

COMPARISON DOCUMENT

Title 28

EDUCATION

Part CXV. *Bulletin 741—Louisiana Handbook for School Administrators*

Chapter 5. Personnel

§509. Completion of Approved Foundational Literacy Skills Course

A. – A.4. ...

B. Adolescent Literacy Professional Development. Each school shall provide identified students regular access to instruction from an individual who has completed an adolescent literacy intervention course developed, identified, or approved by the LDOE and who is a reading teacher, reading specialist, or reading interventionist.

1. Any adolescent literacy intervention course or adolescent literacy professional development course shall be completed during existing weekly, job-embedded teacher collaboration time and shall not require or authorize an increase in such time or extend the teacher's work day or work year.

2. If completion of any such course occurs during a teacher's planning time or outside of any employee's regular work hours, the employee shall be compensated. Any requirement for such a course shall be implemented in a manner consistent with R.S. 17:419.4(A).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S.17:24.10; and R.S. 17:24.12.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR: 48:1747 (July 2022), LR 52:

Chapter 17. Instructional Support

§1701. Instructional Materials and Equipment

A. – G. ...

H. Curricula, supplemental materials, and interventions used to teach reading shall focus on decoding, fluency, and language structure as well as vocabulary, comprehension, and content writing instruction and shall not include the use of the three-cueing systems model.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17:7; R.S. 17:351 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1286 (June 2005), amended LR 51:2059 (December 2025), LR 52:

Chapter 23. Curriculum and Instruction

Subchapter A. Standards and Curricula

§2301. Content Standards

A. – C. ...

D. Adolescent Literacy Instruction and Materials. Beginning with the 2027-2028 school year and beyond, each school shall provide all fourth through eighth grade students with core instruction that includes advanced phonics, morphology, etymology, fluency, vocabulary, comprehension, and writing according to grade-level standards for ELA. Daily class schedules shall be adaptable and allocate sufficient instructional time for core instruction, intervention, and academic enrichment as deemed appropriate by analysis of student data.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1288 (June 2005), amended LR 31:3070 (December 2005), LR 33:429 (March 2007), LR 39:2213 (August 2013), LR 40:764 (April 2014), LR 52:

§2307. Literacy Assessment and Screener

A. – D. ...

E. Adolescent Reading Assessment, Grades 4-8. Beginning with the 2027-2028 school year and beyond, each school shall, within the first thirty days of each school year, administer a reading assessment from the LDOE-approved list to any student in fourth through eighth grade who scored below mastery in English Language Arts (ELA) on the state assessment administered the prior year. The school shall report assessment results within the timeframes and according to the guidance established by LDOE.

1. Within fifteen days of identifying that a student has demonstrated reading deficiencies based on the results of the reading assessment, notify the student's parent or legal guardian in writing that the student has been identified as having such deficiencies.

2. Within 30 days of being identified as having reading deficiencies, provide the student with an individual reading improvement plan.

F. A student in fourth through eighth grade who is identified as having a reading deficiency shall be provided with intensive interventions to address the specific deficiencies.

1. Each school shall ensure that all textbooks and instructional materials used to teach and provide intervention services for students in fourth through eighth grade are high-quality, fully aligned to state content standards, content-rich, aligned with scientifically based reading research, and focused on advanced phonics, vocabulary, comprehension, and content writing embedded throughout all core subject areas.

2. The reading intervention services shall provide all of the following:
a. regular access to instruction from a reading teacher, reading specialist, or reading interventionist who has completed an approved adolescent literacy intervention course;

- b. reading interventions and support using high quality instructional materials;
- c. time in the student schedule, in addition to core instruction, for intensive interventions;
- d. targeted small group reading intervention based on student needs and specified in an individual reading improvement plan; and
- e. summer school remediation programs or other forms of remediation as appropriate to meet the academic needs of the student based on the results of the universal screener, diagnostic tool, or the ELA state assessment.

G. Adolescent Literacy Skills Plan. Beginning September 1, 2026, and triennially thereafter, each school serving any student in fourth through eighth grade shall develop and submit to the LDOE an adolescent literacy skills plan for students and post the plan on the school website. Each plan shall include:

- 1. the amount of time to be spent daily on literacy skills instruction and a description of how the instructional time shall be used;
- 2. a list of ELA textbooks and instructional materials used by the school;
- 3. a description of the interventions and support available to students identified as having literacy skills below grade level; and
- 4. a description of any professional development in literacy instruction provided to teachers.
- 5. The plan may be consolidated with the foundational literacy skills plan into a single school plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S.17:24.4; R.S. 17:24.14; R.S.17:418; and R.S.17:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1289 (June 2005), amended LR 38:1224 (May 2012), LR 39:2214 (August 2013), LR 42:1878 (November 2016), LR 45:36 (January 2019), LR 48:1747 (July 2022), LR 49:252 (February 2023), repromulgated LR 49:857 (May 2023), LR 52:

Title 28

EDUCATION

Part XXXIX. *Bulletin 1566—Pupil Progression Policies and Procedures*

Chapter 5. Placement Policies—General Requirements

§501. General Requirements

A. – E. ...

F. The plan shall include a description of its plan for providing career coaching to each student.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 2926, and R.S. 17:414.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2171 (November 1999), amended LR 3:2062 (October 2007), LR 36:2003 (September 2010), LR 44:479 (March 2018), amended LR 48:35 (January 2022), LR 52:

Chapter 7. Promotion and Support Policy

§705. Supports for Students

A. – B.4.d. ...

e. individual reading improvement plan, in accordance with §709 of this Chapter;

B.5. – C.8. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2005 (September 2010), amended LR 40:2533 (December 2014), LR 44:482 (March 2018), LR 44:1004 (June 2018), LR 46:18 (January 2020), LR 49:245 (February 2023), LR 51:52 (January 2025)., LR 52:

§709. Adolescent Literacy Supports for Grades 4-8

A. Beginning with the 2027-2028 school year, within fifteen days of identifying that a student in fourth through eighth grade has demonstrated reading deficiencies based on the results of the reading assessment administered in accordance with LAC 28:CXV.2307, each LEA shall notify the student’s parent or legal guardian in writing that the student has been identified as having such deficiencies. The notification shall include:

- 1. notification that an individual reading improvement plan is being developed;
- 2. a description of the current services that are provided to the student and suggested resources or strategies that the parent can use to support reading at home; and
- 3. notification that the parent shall be informed in writing of the student’s progress toward becoming a skilled reader throughout the school year with each progress report.

B. The school shall provide each student identified as having such deficiencies with intensive interventions to address the specific deficiencies, including but not limited to the following:

- 1. regular access to instruction from an individual who has completed an approved adolescent literacy intervention course and is a reading teacher, reading specialist, or reading interventionist in accordance with LAC 28:CXV.509 *Bulletin 741*;
- 2. reading interventions and support using high-quality instructional materials in accordance with LAC 28:CXV.1701 *Bulletin 741*;
- 3. time in the student schedule, in addition to core instruction, for intensive interventions;

4. targeted small group reading intervention based on student needs and specified in the individual reading improvement plan; and

5. summer school remediation programs or other forms of remediation as appropriate to meet the academic needs of the student based on the results of the universal screener, diagnostic tool, or the ELA state assessment.

C. Within thirty days of a student being identified as having reading deficiencies, the school shall provide such student with an individual reading improvement plan created by the teacher, reading specialist or interventionist, principal or designee, and other pertinent school personnel in collaboration with the parents or legal guardians, who shall be provided a written copy of the plan. The plan shall offer intensive reading instructional intervention time for the student, while continuing grade-level instruction, and shall remain in place until the student no longer demonstrates a deficiency in reading as measured by a state-approved ELA or LEAP assessment tool. The plan shall be documented using the form provided by the LDOE and shall include:

1. the specific deficiencies in reading as determined by the state assessment and the reading assessment system;

2. the goals and benchmarks for student growth in reading;

3. a description of the specific measures used to evaluate and monitor the student's reading progress;

4. a description of the proposed interventions and supplemental instructional services aligned with scientifically based reading research that shall be provided to the student and that are designed to remedy each identified reading deficiency;

5. strategies, resources, and materials provided to the parent or legal guardian to support student reading progress at home;

6. for students who receive special education services, the alignment with the student's IEP or IAP; and

7. any additional services the teacher deems available and appropriate to accelerate the student's reading development.

D. The LEA shall ensure that any individual reading improvement plan or consolidated plan developed in a prior school year is annually reviewed during the first eight weeks of the school year. Each review shall include at a minimum:

1. evaluation of the effectiveness of prior year interventions, additional support, and services offered to the student in the previous year;

2. identification of updates needed to the support offered through the plan; and

3. input from any members of the team that initially developed the plan, including but not limited to the teacher, reading specialist or interventionist, principal or designee, other pertinent school personnel, and the parent or legal guardian.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:24.9; R.S. 17:24.10 and R.S. 17:24.11.

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

Title 28

EDUCATION

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

Chapter 1. Introduction

§103. Definitions

Accredited (formerly *regionally accredited*)—a term used to denote the status of public recognition that a nationally recognized accrediting agency grants to an educational institution or program that meets the agency standards and requirements in accordance with 34 CFR 602. When used in this Part, regionally accredited shall be replaced with accredited in accordance with 34 CFR 602.

Adolescent Literacy—the development and application of reading, writing, language, and comprehension skills necessary for students in fourth through eighth grades to access, understand, analyze, and produce grade-level text across all subject areas.

Alternative Teacher Preparation Program—a pathway for candidates with a minimum of a baccalaureate degree earned at an institution accredited in accordance with 34 CFR 602 which combines professional knowledge with field experiences, including a one-year supervised internship in a school setting. For admission to an alternative program, applicants must demonstrate content mastery.

Competencies—a set of learning outcomes teacher candidates must demonstrate to show mastery in general and content specific content areas.

Content Literacy—a literacy instructional approach where students use general reading and writing strategies to learn information across subject and content areas.

Disciplinary Literacy—a literacy instructional approach that teaches students how to use literacy to think, interpret text, and engage in advanced participation and conversations like a disciplinary expert would.

Endorsement—a permanent certification, license, or credential added to an existing teaching certificate.

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), amended LR 51:2049 (December 2025), LR 52:

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

§303. Initial Approval

- A. – E. ...
- F. Teacher, early childhood ancillary certificate program, and/or educational leader proposals that meet all initial submission requirements will be evaluated by a panel of reviewers. The panel will include at least one external reviewer. An external reviewer may serve as a preparation program administrator, a preparation program faculty member, or a current or former K-12 educator or leader. The panel shall also include LDOE staff with demonstrated expertise in content areas relevant to the proposal under review. The panel will evaluate each proposal using an evaluation tool that was reviewed by representatives from LDOE and BOR and will evaluate the proposal to ensure the proposal meets professional, state, and, when applicable, national standards for quality and state certification policy. The panel’s evaluation will include an interview with the provider and at least one partner LEA. The panel may interview additional representatives of the provider and LEA partner organizations.
- G. – O. ...

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 30:2453 (November 2004), amended LR 35:2327 (November 2009), LR 37:561 (February 2011), LR 43:2486 (December 2017), LR 45:228 (February 2019), LR 45:902 (July 2019), repromulgated LR 46:892 (July 2020), amended LR 48:1757 (July 2022), LR 50:675 (May 2024), LR 51:272 (February 2025), LR 52:

Chapter 7. Louisiana State Standards for Educator Preparation Programs

Subchapter A. Teacher Preparation Programs

§743. Minimum Requirements for Traditional Teacher Preparation Programs

- A. – A.1.a.ii.(c). ...
- (d). how to administer literacy screeners assessments to students, interpret results using state-established benchmarks, and apply data to instructional planning and intervention decisions; and ~~and use the resulting data to improve literacy instruction for students;~~
- (e). how to understand the negative impacts of the three-cueing systems model, how to identify three-cueing in curriculum, and why the three-cueing model of teaching children is flawed;
- A.1.a.iii. - I. ...
- J. Beginning with candidates entering a teacher preparation program during or after the 2027-2028 academic year, for certification in secondary grades 6-12, including integrated to merged, all-level K-12, and early interventionist, hearing impaired, significant disabilities, visually impaired, or mild/moderate special education areas, the program shall include instruction on adolescent literacy skills, which may be incorporated into the required reading and literacy credit hours. The instruction shall include:
1. effective strategies for teaching reading aligned to instruction based on the science of reading, including explicit and systematic instruction in phonological awareness, the alphabetic principle, oral language development, comprehension, content literacy instruction, disciplinary literacy instruction, writing, and advanced phonics including encoding, fluency, and morphology including etymology;
 2. implementation of reading instruction using high-quality instructional materials as identified by the LDOE;
 3. provision of effective instruction on interventions for all students, including students with dyslexia;
 4. understanding and use of student data to make instructional decisions; and
 5. incorporation of content literacy across disciplinary areas.

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.
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 51:1129 (August 2025), LR 51:2050 (December 2025), LR 52:

§745. Minimum Requirements for Alternate Teacher Preparation Programs

- A. – B.1.a.ii.(d). ...
- (e). how to administer literacy screeners assessments to students interpret results using state-established benchmarks, and apply data to instructional planning and intervention decisions; and ~~use the resulting data to improve literacy instruction for students;~~
- (f). how to understand the negative impacts of the three-cueing systems model, how to identify three-cueing in curriculum, and why the three-cueing model of teaching children is flawed;
- B.1.a.iii. - J. ...
- K. Beginning with candidates entering an alternate teacher preparation program during or after the 2027-2028 academic year, for certification in secondary grades 6-12, including integrated to merged, all-level K-12, and identified special education areas, the program shall include instruction on adolescent literacy skills, which may be incorporated into the required reading and literacy credit hours. The instruction shall include:
1. effective strategies for teaching reading aligned to instruction based on the science of reading, including explicit and systematic instruction in phonological awareness, the alphabetic principle, oral language development, comprehension, content literacy instruction, disciplinary literacy instruction, writing, and advanced phonics including encoding, fluency, and morphology including etymology;

- 2. implementation of reading instruction using high-quality instructional materials as identified by the LDOE;
- 3. provision of effective instruction on interventions for all students, including students with dyslexia;
- 4. understanding and use of student data to make instructional decisions; and
- 5. incorporation of content literacy across disciplinary areas.

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1331 (July 2017), amended LR 43:2492 (December 2017), LR 45:1751 (December 2019), LR 46:324 (March 2020), LR: 48:1274 (May 2022), LR 48:1759 (July 2022), LR 49:41 (January 2023), LR 49:246 (February 2023), LR 49:256 (February 2023), repromulgated LR 49:852 (May 2023), LR 50:20 (January 2024), amended LR 50:678 (May 2024), LR 51:273 (February 2025), LR 51:1130 (August 2025), LR 51:2050 (December 2025), LR 52:

Title 28

EDUCATION

Part CXLVI. *Bulletin 146—Competencies and Standards for Teachers and Educational Leaders*

Chapter 3. Teacher Competencies

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

§319. ELA Content Pedagogy Competencies

A. – D.8. ...

E. The teacher candidate understands the negative impacts of the three-cueing systems model on the development of student reading skills.

1. The teacher candidate explains the negative impacts of the three-cueing systems model, identifies the model and its components in curricula and instructional materials, and explains the reasons why three-cueing is a flawed model of teaching children to read.

F. The teacher candidate selects or designs and implements literacy instruction using high-quality instructional materials.

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: