

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

§303. General Competencies

A. – N.

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O. The teacher candidate applies knowledge of computational thinking and computer science concepts, including a broad understanding of computing systems, internet safety, and data analysis, to provide computer science education within and across all grade levels.

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), amended LR 51:2052 (December 2025), LR 52:

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

§315. Introduction

A. – B.

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C. Content pedagogy competencies identify teaching knowledge and skills that are specific to English Language arts instruction that develop the student's ~~student~~ ability to:

1. understand and use vocabulary and language, including early literacy foundational skills, such as print awareness, phonological awareness skill, phonics, fluency, and word recognition, ~~and incidental reading foundational skills~~ to facilitate understanding and comprehension of the written word;

2. ...

3. build understanding about complex grade-level texts using evidence through discussion; and

4. ...

D. – E.2.

...

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:283 (February 2025), amended LR 51:2052 (December 2025), LR 52:

§317. ELA Content Knowledge Competencies

A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex grade-level texts in high-quality instructional materials and explain how one is able to read and understand the texts.

1. The teacher candidate reads a wide variety of complex grade-level texts in high-quality instructional materials appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non-print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film, and classic texts and contemporary texts. The texts include children's literature that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.

2. The teacher candidate determines how high-quality instructional materials build student's knowledge and skills by providing opportunities for students to engage in multiple readings of complex grade-level texts to understand the meaning, purpose, and main ideas of complex texts and explains the development orally and in writing based on the interaction of an author's craft by using word choice, syntax, use of details and illustrations, figurative language, elements and structure such as setting, characterization, development and organization, plot, pacing, and evidence, literary effects of symbolism and irony, and rhetorical devices.

3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherence ~~coherency~~, fluency, and quality of a text.

4. The teacher candidate prioritizes instruction on vocabulary from ~~selects~~ words in complex grade-level texts that are essential to the meaning and likely to transfer across texts, while efficiently supporting comprehension of less critical words through word families, or words that which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.

5. The teacher candidate makes connections among texts in high-quality instructional materials, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.

6. The teacher candidate assesses the complexity ~~the credibility and usability~~ of texts to identify features that increase comprehension demands and to anticipate where students may require targeted instructional support, by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.

7. The teacher candidate recognizes the influence of the English language and literary history on ELA content.

B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex grade-level texts.

1. The teacher candidate internalizes ~~creates~~ a range of formal and informal, process and on-demand oral, written, and visual compositions to include analytic, argumentative, explanatory, and narrative text about the language, craft, topics, themes, and/or ideas of complex grade-level texts in high-quality instructional materials, taking into consideration the interrelationships among form, audience, context, and purpose.

2. The teacher candidate uses complex grade-level texts in high-quality instructional materials to locate exemplars ~~models~~ of writing such as word choice, syntax, sentence variety and fluency, text structure, and style and uses the exemplars ~~models~~ to demonstrate to students how to imitate the language, structure, and style into personal writing.

3. ...

4. The teacher candidate recognizes and explains the historical context of the modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.

B.5. – C.8.

...

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:283 (February 2025), LR 52:

§319. ELA Content Pedagogy Competencies

A. ...

1. The teacher candidate for Birth-Kindergarten, PK-3, and 1-5 uses knowledge of the progression of phonological awareness skills to internalize ~~select or design~~ and implement sequenced lessons and units from high-quality instructional materials that scaffold student development of phonological awareness and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.

2. The teacher candidate for grades 1-5, 4-8, and 6-12 uses knowledge of the progression of language, reading, and writing skills to internalize ~~select or design~~ and implement lesson sequences from high-quality instructional materials that scaffold and enhance early adolescent and adolescent student reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.

3. The teacher candidate uses knowledge of the relationship between phonemes and graphemes to implement ~~plan~~ writing experiences in conjunction with phonological instruction using the high-quality instructional materials to enhance student reading and writing development.

4. The teacher candidate utilizes the instructional practices within high-quality instructional materials ~~selects and uses various strategies~~ to develop student reading fluency, including guiding student awareness of syntax and discourse.

5. The teacher candidate ~~internalize select or design~~ and implements lessons and unit sequences from high-quality instructional materials that which provide opportunities for all students to read a wide range and volume of texts for various purposes of understanding, pleasure, and research, and make connections among texts based on the language, craft, topics, themes, and/or ideas.

A.6. – A.7.

Repealed.

B. The teacher candidate ~~selects or designs and~~ implements instruction using high-quality instructional materials to provide that provides opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts, ~~as determined by age or grade level standards.~~

1. The teacher candidate selects a volume of appropriately complex grade-level texts about similar topics, themes, and/or ideas that present opportunities to build students' knowledge of the unit's focus for instruction and assessment of age or grade level standards.

2. The teacher candidate implements appropriate reading strategies, including read aloud, read along, pair or group reading, and/or independent reading for the complex grade-level texts in high-quality instructional materials to support students' understanding of the text. ~~selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, or ideas to identify sections for rereading through interactive read aloud, read along, pair or group reading, and/or independent reading, and creates and sequences questions and tasks.~~

3. The teacher candidate anticipates student misconceptions or challenges and identifies the appropriate curriculum-embedded supports a variety of grade-level appropriate instructional strategies to scaffold instruction and provide all students with opportunities to read, understand, and express understanding ~~through conversations and writing using grade level appropriate language, conventions, spelling, and structure.~~

4. – 5. ...

6. Repealed.

C. The teacher candidate internalizes ~~selects or designs~~ and implements high-quality instructional materials that develop student ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts using formal and informal, process and on-demand, and different genres for a variety of purposes and audiences.

1. The teacher candidate implements instruction aligned to ~~selects and uses multiple academic standards using high-quality instructional materials, demonstrating understanding of how complex grade-level texts build students' knowledge of~~ for instruction with selected complex texts about similar topics, themes, and ideas to select or design composition tasks that explain, analyze, challenge, or extend the language, craft, topics, themes, and ideas of the texts.

2. The teacher candidate utilizes ~~locates~~ models of writing in complex grade-level texts from the high-quality instructional materials to illustrate word choice, syntax, sentence variety, fluency, text structure, and style, internalizes the content to determine how to implement ~~and selects or designs and implements~~ instruction that develops the student's student ability to use the models to advance language, structure, and style in personal writing.

3. The teacher candidate facilitates classroom discussions based on the age- or grade-level standards for speaking and listening that allow students to refine thinking about the language, craft, topics, themes, and/or ideas in complex grade-level texts in high-quality instructional materials preparation for writing, when appropriate, as indicated by academic standards.

4. The teacher candidate develops, based on academic standards, student ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, and/or ideas in complex grade-level texts in their high-quality instructional materials using relevant evidence.

5.

6. The teacher candidate anticipates how students may use non-standard language orally and in writing ~~and selects or designs~~ and implements instruction using the high-quality instructional materials based on age- or grade-level standards to develop the students' student ability to use language conventions of grammar, usage, and mechanics accurately and strategically in writing for different audiences and purposes.

7. The teacher candidate ~~selects or designs and~~ implements tasks for all students from the high-quality instruction materials, as indicated by academic aligned to the standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex grade-level texts and communication of findings orally and in writing.

8. ...

D. The teacher candidate applies knowledge of language, reading, and writing development to ~~select or design and use a range of ongoing classroom~~ assessments including diagnostic, ~~formal and informal,~~ formative and summative measures, to evaluate students' ability to read, understand, and demonstrate understanding of complex grade-level texts oral, and written which measure students' ability to read, understand, and demonstrate understanding of a range of grade level complex texts to inform and adjust planning and instruction.

1. The teacher candidate uses assessment data ~~selects or designs a range of ongoing assessments including formal and informal, formative and summative, oral, and written~~ to measure student ability to use knowledge of language, print concepts, phonological awareness, phonics, and word recognition to accurately and fluently read, understand, and express understanding of a range of continuous texts.

2. The teacher candidate applies knowledge of reading, writing, and language development to identify trends in student reading foundational skills, writing, and language development and identify students who are in need of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, and comprehension grammar.

3. – 4. ...

