teaching Certificate—a license, permit, or certificate issued by the Louisiana Department of Education to an individual who has met all state requirements for certification as a teacher.

Temporary License—a teaching authorization held for a short period that is not a standard certificate (see *non-standard certificate* above).

Traditional Teacher Preparation Program—a Bachelor of Arts or Bachelor of Science degree program that includes general education courses, certification focus area(s), professional education courses, field experiences, and student teaching in a school setting.

Undergraduate—a term used to denote a degree, coursework, or program at the baccalaureate degree level (e.g., Bachelor of Arts, Bachelor of Sciences).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1832 (October 2006).

§1003. Acronyms

BESE—Board of Elementary and Secondary Education.

CLU—Continuing Learning Unit (professional development).

CTTIE—Career and Technical Trade and Industrial Education.

HOUSSE (per the federal No Child Left Behind Act of 2001—High Objective Uniform State Standard of Evaluation (for highly qualified status of teachers).

INTASC—Interstate New Teacher Assessment and Support Consortium.

LCET—Louisiana Components of Effective Teaching.

NASDTEC—National Association of State Directors of Teacher Education and Certification.

NCATE—National Council for Accreditation of Teacher Education.

NCLB—No Child Left Behind Act of 2001 (federal law).

OFAT—Out-of-Field Authority to Teach, a non-standard license.

TAT—Temporary Authorization to Teach, a non-standard license.

TEP—Temporary Employment Permit, a non-standard license.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1833 (October 2006), amended LR 37:560 (February 2011).

§1101. General Provisions

A. The No Child Left Behind (NCLB) Act of 2001 requires that those involved with delivering instruction of core content areas in K-12 schools be highly qualified. This Chapter is divided into four sections: Board of Elementary and Secondary Education (BESE) policy regarding:

1. highly qualified status for teachers;
2. highly qualified status for paraprofessionals; and
3. continuing learning units (CLUs); and
4. federal legislation related to qualifications of teachers and paraprofessionals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2053 (October 2007).

§1103. Highly Qualified Policy for Teachers

A. 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.

B. The Louisiana Department of Education collaborated with the Board of Elementary and Secondary Education and the Board of Regents on state activities under the No Child Left Behind (NCLB) Act of 2001 related to "highly qualified teachers." 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. Under NCLB, all teachers of core academic subjects must have met highly qualified status by the end of the 2005-2006 school year.

C. **Statutory Requirements for Certification.** To obtain initial Louisiana certification, an individual 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.

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

E. **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 who have highly qualified status under this option must meet all applicable state laws.

F. **Advanced Credentialing.** Advanced Credentialing is 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.

G. **Applicability.** The requirement that teachers be highly qualified applies to all public elementary and secondary school teachers assigned to core academic subjects. Special education teachers providing instruction in core academic areas, including those who teach students identified as academically gifted, must also meet highly qualified requirements.

H. **Core Academic Subjects.** As defined in the mandate, core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Louisiana defined "arts as a core academic subject" to include all secondary visual and performing arts courses for which Carnegie units (high school credits) are awarded.

I. Standard Teaching Certificates

1. Louisiana issues standard teaching certificates to persons who have completed a state-approved teacher education program (traditional or alternate approach) and who earned a degree from a regionally accredited institution of higher education or an approved private provider. See Chapter 3 of this bulletin for a description of the following teaching authorizations:

- a. Level 1 Professional Certificate;
- b. Level 2 Professional Certificate;
- c. Level 3 Professional Certificate;
- d. Type C Certificate;
- e. Type B Certificate;
- f. Type A Certificate; and
- g. Out-of-State Certificate.

2. For a complete description of the Practitioner Licenses (PL1, PL2, PL3, and PL4) issued by the state to persons enrolled in a state-approved alternate teacher education program, see Chapter 3 of this bulletin. Because alternate routes meet requirements established in the federal mandate, teachers who meet admission criteria for alternate program enrollment are identified as highly qualified.

J. Nonstandard Teaching Certificates

1. See Chapter 3 of this bulletin for a description of nonstandard teaching authorizations, as follows:

- a. Temporary Authority to Teach;
- b. Out-of-Field Authorization to Teach; and
- c. Temporary Employment Permit.

2. Teachers holding a temporary certificate do not meet the NCLB "highly qualified teacher" definition because they have not demonstrated subject matter competency under NCLB legislation.

K. Technical Assistance and Support. The Louisiana Department of Education provides technical assistance and support to local education agencies to ensure faithful implementation of the NCLB mandate. Technical assistance and support includes but is not limited to the following activities:

1. providing each candidate on a temporary license with a "feedback sheet." A certification specialist or certification counselor who receives the request for certification evaluates the transcripts (if available) and prepares a feedback sheet, based on the information submitted to the state by the district representative;

2. monitoring of certification folders per the NCLB consolidated monitoring process;

3. collaborating with the Board of Regents (BOR) and college/university personnel to determine ways college/university programs might assist the state by addressing areas of need (e.g., if special education programs are needed in certain geographic areas, SDE staff will collaborate with university personnel and BOR to facilitate provision of such programs);

4. prescribing the shortest route to certification, handled at the state level by certification specialists and at the local level by certification counselors;

5. using a two pronged approach to recruit candidates to pursue teaching as a career:

- a. a human resources component, through the regional certification counselors;
- b. a technological component, through the Teach Louisiana website at www.teachlouisiana.net.

L. Louisiana Definition: Highly Qualified Teacher. For purposes of NCLB Highly Qualified requirements, a "new" teacher is defined as an individual who is who is new to the teaching profession. A "not new" teacher is defined as an individual with one or more years of teaching experience earned while holding a standard teaching certificate. Teaching experience earned while holding a temporary, provisional, or emergency authorization (e.g., a Temporary Authority to Teach [TAT]) does not qualify.

1. New elementary teacher:

a. holds a standard 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;

b. has passed the Louisiana content-specific elementary education licensing exam;

c. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis.

2. Not new elementary teacher:

a. holds a standard 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;

b. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis;

c. has demonstrated content mastery by one of the following means:

i. passed the Louisiana content-specific elementary education licensing exam;

ii. by the end of the 2005-2006 school year, qualifies under the High Objective Uniform State Standard of Evaluation (HOUSSE) Plan for Not New Elementary Teachers, as follows:

(a) hold a current 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;

(b) 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);

(c) a teacher who does not meet the requirements of Subparagraphs (a)-(b) above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes 90 continuing learning units (CLUs) by the end of the 2005-2006 school year, with the beginning of the 2001-2002 school year as the beginning date for earning CLUs;

(d) a teacher's previous work experience as a fully certified teacher may be credited as CLUs at the rate of three CLUs for each year of successful experience in the content area, with a maximum of 45 CLUs earned through work experience;

(e) the Local Education Agency (LEA) is responsible for maintaining documentation for educators seeking "highly qualified" status, as defined by NCLB, through the HOUSSE option (90 CLUs), as follows:

(i) identifying teachers in their employment using the HOUSSE option;

(ii). providing an annual update on each identified teacher's status (progress) toward earning the required 90 CLUs;

(f). see the Section at the end of this Chapter entitled "Continuing Learning Units (CLUs)."

3. New middle school teacher:

a. holds a standard certificate for middle school education; middle school English/language arts, mathematics, science, or social studies; a special education area that includes middle school grades; a secondary academic content area; or a special foreign language certificate to teach a specific foreign language in grades K-8;

b. has demonstrated content mastery by one of the following means:

i. has the equivalent of an academic major in a content area appropriate to the middle school level, for every core academic subject the individual teaches;

ii. has passed the Louisiana content-specific licensing exam required for a middle school academic content area or for a secondary (grades 6-12) academic content area that is appropriate to the middle school level, for every core academic subject the individual teaches;

iii. has earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

c. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis.

4. Not new middle school teacher:

a. holds a standard 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 a special foreign language certificate to teach a specific language in grades K-8;

b. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis;

c. has demonstrated content mastery by one of the following means:

i. passed the Louisiana content-specific licensing exam required for a middle school academic content area or for a secondary (grades 6-12) academic content area that is appropriate to the middle school level, for every core academic subject the individual teaches;

ii. has the equivalent of an academic major in a content area appropriate to the middle school level, for every core academic subject the individual teaches;

iii. earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

iv. holds a current National Board for Professional Teaching Standards (NBPTS) certification in a core content area and is teaching in the NBPTS area of certification;

v. by the end of the 2005-2006 school year, qualifies under the High Objective Uniform State Standard of Evaluation (HOUSSE) Plan for Not New Middle School Teachers:

(a). a "not new" teacher who does not meet the requirements of Subparagraphs a-c above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes 90 Continuing Learning Units (CLUs) by the end of the 2005-2006 school year, with the beginning of the 2001-2002 school year as the beginning date for earning CLUs;

(b). a "not new" teacher's previous work experience as a fully certified teacher may be credited as CLUs at the rate of three CLUs for each year of successful experience in the content area, with a maximum of 45 CLUs earned through work experience;

(c). the Local Education Agency (LEA) is responsible for maintaining documentation for educators seeking "highly qualified" status, as defined by NCLB, through the HOUSSE option (90 CLUs):

(i). identifying teachers in their employment using the HOUSSE option; and

(ii). providing an annual update on each identified teacher's status (progress) toward earning the required 90 CLUs;

(d). see the Section at the end of this Chapter entitled "Continuing Learning Units (CLUs)."

5. New secondary teacher:

a. holds a standard certificate for every core academic subject the individual teaches;

b. has demonstrated content mastery by one of the following means:

i. has the equivalent of an academic major for every core academic subject the individual teaches;

ii. has passed the Louisiana content-specific licensing exam for every core academic subject the individual teaches;

iii. has earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

c. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis.

6. Not new secondary teacher:

a. holds a standard certificate for every core academic subject the individual teaches;

b. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis;

c. has demonstrated content mastery by one of the following means:

i. passed the Louisiana content-specific licensing exam for every core academic subject the individual teaches;

ii. has the equivalent of an academic major for every core academic subject the individual teaches;

iii. earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

iv. holds a current National Board for Professional Teaching Standards (NBPTS) certification in a core content area and is teaching in the NBPTS area of certification;

v. by the end of the 2005-2006 school year, qualifies under the High Objective Uniform State Standard of Evaluation (HOUSSE) Plan for Not New Secondary Teachers:

(a). a "not new" teacher who does not meet the requirements of Subparagraphs a-c above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes 90 Continuing Learning Units (CLUs) by the end of the 2005-2006 school year, with the beginning of the 2001-2002 school year as the beginning date for earning CLUs;

(b). a "not new" teacher's previous work experience as a fully certified teacher may be credited as CLUs at the rate of three CLUs for each year of successful experience in the content area, with a maximum of 45 CLUs earned through work experience;

(c). the Local Education Agency (LEA) is responsible for maintaining documentation for educators seeking "highly qualified" status, as defined by NCLB, through the HOUSSE option (90 CLUs):

(i). identifying teachers in their employment using the HOUSSE option; and

(ii). providing an annual update on each identified teacher's status (progress) toward earning the required 90 CLUs;

(d). see the Section at the end of this Chapter entitled "Continuing Learning Units (CLUs)."

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2053 (October 2007), amended LR 35:643 (April 2009).

§1105. Highly Qualified Policy for Paraprofessionals

A. The NCLB legislation signed into law by President Bush on January 8, 2002, was established to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and, at minimum, reach proficiency on challenging state academic achievement standards and assessments. Title I, as amended by NCLB, has new requirements for paraprofessionals.

B. Definition of Paraprofessional

1. 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 working in any of the following capacities:

a. providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

b. assisting with classroom management, such as organizing instructional and other materials;

c. providing instructional assistance in a computer laboratory;

d. conducting parental involvement activities;

e. providing support in a library or media center;

f. acting as a translator;

g. providing instructional support services under the direct supervision of a teacher [Title I, Section 1119(g)(2)].

2. Individuals functioning as interpreters/ transliterators, who are providing communication assistance only (not instructional support), are not considered paraprofessionals under Title I if they possess one of the following Educational Interpreter certificates:

a. Ancillary Provisional Certificate;

b. Ancillary Grandfather Certificate; or

c. Qualified Ancillary Certificate.

3. 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.

C. 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 have met 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). This includes paraprofessionals who serve as translators or who conduct parental involvement activities;

2. satisfy one of the following:

a. pass a state approved assessment for paraprofessionals;

b. obtain an Associate (or higher) Degree at a higher education institution;

- c. complete two years of full-time study at an institution of higher education.

D. Louisiana Pathways for Paraprofessionals to Meet Federal 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 offers all paraprofessionals three ways to meet federal requirements.

1. State Test. A paraprofessional who passes the Educational Testing Service (ETS) Para-Pro Assessment will meet state and federal requirements to be classified as a "highly qualified paraprofessional." A paraprofessional who is "not new to the profession" who passes the ACT Work Keys assessment and who has successful observations will meet state and federal requirements to be classified as a "highly qualified paraprofessional."

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 would assist paraprofessionals when instructing students in the areas of reading, writing, math, and school readiness.

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 would assist paraprofessionals when instructing students in the areas of reading, writing, math, and school readiness.

E. 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 entity 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.

F. Louisiana Definition: Highly Qualified Paraprofessional

1. New to the Profession—a paraprofessional must satisfy one of the following:

- a. passed the ETS Para-Pro Assessment;

- b. 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 15 hours of general education course requirements include English Composition (3), English/Reading (6), and Mathematics (6). For the remaining 33 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;

- c. has Associate of Arts or Associate of Applied Science degree from a state-approved or regionally accredited institution of higher education.

2. Not New to the Profession—a paraprofessional must satisfy one of the following:

- a. passed the ETS Para-Pro Assessment;

- b. 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 of higher education. A total of 15 hours of general education course requirements include English Composition (3), English/Reading (6), and Mathematics (6). For the remaining 33 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;

- c. has Associate of Arts or Associate of Applied Science degree from a state-approved or regionally accredited institution of higher education;

- d. has successfully completed the ACT, Inc., Work Keys skills assessments and on-the-job observation

G. Curriculum-based Pathways for Paraprofessionals. General Education and Teacher Preparation coursework must address the K-12 state content standards, Louisiana Components of Effective Teaching, National Council for the Accreditation of Teacher Education (NCATE) standards, and Praxis expectations. In addition to the ETS ParaPro Assessment, the State specified three curriculum-based pathways for paraprofessionals to meet federal requirements, as follows.

1. Total of 48 Credit Hours

- a. General Education Courses—15 semester hours:

- i. English Composition (3 hours);

- ii. English/reading (6 hours);

- iii. Mathematics (6 hours).

- b. Paraprofessional Courses—for the remaining 33 semester hours, 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 needs of a specific job.

- i. Guidelines for prescriptive plan requiring additional coursework—school districts should consider at least three hours of reading and at least 12 hours from a list of available paraprofessional courses, as follows:

- (a). Strategies for Teaching and Learning;

- (b). Assessment of Learning;

- (c). Classroom and Behavior Management;

- (d). Addressing the Needs of Exceptional Children.

- ii. Discipline-specific electives may include as many as 12 hours of developmental (remedial) courses.

2. Associate of Applied Science Degree (60+ credit hours)

- a. General Education Courses—15 semester hours:
 - i. English Composition (3 hours);
 - ii. Humanities (3 hours);
 - iii. Math—Algebra (3 hours);
 - iv. Natural Sciences (3 hours);
 - v. Social and Behavioral Science (3 hours).
- b. Teacher Preparation Courses—Child/Adolescent Development (3 hours)
- c. Paraprofessional Courses—30 semester hours:
 - i. Introduction to Paraprofessional Education (3);
 - ii. Applied Literacy Development (3);
 - iii. Strategies for Teaching and Learning (3);
 - iv. Applied Assessment of Learning (3);
 - v. Applied Classroom Behavior Management (3);
 - vi. Addressing the Needs of Exceptional Children (3);
 - vii. Application of Computer Technology (3);
 - viii. Family, School, and Community Relations (3);
 - ix. Health and Safety in Schools (3);
 - x. Paraprofessional Practicum—Teaching, Learning, and Record Keeping (3).
3. Associate of Arts Degree (60+ credit hours)
 - a. General Education Courses—54 semester hours:
 - i. English Composition (6 hours);
 - ii. Humanities: English Literature (6 hours);
 - iii. Math—Algebra, etc. (12 hours);
 - iv. Natural Sciences (15 hours);
 - v. Social and Behavioral Science (12 hours);
 - vi. Fine Arts (3 hours).
 - b. Teacher Preparation Courses—9 hours. Select three of the following:
 - i. Child/Adolescent Development (3 hours);
 - ii. Educational Psychology (3 hours);
 - iii. Multicultural/Exceptional Education (3 hours):
 - (a). Educational Technology (3 hours);
 - (b). Children's Literature (3 hours).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2056 (October 2007).

§1109. Federal Legislation Related to Qualifications of Teachers and Paraprofessionals

A. Title 17 of the Louisiana Statutes also contains a portion of Title 20: Education, known as the federal "No Child Left Behind" Act. Specifically, see Paragraph 6319 of Chapter 70 pertains to qualifications for teachers and paraprofessionals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2058 (October 2007).

§1401. Definitions

A. Terms

Alternate Teacher Preparation Program—a pathway designed for candidates with a minimum of a baccalaureate degree earned at a regionally accredited institution. An alternate program combines professional knowledge with field experiences, including a one year supervised internship in a school setting. For admission to an alternate program, applicants must demonstrate content mastery.

Ancillary Certificate—a type of Louisiana certificate that allows a qualified person who is not a certified teacher to provide services in a school setting.

Baccalaureate—a term used to denote an undergraduate degree or program (e.g., Bachelor of Arts, Bachelor of Science).

Certification—a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in the schools under the jurisdiction of the State Board of Elementary and Secondary Education (BESE).

Continuing Learning Unit (CLU)—a professional development activity that builds capacity for effective, research-based, content-focused teaching and learning that positively impacts student achievement. As a unit of measure, the CLU

is used to quantify an educator's participation in a system-approved content-focused professional development activity aligned with the educator's individual professional growth plan.

Core Subject Areas (per No Child Left Behind federal legislation)—English, reading, language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography.

Endorsement—a permanent certification authorization added to an existing teaching certificate.

Graduate—a term used to denote a degree, coursework, or program beyond the baccalaureate degree level (e.g., Masters of Education, Masters of Arts in Teaching).

Industry Based Certification—a certificate that provides evidence that an individual has successfully demonstrated skill competencies in a specific set of work related tasks, single occupational area, or a cluster of related occupational areas (e.g., Certified Landscape Technician, ASE Certification, Licensed Cosmetologist).

Non-Standard Certificate—a one year temporary authorization that can be issued three times to an applicant who is pursuing full credentialing as a teacher. To have this certificate re-issued for Year 2 and for Year 3, an applicant must meet specified renewal requirements.

Paraprofessional—an employee who provides instructional support in a program supported with Title I, Part A funds.

Post-Baccalaureate (or old) Alternate Certification Program—a program offered prior to July 1, 2002, that provided opportunities for individuals with a minimum of a baccalaureate degree to become certified public school teachers. Applicants seeking certification under this program submitted an official transcript for evaluation to a Louisiana college or university that had an approved teacher education program.

Regionally Accredited—a term used to denote the status of public recognition that a regionally recognized accrediting agency grants to an educational institution or program that meets the agency's standards and requirements.

Regularly Employed—a term used to denote an individual who is a full-time or part-time employee of a school system, and who is not hired on a day-to-day basis.

Standard Certificate—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

Teacher—an employee of a city or parish school board or of a BESE special school who holds a teaching certificate and whose legal employment requires certification under the regulations of BESE.

Teacher Education Program Completer—an individual who satisfies all requirements of a traditional teacher preparation undergraduate degree program or of an approved alternate teacher preparation program.

Teaching Certificate—a license, permit, or certificate issued by the Louisiana Department of Education to an individual who has met all state requirements for certification as a teacher.

Temporary License—a teaching authorization held for a short period that is not a standard certificate (see "non-standard certificate" above).

Traditional Teacher Preparation Program—a Bachelor of Arts or Bachelor of Science degree program that includes general education courses, certification focus area(s), professional education courses, field experiences, and student teaching in a school setting.

Undergraduate—a term used to denote a degree, coursework, or program at the baccalaureate degree level (e.g., Bachelor of Arts, Bachelor of Sciences).

B. Acronyms

BESE—Board of Elementary and Secondary Education

CLU—Continuing Learning Unit (professional development)

CTTIE—Career and Technical Trade and Industrial Education

HOUSSSE (per the federal No Child Left Behind Act of 2001)—High Objective Uniform State Standard of Evaluation (for highly qualified status of teachers)

INTASC—Interstate New Teacher Assessment and Support Consortium

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2060 (October 2007).