

NOTICE OF INTENT

Board of Elementary and Secondary Education

Educator Preparation, Evaluation, and Credentials  
(LAC 28:CXLVII.325)  
(LAC 28:CXLVI. 301, 303, and 315)  
(LAC 28:CXXXI. 507 and 1505)  
(LAC 28:XLV.103, 307, 401, 403, 743, and 745)

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:CXLVII in *Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel*, LAC 28:CXLVI in *Bulletin 146—Competencies and Standards for Teachers and Educational Leaders*, LAC 28:CXXXI in *Bulletin 746—Louisiana Standards for State Certification of School Personnel*, and LAC 28:XLV in *Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs*. During the 2025 Regular Legislative Session, laws were enacted that require revisions to Board of Elementary and Secondary Education (BESE) policy to include:

- *Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel*
  - Act 270. VAM and student attendance
- *Bulletin 146—Competencies and Standards for Teacher and Educational Leaders*
  - Act 353. Foundational numeracy
  - Act 479. Crisis intervention
- *Bulletin 746—Louisiana Standards for State Certification of School Personnel*
  - Act 268. Computer Science
  - Act 353. Foundational numeracy
  - Act 479. Crisis intervention
- *Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs*
  - Act 268. Computer Science
  - Act 353. Foundational numeracy
  - Act 479. Crisis intervention

Further revisions adopt language, general educator, and English learner competencies, certification requirements, a new educator leader pathway, procedures for educator preparation program closure, program quality clarification, policy language alignment, and technical edits.

Title 28  
EDUCATION

Part CXLVII. *Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel*

Chapter 3. Personnel Evaluation

§325. Extenuating Circumstances

A. – E. ...

F. Neither the value-added model nor the measures of student growth shall include a test score or data of a student who has accrued ten or more absences, whether excused, unexcused, consecutive, or nonconsecutive, in any semester of a given school year. Credit recovery, academic credit, and attendance credit shall not be considered factors relative to such absences in an evaluation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:391.10, 17:3881-3886, 17:3901-3904, 17:3997, and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012), amended LR 38:2361 (September 2012), LR 39:1274 (May 2013), LR 40:761 (April 2014), LR 45:233 (February 2019), LR 51:

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

Chapter 3. Teacher Competencies

Subchapter A. General Teacher Certification Areas and Required Competencies

§301. Overview

A. – I.5.c. ...

6, English Learners:

- a. Subchapter A. General
- b. Subchapter C. Disciplinary Literacy
- c. Subchapter F. English Learners Education

J. – J.5.b. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:279 (February 2025), LR 51:

§303. General Competencies

A. – E. ...

F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, well-being, language, and physical development, incorporating trauma-informed principles and crisis intervention strategies.

G. The teacher candidate develops and applies instructional supports and plans for an individualized education plan (IEP) or individualized accommodation plan (IAP), or English Learner Accommodation Checklist to allow a student appropriate access to grade-level instruction, individually and in collaboration with colleagues.

H. The teacher candidate applies knowledge of various types of formal and informal assessments and the purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of all students, including students with exceptionalities and English learners, and to guide instruction to meet diverse student needs.

- I. The teacher candidate uses language proficiency data to inform instruction and challenge students as language proficiency increases.
- J. The teacher candidate promotes communicative language development for classroom participation and fosters literacy growth across all content areas.
- K. The teacher candidate implements strategies to create a supportive classroom that fosters student success.
- L. The teacher candidate encourages family and community involvement to support student learning and achievement.
- M. The teacher candidate creates lessons that simultaneously develop English language skills and discipline-specific knowledge for a native English speaker and an English learner.
- N. The teacher candidate integrates teaching strategies and methods that support the development of higher-level thinking skills at all grade levels, considering all English language proficiency levels, while integrating academic language into instruction.

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

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

**§315. Introduction**

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.  
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:283 (February 2025), LR 51:

**Part CXXXI. *Bulletin 746—Louisiana Standards for State Certification of School Personnel***

**Chapter 5. Teaching Credentials, Licenses and Certifications**

**Subchapter A. Standard Teaching Certificates**

**§507. Professional Level Certificates**

- A. – B.14. ...
- 15. Beginning September 1, 2028, an applicant for initial certification in prescribed areas must have received instruction in foundational numeracy skills or have satisfactorily completed foundational numeracy training approved by LDOE.
  - a. 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.
- 16. Beginning September 1, 2031, an applicant for initial certification shall have earned coursework that includes instruction in crisis intervention and effective strategies for behavior management of students with disabilities, which may be incorporated into an existing course of study.

- C. – G.3. ...
- 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 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 48:2554 (October 2022), LR 49:37 (January 2023), LR 50:24 (January 2024), LR 50:488 (April 2024), amended LR 50:660 (May 2024), LR 51:276 (February 2025), LR 51:

**Chapter 15. Administrative and Supervisory Credentials**

**Subchapter A. The Educational Leadership Certificate**

**§1505. Educational Leader Certificate Level 1 (EDL 1)**

- A. – A.1. ...
  - a. hold or be eligible to hold a Louisiana type B or level 2 teaching certificate, or have a comparable level out-of-state teaching certificate and three years of teaching experience, including experience as a librarian or counselor, with all out-of-state experience verified as successful by the out-of-state employing authority or SEA, or hold an ancillary teaching certificate as defined in Chapter 5 Subchapter C of this Part with at least five years of successful teaching experience verified in accordance with §103 of this Part;
    - i. The Early Childhood Ancillary Certificate is not an eligible ancillary teaching certificate for the purposes of an EDL1.
  - b. – 2. ...
    - a. hold or be eligible to hold a Louisiana type B or level 2 teaching certificate, or have a comparable level out-of-state teaching certificate and three years of teaching experience, including experience as a librarian or counselor, with all out-of-state experience verified as successful by the out-of-state employing authority or SEA, or hold an ancillary teaching certificate as defined in Chapter 5 Subchapter C of this Part with at least five years of successful teaching experience verified in accordance with §103 of this Part;
      - i. The Early Childhood Ancillary Certificate is not an eligible ancillary teaching certificate for the purposes of an EDL1.
    - b. – 3. ...
      - a. hold or be eligible to hold, a Louisiana type B or level 2 teaching certificate, or have a comparable level out-of-state teaching certificate and three years of teaching experience, including experience as a librarian or counselor, with all out-of-state experience verified as successful by the out-of-state employing authority or SEA, or hold an ancillary teaching certificate as defined in Chapter 5 Subchapter C of this Part with at least five years of successful teaching experience verified in accordance with §103 of this Part;
        - i. The Early Childhood Ancillary Certificate is not an eligible ancillary teaching certificate for the purposes of an EDL1.

b. – 4. ...

a. hold, or be eligible to hold, a Louisiana type B or level 2 teaching certificate, or have a comparable level out-of-state teaching certificate and three years of teaching experience, including experience as a librarian or counselor, with all out-of-state experience verified as successful by the out-of-state employing authority or SEA, or hold an ancillary teaching certificate as defined in Chapter 5 Subchapter C of this Part with at least five years of successful teaching experience verified in accordance with §103 of this Part;

i. The Early Childhood Ancillary Certificate is not an eligible ancillary teaching certificate for the purposes of an EDL1.

b. – B.1. ...

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 48:466 (March 2022), repromulgated LR 48:1075 (April 2022), LR 48:2102 (August 2022), amended LR 50:672 (May 2024), LR 50:974 (July 2024), LR 51:278 (February 2025), LR 51:

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

**Chapter 1. Introduction**

**§103. Definitions**

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*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.

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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. 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.

C. Renewal decisions shall be made every two years and shall be based on the quality rating produced biennially.

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. The provider shall submit progress reports to the LDOE;

2. The LDOE 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. To maintain

continued state approval, providers must demonstrate that training participants are earning effective ratings on the Mentor Teacher and Content Leader Portfolio Assessments.

F. Mentor Teacher and Content Leader Provider Effectiveness. By no later than December 1, 2019, and biennially 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 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. The LDOE will annually produce and make publicly available a performance profile and quality rating score for each approved preparation provider
- 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.

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:

**Family Impact Statement**

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.

1. Will the proposed Rule affect the stability of the family? No.  
2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No.  
3. Will the proposed Rule affect the functioning of the family? No.  
4. Will the proposed Rule affect family earnings and family budget? No.  
5. Will the proposed Rule affect the behavior and personal responsibility of children? No.  
6. Is the family or local government able to perform the function as contained in the proposed Rule? Yes.

**Poverty Impact Statement**

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.

1. Will the proposed Rule affect the household income, assets, and financial authority? No.  
2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? No.  
3. Will the proposed Rule affect employment and workforce development? No.  
4. Will the proposed Rule affect taxes and tax credits? No.  
5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No.

**Small Business Analysis**

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, October 10, 2025, to Tavares Walker, 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 Tavares Walker, 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.

Tavares A. Walker  
Executive Director

**FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES**

**RULE TITLE: Educator Preparation, Evaluation, and Credentials**

**(LAC 28:CXLVII.325), (LAC 28:CXLVI. 301, 303, and 315), (LAC 28:CXXXI. 507 and 1505), and (LAC 28:XLV.103, 307, 401, 403, 743, and 745)**

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

The proposed rule change may result in an increase in local fund expenditures if a school system opts to provide stipends for teachers receiving training in certain areas outside of job-embedded training time, as detailed below; however, such an increase is indeterminable and not anticipated to be significant. During the 2025 Regular Session, laws were enacted that require revisions to Board of Elementary and Secondary Education (BESE) policies, as follows.

*Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel*

Act 270. Updates language concerning the inclusion of the test scores or data of students with attendance records in the value-added assessment model to provide that test scores should not be included for students with 10 or more absences whether those absences are excused, consecutive, or nonconsecutive within a single semester.

*Bulletin 146—Competencies and Standards for Teacher and Educational Leaders*

Act 479. Updates language to require teacher candidates are competent in behavior management techniques in response to individual student differences in cognitive, well-being, language, and physical development by incorporating trauma-informed principles and crisis intervention strategies.

*Bulletin 746—Louisiana Standards for State Certification of School Personnel*

Act 353. Requires that beginning 9/01/28, an applicant for initial certification in prescribed areas must have received instruction in foundational numeracy skills or have satisfactorily completed foundational numeracy training approved by LDOE. The department does not anticipate an increase in expenditures to expand the provision of approved numeracy skills instruction courses to include kindergarten through third grade teachers who teach mathematics. LDOE already provides these courses, at no cost, to kindergarten through twelfth grade mathematics teachers; however, local fund expenditures may be realized if a school system opts to offer stipends for teachers who take required training courses outside of their job-embedded training time.

Act 479. Requires that, beginning 9/01/31, an applicant for initial certification shall have earned coursework that includes instruction in crisis intervention and effective strategies for behavior management of students with disabilities, which may be incorporated into an existing course of study.

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

Act 268. Requires that beginning with the 2026-2027 school year, for all certification areas, preparation programs include instruction on teaching computer science, which may be incorporated into an existing course of study. The delay of implementation allows the department to include any expenditures necessitated by the provisions of the Computer Science Education Act within its existing computer science budget in future fiscal years. LDOE’s current computer science budget supports professional development, teacher certification, and technical assistance grants to expand capacity to offer computer science education across the state.

Act 353. Requires that beginning with the 2025-2026 school year, for prescribed certification areas, the preparation program 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.

Act 479. Requires that beginning with the 2027-2028 school year, for all certification areas, the preparation program 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.

Further revisions unrelated to legislative action adopt language, general educator, and English learner competencies, certification requirements, a new educator leader pathway, procedures for educator preparation program closure, program quality clarification, policy language alignment, and technical edits.

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

There is no anticipated effect on the revenue collections of state or local governmental units as a result of the proposed rule change.

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

Current and new teachers will benefit from targeted knowledge needed to teach special skills and diverse populations of students. This professional development will increase the quality of educators in the field and better serve student needs.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

There is no anticipated effect on competition and employment as a result of the proposed rule change.

Beth Scioneaux  
Deputy Superintendent for Management and Finance  
1905#

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office