5. The teacher candidate uses analyzes relevant assessment trends data, including evidence of students' mastery of prerequisite skills and knowledge, to proactively plan instructional supports that ensure all students can access complex grade-level texts. The candidate uses this analysis to determine when and how to provide targeted supports such as pre-teaching, strategic to make adjustments to instructional plans through re-teaching, targeted mini-lessons, individualized or small-group instruction or differentiated learning opportunities, while maintaining instruction aligned to remediation, or extension and identifies differentiated instructional supports that provide all students with opportunities to read, understand, and express understanding of complex texts, as determined by age- or grade-level standards.

6. Repealed.

7. – 8. ...

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:284 (February 2025), LR 52:

Subchapter G. Social Studies Teacher Competencies

§343. Introduction

A. These competencies define what a well-prepared social studies educator in Louisiana should know and be able to do. The competencies align to the Louisiana Social Studies Student Standards and serve as a bridge between standards and practice. The competencies are organized into two domains: Content Knowledge and Content Pedagogy. Each competency describes essential knowledge, skills, or dispositions teachers should develop over time.

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

§345. Social Studies Content Knowledge Competencies

A. The teacher candidate understands and connects fundamental economic, geographic, political, historical, and civic principles and how they manifest in local, state, national, and global contexts.

B. The teacher candidate accurately applies knowledge of Louisiana's geography, history, government, economy, and traditions, grounded in and driven by the Louisiana Social Studies Student Standards.

C. The teacher candidate demonstrates understanding of how to work with primary, secondary, and tertiary sources, analyzing authorship, point of view, intended audience, reliability, and relevance.

D. The teacher candidate employs disciplinary literacy practices (historical thinking, geographic reasoning, economic analysis, and civic examination) to frame problems, construct claims, and support conclusions with evidence.

E. The teacher candidate comprehends the chronologically coherent organization of the Louisiana Social Studies Student Standards and connects social studies content across time and place, including comparison, change and continuity, cause and effect, and patterns of development across grade bands.

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

§347. Social Studies Content Pedagogy Competencies

A. The teacher candidate scaffolds analysis and the use of evidence.

1. Plans and implements appropriate tasks using high-quality instructional materials that gradually scaffold students' ability to examine evidence, compare claims and counterclaims, and develop reasoned interpretations.

2. Uses modeling, guided practice, gradual release, and technology to support learners in navigating primary, secondary, and tertiary sources, building content knowledge, and gathering relevant textual evidence.

B. The teacher candidate anticipates learning needs to differentiate and provide access to grade-level social studies content standards for student mastery.

1. Adapts content and supports to align with students' background knowledge, readiness, and linguistic needs without diluting rigor.

2. Provides multiple entry points to learning, such as visual supports, guided questions, or structured note-taking tools, so that all students can engage meaningfully in historical investigation.

C. The teacher candidate utilizes questioning and discourse.

1. Facilitates structured, source-based discussion and questioning strategies that push students to demonstrate an understanding of social studies content and analyze, synthesize, and justify claims based on evidence.

2. Monitors and adjusts questioning in real-time to probe students' thinking and clarify misunderstandings.

D. The teacher candidate provides civic and ethical framing.

1. Connects past events, people, and ideas to the present to draw conclusions and explain current implications through discourse.

2. Encourages students to consider and understand different perspectives while ensuring discussions are based on evidence, not personal opinion.

E. The teacher candidate assesses learning and provides focused, high-quality feedback.

1. Plans and implements formative and summative assessments, including performance tasks, document-based questions, essays, and projects, that align with disciplinary practices and standards.

2. Uses resources and tools from the high-quality instructional materials (e.g., rubrics and exemplars) to encourage students to reflect on thinking and reasoning while providing feedback that strengthens use of evidence, clarity of claims, and understanding of disciplinary concepts beyond simple factual recall.

3. Uses formative and summative assessments to make data-informed decisions to adjust instruction.

F. The teacher candidate engages in unit and lesson internalization aligned to the Louisiana Social Studies Student Standards using high-quality instructional materials.

1. Maps units and lessons to social studies content standards as well as disciplinary skills and practices, ensuring coherence over time and vertical alignment across grades.

2. Embeds the progressive development of historical investigation, analytical skills, and disciplinary practices within each unit.

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52: