

COMPARISON DOCUMENT

Title 28

EDUCATION

Part XLV. *Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs*

Chapter 1. Introduction

§103. Definitions

Non-Education Baccalaureate Degree—a baccalaureate degree earned through an institution of higher education accredited in accordance with 34 CFR 602 that does not result in eligibility for teacher certification in the state in which the program is approved to operate.

Pathway—the set of teacher preparation programs that are offered to undergraduate and post-baccalaureate candidates.

Post-Baccalaureate Alternative 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 with an approved teacher education program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7(6), R.S. 17:3902, and R.S. 17:407.81, and R.S. 17:8.1-8.5.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:272 (February 2025), LR 51:

Chapter 3. Initial State Approval for Teacher or Educational Leader Preparation Programs

§307. Program Dissolution

A. The planned dissolution of an existing BESE-approved preparation program or certification area shall be reported to LDOE within five business days of the provider’s determination to dissolve the program or pathway.

B. Upon receiving notification, the LDOE shall assist the provider with completing the dissolution process, which may include submitting documentation related to enrolled candidates, teach-out plans, and other required information, as applicable.

C. A provider whose program has begun implementation of an LDOE dissolution plan shall not advertise the program nor enroll new candidates. Once the program is dissolved, the provider shall not advertise or operate the program nor enroll new candidates.

D. Upon completion of the dissolution plan, the program and/or certificate areas shall be submitted to BESE to rescind the program approval.

E. Reinstatement of a dissolved program is prohibited. A provider that has had all or part of its program pathways dissolved may submit a new program proposal no sooner than one calendar year from the official date of closure, in accordance with the LDOE program approval cycle timelines.

F. Failure to comply with the dissolution process or to provide adequate support for enrolled candidates may result in corrective action in accordance with §401.G of this Part.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), 17:7(6), and 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:

Chapter 4. Teacher and Leader Preparation Program Accountability, Renewal, and Approval

§401. Ongoing Approval of Teacher and Leader Preparation Programs

A. In order to offer a state-approved teacher preparation program that allows teachers to become certified by the LDOE, teacher preparation providers shall follow the process/procedures detailed in Chapter 3 of this document. ~~For To maintain~~ continued state approval, university and non-university providers must maintain effective ratings on the Louisiana teacher preparation quality rating system.

B. The LDOE shall annually produce and make publicly available a performance profile for each approved preparation provider that includes information at the pathway level. The LDOE shall biennially produce and make publicly available a quality rating for each approved preparation provider at the pathway level. ~~A pathway is defined as the set of teacher preparation programs that are offered to undergraduate candidates and the set of teacher preparation programs that are offered to post baccalaureate candidates.~~

C. Renewal decisions shall be made every two years ~~during the first accountability cycle~~ and shall be based on the quality rating produced ~~biennially, biannually. Each teacher preparation provider shall move to a four year accountability cycle for each pathway at the conclusion of the first accountability cycle.~~

D. ...

1. undergo a progress monitoring period during which the provider develops an improvement plan that includes specific improvement goals, timelines, and measures of success for particular pathway(s) or program(s). The improvement plan shall be reviewed and approved by the LDOE and submitted to BESE. Once approved, the The provider shall submit progress reports to the LDOE BESE as established in the approved plan;

2. The LDOE BESE shall review data outlined in the improvement plan and the Louisiana teacher preparation quality rating system to inform required interventions, which shall include, but are not limited to, one or more of the following:

a. – e.

...

E. Mentor Teacher and Content Leader Certification Preparation. In order to offer state-approved mentor teacher or content leader training that prepares individuals to earn a mentor teacher ancillary certificate or a content leader ancillary certificate in accordance with LAC 28:CXXXI (Bulletin 746), providers must follow the process detailed in Chapter 3 of this Part. ~~For To maintain~~ continued state approval, providers must demonstrate that training participants are earning effective ratings on the Mentor Teacher and Content Leader Portfolio Assessments ~~Louisiana mentor teacher assessment series or the Louisiana content leader assessment series.~~

F. Mentor Teacher and Content Leader Provider Effectiveness. By no later than December 1, 2019, and biennially biannually thereafter, the LDOE will review and report to BESE effectiveness data of each approved provider offering mentor teacher or content leader training. Effectiveness data will include Louisiana Mentor Teacher and Content Leader Portfolio Assessments ~~mentor teacher assessment series or Louisiana content leader assessment series~~ passage rates and may include additional information. Based upon

these results, BESE may require an improvement plan or may discontinue the provider’s ability to recommend candidates for mentor teacher or content leader certification.

G. Corrective Action. The LDOE shall place an approved educator preparation provider into corrective action status, due to noncompliance with BESE policy, failure to meet established performance expectations, and/or conditions that impact the quality of candidate preparation or student outcomes.

1. A formal notice shall be issued to the provider that outlines the documentation for corrective action and the specific action items required to address the identified status.

2. During the corrective action period, the provider shall engage a third-party auditor approved by LDOE to evaluate program quality and implementation. The provider shall be responsible for all costs associated with the audit.

3. While in corrective action status, the provider is prohibited from submitting new program proposals for BESE consideration.

4. Corrective action status shall remain in effect for a minimum of one year. The provider shall not be released from corrective action until the LDOE verifies that all required action items have been satisfactorily addressed and program performance meets established expectations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), 17:7(6), and 17:7.2.
HISTORICAL NOTE: HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:754 (April 2010), amended LR 37:565 (February 2011), LR 43:2488 (December 2017), LR 45:229 (February 2019), LR 48:1756 (July 2022), LR 51:

§403. Teacher Preparation Quality Rating System Participation and Performance Profile Implementation Timeline

A. In accordance with LAC 28:XLV.101, beginning December 2017, the process for ongoing approval of teacher preparation programs will be replaced with a uniform process that applies equally to university and non-university providers.

B. – E. Repealed.

F. – G. ...

H. ~~Beginning winter 2020-2021, the~~ The LDOE will annually produce and make publicly available ~~on its website~~ a performance profile and quality rating score for each approved preparation provider. ~~LDE will biennially produce and make publicly available on its website a quality rating for each approved preparation provider. The quality rating will not be used to make judgments about renewal of preparation program approval until winter 2024-2025.~~

I. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2488 (December 2017), amended LR 45:1061 (August 2019), LR 48:1756 (July 2022), LR 51:

Chapter 7. Louisiana State Standards for Educator Preparation Programs

Subchapter A. Teacher Preparation Programs

§743. Minimum Requirements for Traditional Teacher Preparation Programs

A. – A.6. ...

7. – 8. Repealed.

B. – C.4. ...

a. instructional goal-setting and planning, including individual education plan (IEP), English Learner Accommodation Checklist, and individual accommodations plan (IAP) review and implementation;

b. - E. ...

F. Beginning with the 2025-2026 school year, for prescribed certification areas, the program shall include instruction on teaching foundational numeracy skills. Certification areas include B-5, PK-K, elementary 1-5, elementary 1-5 integrated to merged, mathematics 4-8, mathematics 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged. Instruction shall include but need not be limited to the following:

- 1. effectively teaching foundational mathematics skills explicitly and systematically;
- 2. implementing effective mathematics instruction using high-quality instructional materials;
- 3. providing effective instruction and interventions for students who have difficulty with mathematics; and
- 4. understanding and using student data to make instructional decisions.

G. Beginning with the 2026-2027 school year, for all certification areas, the program shall include instruction on teaching students computer science, which may be incorporated into an existing course of study. The coursework shall include but not be limited to the following:

- 1. an introduction of the Louisiana Computer Science Content Standards;
- 2. an overview of computational thinking and computer science content, including broad knowledge of computing systems, internet safety, and data analysis to enhance student learning; and
- 3. an overview of standards-based instruction based on the core concepts and practices found with the Louisiana Computer Science Framework.

H. Beginning with the 2027-2028 school year, for all certification areas, the program shall include instruction in crisis intervention and effective strategies for behavior management of students with disabilities, which may be incorporated into an existing course of study.

I. Beginning with the 2027-2028 school year, for all certification areas, the program shall include instruction on teaching language acquisition strategies to support English learners, which may be incorporated into an existing course of study.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), 17:7(6), 17:10, 17:22(6), 17:391.1-391.10, R.S.17:416.21 and 17:411, and 17:7.2.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1330 (July 2017), amended LR 43:2492 (December 2017), LR 45:229 (February 2019), LR 48:1274 (May 2022), LR 48:1758 (July 2022), LR 49:41 (January 2023), LR 49:246 (February 2023), repromulgated LR 49:851 (May 2023), LR 50:20 (January 2024), amended LR 50:678 (May 2024), LR 51:273 (February 2025), LR 51:

§745. Minimum Requirements for Alternate Teacher Preparation Programs

- A. – A.6. ...
7. – 8. Repealed.
- B. – D.2. ...
- a. instructional goal-setting and planning, including IEP, English Learner Accommodation Checklist, and IAP review and implementation;
- b. - F.4.b. ...

G. Beginning with the 2025-2026 school year, for prescribed certification areas, the program shall include instruction on teaching foundational numeracy skills. Certification areas include B-5, PK-K, elementary 1-5, elementary 1-5 integrated to merged, mathematics 4-8, mathematics 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged. Instruction shall include but need not be limited to the following:

1. effectively teaching foundational mathematics skills explicitly and systematically;
 2. implementing effective mathematics instruction using high-quality instructional materials;
 3. providing effective instruction and interventions for students who have difficulty with mathematics; and
 4. understanding and using student data to make instructional decisions.
- H. Beginning with the 2026-2027 school year, for all certification areas, the program shall include instruction on teaching students computer science, which may be incorporated into an existing course of study. The coursework shall include but not be limited to the following:
1. an introduction of the Louisiana Computer Science Content Standards;
 2. an overview of computational thinking and computer science content, including broad knowledge of computing systems, internet safety, and data analysis to enhance student learning; and
 3. an overview of standards-based instruction based on the core concepts and practices found with the Louisiana Computer Science Framework.
- I. Beginning with the 2027-2028 school year, for all certification areas, the program shall include instruction in crisis intervention and effective strategies for behavior management of students with disabilities, which may be incorporated into an existing course of study.
- J. Beginning with the 2027-2028 school year, for all certification areas, the program shall include instruction on teaching language acquisition strategies to support English learners, which may be incorporated into an existing course of study.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), 17:7(6), 17:10, 17:22(6), 17:391.1-391.10, and 17:411; and 17:7.2.

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