

NOTICE OF INTENT

Board of Elementary and Secondary Education

Part CXXXI. Bulletin 746— Louisiana Standards for State Certification of School Personnel (LAC 28:CXXXI.303, 507, 515, 1305, 1307, 1309, 1323, 1327, 1329, and 2309).

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education (BESE) proposes to amend LAC 28:CXXXI. in *Bulletin 746 – Louisiana Standards for State Certification of School Personnel*. The revisions comply with Louisiana Revised Statute 17:24.9.C as enacted by Act 438 of the 2021 Regular Legislative Session, which requires that BESE revise teacher certification requirements no later than July 31, 2022, to require foundational literacy skills standards.

Title 28

EDUCATION

Part CXXI. Bulletin 746-Louisiana Standards for State Certification of School Personnel

Chapter 3. Initial Teacher Certification

Subchapter B. Testing Required for Certification Areas

§303. Certification Exams and Scores

A.-E. ...

F. Reading Exams

Name of Test	Area Test Score
Teaching Reading Exam (0204 or 5204) Effective 9/1/2011 – 7/31/2020	157
Teaching Reading Exam (0206 or 5206) Effective 9/1/2019- <u>12/31/2023</u>	156
Teaching Reading Exam (5205) Effective 1/1/2023	159

1. - G. ...

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 37:558 (February 2011), LR 38:1951 (August 2012), LR 46:01375 (October 2020), amended LR 48:416 (March 2022), repromulgated LR 48:1018 (April 2022), LR 48:

Chapter 5. Teaching Credentials, Licenses and Certifications

Subchapter A. Standard Teaching Certificates

§507. Professional Level Certificates

A. - 1.a.iv. ...

v. Beginning with the 2024 school year and beyond, successfully complete a state-approved traditional or alternate teacher preparation program:

(a). for alternate preparation completers, the applicant must receive mentoring by a school-based mentor teacher in accordance with §553 of this Chapter;

vi. have a minimum 2.50 undergraduate grade point average (GPA) on a 4.00 scale;

(a). an applicant who does not meet the GPA requirement may be certified by meeting the following requirements in an alternate teacher preparation program:

(i). satisfactorily complete a personal interview by the program admissions officer;

(ii). if the program awards credit hours, the applicant shall achieve a minimum grade point average (GPA) of 3.00 in alternate teacher preparation program courses by the end of the first 12 credit hours and successfully complete the program;

(iii).if the program does not award credit hours, the applicant shall demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice; and

(iv).satisfactorily complete all program requirements as set forth by BESE, including any requirements for clinical practice, at graduation;

vii. present appropriate scores on the core exams; the principles of learning and teaching (PLT) or other pedagogy exam(s) required for the area(s) of certification as specified in §303 of this Part; and the specialty area content exam in the certification area in which the teacher preparation program was completed or in the area of initial certificate, in accordance with §303. of this part;

viii. complete minimum number of semester hours in the teaching of reading and literacy as follows:

- (a). 9 semester hours for certification in Birth-K, PK-3, 1-5, general-special education, and mild/moderate 1-5;
- (b). 6 semester hours for certification in middle grades 4-8 or general-special education mild/moderate 4-8;
- (c). 3 semester hours for certification in secondary 6-12, all-level K-12, or general-special education mild/moderate 6-12 programs; and
- (d). 9 semester hours for certification in special education areas of early interventionist, hearing impaired, significant disabilities, or visually impaired;
- (e). alternate preparation completers are required to:
 - (i). complete the same number of semester hours as is required for undergraduate completers; or
 - (ii). in lieu of semester hours, pass the adopted Teaching of Reading exam; or
 - (iii). complete the BESE-approved literacy foundations training; and
- ix. be recommended by a state-approved university or private program provider for certification.

b. – D.2.a.

...

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1813 (October 2006), amended LR 35:2752 (December 2009), LR 36:2843 (December 2010), LR 38:2366 (September 2012), LR 40:1331 (July 2014), LR 46:1381 (October 2020), amended, LR 48:430 (March 2022), LR 48:1273 (May 2022), LR 48:

§515. Practitioner Licenses

A.1. - 7.c.iv.

...

d. demonstrate proficiency in reading and literacy competencies through successfully completing the required number of credit or contact hours in reading and literacy as specified in LAC 28:XLV (Bulletin 996) or completing the BESE-approved literacy foundations training or passing a reading competency assessment noting that the reading competency assessment for early childhood PK-3, elementary 1-5, and special education candidates is the Praxis teaching reading exam, and 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; and

e. – D.

...

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:433 (March 2022), repromulgated LR 48:1037 (April 2022), LR 48:

Chapter 13. Regular Education Level and Area Endorsements

§1305. Requirements to add Birth to Kindergarten

A. Individuals holding a valid early childhood certificate for PK-K, PK-3, elementary certificate for grade levels 1-4, 1-5, 1-6, or 1-8, or early interventionist certificate must achieve one of the following:

1. earn a passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or
2. 12 semester hours of combined early childhood and kindergarten coursework; and
3. Complete nine semester hours in the teaching of reading and literacy in alignment with the literacy foundations competencies.
4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2060 (October 2007), amended LR 46:1385 (October 2020), amended LR 48:455 (March 2022), repromulgated LR 48:1063 (April 2022), LR 48:

§1307. Requirements to add Early Childhood (Grades PK-3)

A. Individuals holding a valid elementary certificate for grade levels 1-4, 1-5, 1-6, or 1-8 must achieve one of the following:

1. earn a passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or
2. 12 semester hours of combined early childhood and kindergarten coursework; and
3. complete 9 semester hours in the teaching of reading and literacy in alignment with the literacy foundations competencies.
4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

B. – B.4.

...

5. earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.
6. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

C. – C.2.

...

3. earn 9 semester hours of reading coursework in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this part.

D. – D.1. ...

2. earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

3. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:455 (March 2022), repromulgated LR 48:1063 (April 2022), LR 48:

§1309. Requirements to add Elementary (Grades 1-5)

A. – A.2. ...

3. earn nine semester hours of reading in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

B. - 3. ...

4. earn nine semester hours of reading in alignment with the literacy foundations competencies.

5. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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 48:455 (March 2022), repromulgated LR 48:1064 (April 2022), LR 48:

§1323. Requirements to add Early Interventionist Birth to Five Years

A. – A.2.f. ...

3. earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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 48:457 (March 2022), repromulgated LR 48:1066 (April 2022), LR 48:

§1327. Requirements to add Mild/Moderate (1-5), (4-8), and (6-12)—Mandatory 7/1/2010

A. – A.1.f. ...

2. Passing score for Praxis exams—Special Education: Core Knowledge and Mild to Moderate Applications; and

3. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

B. – B.1.f. ...

2. passing score for Praxis exams—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543), Principles of Learning and Teaching (PLT): K-6, and Elementary Education: Content Knowledge Exam (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); and

3. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

C. – C.2.b.ii. ...

iii. Secondary Core Content Exam(s); and

3. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

D. – D.2.b.ii. ...

iii. Secondary Core Content Exam(s);

3. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies;

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

E. – E.2.a.(iii). ...

b. Mild/Moderate (6-12)—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543) and Secondary Content Exam(s); and

3. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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 48:458 (March 2022), repromulgated LR 48:1066 (April 2022), LR 48:

§1329. Requirements to add Significant Disabilities 1-12

A. – A.2. ...

3. Passing score for Praxis exams—Special Education: Core Knowledge and Severe to Profound Applications (0545 or 5545); and

4. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

5. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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: 48:460 (March 2022), repromulgated LR 48:1069 (April 2022), LR 48:

Chapter 23. Approved Courses to Reinstate Lapsed Certificates

§2309. Early Childhood (PK, K, PK-3)

A. – A.9. ...

10. technology in the classroom;

11. teaching in an inclusive setting; and

12. approved literacy foundations training.

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 48:477 (March 2022), repromulgated LR 48:1085 (April 2022), LR 48:

COMPARISON DOCUMENT

Title 28

EDUCATION

Part CXXI. Bulletin 746-Louisiana Standards for State Certification of School Personnel

Chapter 3. Initial Teacher Certification

Subchapter B. Testing Required for Certification Areas

§303. Certification Exams and Scores

A.-E.

...

F. Reading Exams

Name of Test	Area Test Score
Teaching Reading Exam (0204 or 5204) Effective 9/1/2011 – 7/31/2020	157
Teaching Reading Exam (0206 or 5206) Effective 9/1/2019-12/31/2023	156
Teaching Reading Exam (5205) Effective 1/1/2023	159

1. - G.

...

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 37:558 (February 2011), LR 38:1951 (August 2012), LR 46:01375 (October 2020), amended LR 48:416 (March 2022), repromulgated LR 48:1018 (April 2022), LR 48:

Chapter 5. Teaching Credentials, Licenses and Certifications

Subchapter A. Standard Teaching Certificates

§507. Professional Level Certificates

A. - 1.a.iv.

...

v. Beginning with the 2024 school year and beyond, successfully complete a state-approved traditional or alternate teacher preparation program:

(a). for alternate preparation completers, the applicant must receive mentoring by a school-based mentor teacher in accordance with §553 of this Chapter;

vi. have a minimum 2.50 undergraduate grade point average (GPA) on a 4.00 scale:

(a). an applicant who does not meet the GPA requirement may be certified by meeting the following requirements in an alternate teacher preparation program:

(i). satisfactorily complete a personal interview by the program admissions officer;

(ii). if the program awards credit hours, the applicant shall achieve a minimum grade point average (GPA) of 3.00 in alternate teacher preparation program courses by the end of the first 12 credit hours and successfully complete the program;

(iii). if the program does not award credit hours, the applicant shall demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice; and

(iv). satisfactorily complete all program requirements as set forth by BESE, including any requirements for clinical practice, at graduation;

vii. present appropriate scores on the core exams; the principles of learning and teaching (PLT) or other pedagogy exam(s) required for the area(s) of certification as specified in §303 of this Part; and the specialty area content exam in the certification area in which the teacher preparation program was completed or in the area of initial certificate, in accordance with §303. of this part;

viii. complete minimum number of semester hours in the teaching of reading and literacy as follows:

(a). 9 semester hours for certification in Birth-K, PK-3, 1-5, general-special education, and mild/moderate 1-5;

(b). 6 semester hours for certification in middle grades 4-8 or general-special education mild/moderate 4-8;

(c). 3 semester hours for certification in secondary 6-12, all-level K-12, or general-special education mild/moderate 6-12 programs; and

(d). 9 semester hours for certification in special education areas of early interventionist, hearing impaired, significant disabilities, or visually impaired;

(e). alternate preparation completers are required to:

(i). complete the same number of semester hours as is required for undergraduate completers; or

(ii). in lieu of semester hours, pass the adopted Teaching of Reading exam; or

(iii).complete the BESE-approved literacy foundations training; and

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

b. – D.2.a.

...

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1813 (October 2006), amended LR 35:2752 (December 2009), LR 36:2843 (December 2010), LR 38:2366 (September 2012), LR 40:1331 (July 2014), LR 46:1381 (October 2020), amended, LR 48:430 (March 2022), LR 48:1273 (May 2022), LR 48:

§515. Practitioner Licenses

A.1. - 7.c.iv.

...

d. demonstrate proficiency in reading and literacy competencies through successfully completing the required number of credit or contact hours in reading and literacy as specified in LAC 28:XLV (Bulletin 996) or completing the BESE-approved literacy foundations training or passing a reading competency assessment noting that the reading competency assessment for early childhood PK-3, elementary 1-5, and special education candidates is the Praxis teaching reading exam, and 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; and

e. – D.

...

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:433 (March 2022), repromulgated LR 48:1037 (April 2022), LR 48:

Chapter 13. Regular Education Level and Area Endorsements

§1305. Requirements to add Birth to Kindergarten

A. Individuals holding a valid early childhood certificate for PK-K, PK-3, elementary certificate for grade levels 1-4, 1-5, 1-6, or 1-8, or early interventionist certificate must achieve one of the following:

1. ~~successfully teach on an extended endorsement license (EEL) certificate in birth to kindergarten for one year in an approved Louisiana licensed child care facility or publicly funded early childhood program based on criteria determined by the LDE; earn a passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or~~

2. ~~earn a passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or 12 semester hours of combined early childhood and kindergarten coursework; and~~

3. ~~12 semester hours of combined early childhood and kindergarten coursework. Complete nine semester hours in the teaching of reading and literacy in alignment with the literacy foundations competencies.~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

~~B. The LEA must verify completion of one year of successful teaching experience in birth to kindergarten in an approved Louisiana licensed child care facility or publicly funded early childhood program and recommend the applicant for further employment.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2060 (October 2007), amended LR 46:1385 (October 2020), amended LR 48:455 (March 2022), repromulgated LR 48:1063 (April 2022), LR 48:

§1307. Requirements to add Early Childhood (Grades PK-3)

A. Individuals holding a valid elementary certificate for grade levels 1-4, 1-5, 1-6, or 1-8 must achieve one of the following:

1. ~~successfully teach on an extended endorsement license (EEL) certificate in birth to kindergarten for one year in an approved Louisiana licensed child care facility or publicly funded early childhood program based on criteria determined by the LDE; earn a passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or~~

2. ~~earn a passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or earn 12 semester hours of combined early childhood and kindergarten coursework; and~~

3. ~~earn 12 semester hours of combined early childhood and kindergarten coursework; complete 9 semester hours in the teaching of reading and literacy in alignment with the literacy foundations competencies.~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

B. – B.4.

...

5. ~~earn nine semester hours of reading coursework in alignment with the literacy foundations competencies. or a passing score for Praxis teaching reading exam (0204 or 5204).~~

6. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

C. – C.2.

...

3. ~~earn 9 semester hours of reading coursework or passing score for Praxis—teaching reading exam (0204 or 5204) in alignment with the literacy foundations competencies.~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this part.

D. – D.1. ...

2. ~~earn nine semester hours of reading coursework or passing score for Praxis—teaching reading exam (0204 or 5204); in alignment with the literacy foundations competencies.~~

3. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:455 (March 2022), repromulgated LR 48:1063 (April 2022), LR 48:

§1309. Requirements to add Elementary (Grades 1-5)

A. – A.2. ...

3. ~~earn nine semester hours of reading in alignment with the literacy foundations competencies, or passing score for Praxis—Teaching Reading exam (0204 or 5204).~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

B. - 3. ...

4. ~~earn nine semester hours of reading in alignment with the literacy foundations competencies.~~

5. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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 48:455 (March 2022), repromulgated LR 48:1064 (April 2022), LR 48:

§1323. Requirements to add Early Interventionist Birth to Five Years

A. – A.2.f. ...

3. ~~earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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 48:457 (March 2022), repromulgated LR 48:1066 (April 2022), LR 48:

§1327. Requirements to add Mild/Moderate (1-5), (4-8), and (6-12)—Mandatory 7/1/2010

A. – A.1.f. ...

2. ~~Passing score for Praxis exams—Special Education: Core Knowledge and Mild to Moderate Applications; and~~

3. ~~Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

B. – B.1.f. ...

2. ~~passing score for Praxis exams—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543), Principles of Learning and Teaching (PLT): K-6, and Elementary Education: Content Knowledge Exam (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); and~~

3. ~~Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

C. – C.2.b.ii. ...

iii. ~~Secondary Core Content Exam(s); and~~

3. ~~Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

D. – D.2.b.ii. ...

iii. ~~Secondary Core Content Exam(s);~~

3. ~~Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies;~~

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

E. – E.2.a.(iii). ...

b. Mild/Moderate (6-12)—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543) and Secondary Content Exam(s); and

3. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

4. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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 48:458 (March 2022), repromulgated LR 48:1066 (April 2022), LR 48:

§1329. Requirements to add Significant Disabilities 1-12

A. – A.2. ...

3. Passing score for Praxis exams—Special Education: Core Knowledge and Severe to Profound Applications (0545 or 5545); and

4. Earn nine semester hours of reading coursework in alignment with the literacy foundations competencies.

5. Alternate preparation completers may pass the adopted Teaching of Reading exam in lieu of semester hours or successfully complete the BESE-approved literacy foundations training, in accordance with §303 of this Part.

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: 48:460 (March 2022), repromulgated LR 48:1069 (April 2022), LR 48:

Chapter 23. Approved Courses to Reinstate Lapsed Certificates

§2309. Early Childhood (PK, K, PK-3)

A. – A.9. ...

10. technology in the classroom; ~~and~~

11. teaching in an inclusive setting; and

12. approved literacy foundations training.

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 48:477 (March 2022), repromulgated LR 48:1085 (April 2022), LR 48:

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
FAMILY IMPACT STATEMENT
(LA R.S. 49:953 and 972)**

Person Preparing Statement: Ashley Townsend
Phone: 225-342-3446
Division: Office of Governmental, Administrative, and Public Affairs
Rule Title: Part CXXXI. Bulletin 746. Louisiana Standards for State Certification of School Personnel (LAC 28:CXXXI. 303, 507, 515, 1305, 1307, 1309, 1323, 1327, 1329, and 2309).

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND TO THE FOLLOWING:

- I. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?
 No
 Yes
 Lacks sufficient information to determine.
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?
 No
 Yes
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?
 No
 Yes
 Lacks sufficient information to determine
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?
 No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: 

Date Submitted: 6/16/2022

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
POVERTY IMPACT STATEMENT
(LA R.S. 49:973)**

Person Preparing Statement: Ashley Townsend

Phone: 225-342-3446

Division: Office of Governmental, Administrative, and Public Affairs

Rule Title: Part CXXXI. Bulletin 746. Louisiana Standards for State Certification of School Personnel (LAC 28:CXXXI. 303, 507, 515, 1305, 1307, 1309, 1323, 1327, 1329, and 2309).

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?

- No
- Yes
- Lacks sufficient information to determine

2. WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?

- No
- Yes
- Lacks sufficient information to determine

3. WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?

- No
- Yes
- Lacks sufficient information to determine

4. WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?

- No
- Yes
- Lacks sufficient information to determine

5. WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?

- No
- Yes
- Lacks sufficient information to determine

Signature of Contact Person: 

Date Submitted: 06/16/2022

Small Business Statement

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

Provider Impact Statement

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, August 10, 2022, to Shan N. Davis, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Shan Davis, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

Shan N. Davis
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

Person Preparing Statement: Ashley Townsend Dept.: LA Department of Education Board of Elementary & Secondary Education

Phone: (225) 342-3446 Office: Policy

Return Address: P. O. Box 94064 Baton Rouge, LA Rule Title: Part CXXXI. Bulletin 746 –Louisiana Standards for State Certification of School Personnel (LAC 28:CXXXI. 303, 507, 515, 1305, 1307, 1309, 1323, 1327, 1329, and 2309).

Date Rule Takes Effect: Upon final adoption by BESE

SUMMARY

In accordance with Section 953 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

The proposed revisions will not have an effect on costs or savings to state or local governmental units. The revisions comply with Louisiana Revised Statute 17:24.9.C as enacted by Act 438 of the 2021 Regular Legislative Session, which requires that the Board of Elementary and Secondary Education (BESE) revise teacher certification requirements no later than July 31, 2022, to require foundational literacy skills standards.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

The proposed revisions will not have an effect on revenue collections of state or local governmental units.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS (Summary)

Educators in alternate teacher preparation programs applying for initial or add-on certification in one of the areas affected by these revisions will incur an examination fee of \$156 if they take the PRAXIS teaching reading exam in lieu of required credit hours or BESE-approved literacy foundations training.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed revisions will not have an effect on competition and employment.

Signature of Agency Head or Designee

Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance
Typed Name and Title of Agency Head or Designee

Date of Signature

Date of Signature

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The certification areas outlined in the proposed revisions will require nine hours of coursework or a passing score on the Teaching of Reading examination.

- B. Summarize the circumstances that require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

The revisions comply with Louisiana Revised Statute 17:24.9.C as enacted by Act 438 of the 2021 Regular Legislative Session, which requires that BESE revise teacher certification requirements no later than July 31, 2022, to require foundational literacy skills standards.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session.

1. Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

No

2. If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) _____ Yes. If yes, attach documentation.

(b) _____ NO. If no, provide justification as to why this rule change should be published at this time.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

The proposed revisions will not have an effect on costs or savings to state agencies. The revisions comply with Louisiana Revised Statute 17:24.9.C as enacted by Act 438 of the 2021 Regular Legislative Session, which requires that the Board of Elementary and Secondary Education (BESE) revise teacher certification requirements no later than July 31, 2022, to require foundational literacy skills standards.

COSTS	FY22-23	FY23-24	FY24-25
PERSONAL SERVICES			
OPERATING EXPENSES			
PROFESSIONAL SERVICES			
OTHER CHARGES			
EQUIPMENT			
<u>MAJOR REPAIR & CONSTR.</u>			
<u>POSITIONS (#)</u>			
TOTAL			

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

N/A

3. Sources of funding for implementing the proposed rule or rule change.

SOURCE	FY22-23	FY23-24	FY24-25
STATE GENERAL FUND			
AGENCY SELF-GENERATED	-0-	-0-	-0-
DEDICATED			
FEDERAL FUNDS	-0-	-0-	-0-
OTHER (Specify)			
TOTAL	-0-	-0-	-0-

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

N/A

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

The proposed revisions will not have an effect on costs or savings to local governmental units.

2. Indicate the sources of funding of the local governmental unit that will be affected by these costs or savings.

The proposed revisions will not impact sources of funding of local governmental units.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

The proposed revisions will not have an effect on revenue collections of state or local governmental units.

REVENUE INCREASE/DECREASE	FY22-23	FY23-24	FY24-25
STATE GENERAL FUND			
AGENCY SELF GENERATED			
RESTRICTED FUNDS			
FEDERAL FUNDS			
LOCAL FUNDS			
TOTAL			

*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

N/A

III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS

- A. What persons or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

Educators in alternate teacher preparation programs applying for initial or add-on certification in one of the areas affected by these revisions will incur an examination fee of \$156 if they take the PRAXIS teaching reading exam in lieu of required credit hours or BESE-approved literacy foundations training.

- B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

N/A

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

The proposed revisions will not have an effect on competition and employment.