

COMPARISON DOCUMENT

Title 28
EDUCATION
Part CXLVI. *Bulletin 146—Competencies and Standards for Teachers and Educational Leaders*
Chapter 3. Teacher Competencies
Subchapter A. General Teacher Certification Areas and Required Competencies
§301. Overview

- A. – I.5.c. ...
6. English Learners:
- a. Subchapter A. General
- b. Subchapter C. Disciplinary Literacy
- c. Subchapter F. English Learners Education
- J. – J.5.b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7(6), R.S. 17:3902 and R.S. 17:8.1-8.5.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:279 (February 2025), LR 51:

§303. General Competencies

- A. – E. ...
- F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, well-being, language, and physical development, incorporating trauma-informed principles and crisis intervention strategies.
- G. The teacher candidate develops and applies instructional supports and plans for an individualized education plan (IEP) or individualized accommodation plan (IAP), or English Learner Accommodation Checklist to allow a student ~~with exceptionalities~~ developmentally appropriate access to ~~age- or~~ grade-level instruction, individually and in collaboration with colleagues.
- H. The teacher candidate applies knowledge of various types of formal and informal assessments and the purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of all students, including students with exceptionalities and English learners, and to guide instruction to meet diverse student needs.
- I. The teacher candidate uses language proficiency data to inform instruction and challenge students as language proficiency increases.
- J. The teacher candidate promotes communicative language development for classroom participation and fosters literacy growth across all content areas.
- K. The teacher candidate implements strategies to create a supportive classroom that fosters student success.
- L. The teacher candidate encourages family and community involvement to support student learning and achievement.
- M. The teacher candidate creates lessons that simultaneously develop English language skills and discipline-specific knowledge for a native English speaker and an English learner.
- N. The teacher candidate integrates teaching strategies and methods that support the development of higher-level thinking skills at all grade levels, considering all English language proficiency levels, while integrating academic language into instruction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7(6), R.S. 17:3902, R.S. 17:24.9, and R.S. 17:8.1-8.3.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:281 (February 2025), LR 51:

Subchapter C. English Language Arts (ELA) and Literacy Teacher Competencies

§315. Introduction

- A. – D.1. ...
- E. English learner (EL) literacy competencies are applicable to teacher candidates in ELA.
1. The teacher candidate understands fundamental language concepts, English language structure, and the processes of first (L1) and second (L2) language acquisition, recognizing how L1 supports L2 learning.
2. The teacher candidate demonstrates knowledge and pedagogical application of linguistic aspects of the English language, including phonology, morphology, syntax, semantics, and pragmatics.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.
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