



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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December 11, 2024

MEMORANDUM

TO: Senator Cameron Henry, Senate President
Representative Phillip DeVillier, Speaker of the House
Senator Rick Edmonds, Chair, Senate Committee on Education
Representative Laurie Schlegel, Chair, House Committee on Education

FROM: Tavares A. Walker, Executive Director
Board of Elementary and Secondary Education

RE: Summary Report on Board of Elementary and Secondary Education Proposed Rulemaking

Pursuant to R.S. 49:968(D)(1)(b), the Board of Elementary and Secondary Education hereby submits to you this summary report and announces its plan to proceed with rulemaking by finalizing the November 20, 2024, Notice of Intent that was promulgated on pages 1704-1726 of the *Louisiana Register*.

The Board has received no public comments and has not conducted a hearing pursuant to R.S. 49:953(A)(2)(a).

The Board has made no change to the proposed Rule.

Subject to legislative oversight by either the House Committee on Education or Senate Committee on Education, the Board anticipates adopting the Notice of Intent as a final Rule in the February 20, 2025, issue of the *Louisiana Register*.

The following document is attached:

1. A copy of the Notice of Intent.

Please contact Erin LeBlanc at (225) 342-5841 if the Board may be of any assistance to you concerning this Rule.

TAW:ell

Attachment (1)

- c: Caroline Tyler, Secretary, Senate Committee on Education
Elizabeth Borne, Legislative Analyst, House Committee on Education
Lisa Lovello, Legislative Analyst, House Committee on Education
Ashley Townsend, Policy Director, Louisiana Department of Education
Tavares A. Walker, Executive Director, BESE
Kevin Calbert, Communications Manager, BESE

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent

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, December 10, 2024, to Tavares A. 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 A. 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: Communication Pathways

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

There are no anticipated implementation costs or savings to state or local governmental units due to the proposed rule change. The proposed rule change updates Bulletin 741—*Louisiana Handbook for School Administrators* and Bulletin 126—*Charter Schools*, establishing a communication pathway for electronic delivery of information regarding key priorities and initiatives directly to each member of a local school board and to each local education agency (LEA).

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 PERSONS, SMALL BUSINESSES, OR NONGOVERNMENTAL GROUPS (Summary)

There are no anticipated costs or benefits to directly affected persons, small businesses, or nongovernmental groups as a result of the proposed rule change.

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
2411#050

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Educator Credentials

(LAC 28:XLV.103, 105, 303, Chapter 7, and 1301, LAC 28:CXXXI.101, Chapter 3, Chapter 5, Chapter 13, and Chapter 15, LAC 28:CXXXVII.101, Chapter 3, and 501, and LAC 28:CXLVI. 101, Chapter 3, and Chapter 5)

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:XLV. *Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs*, LAC 28:CXXXI. *Bulletin 746—Louisiana Standards for State Certification of School Personnel*, LAC 28:CXXXVII. *Bulletin 125—Standards for Educational Leaders in Louisiana*, and LAC 28:CXLVI. *Bulletin 146—Louisiana Competencies and Standards for Teachers and Educational Leaders*. The proposed revisions repeal outdated standards, adopt a new title to combine all competencies into one bulletin and update educational leader competencies to align with the new leader evaluation rubric. Further revisions repeal teacher competencies, adopt a computer science certification pathway, align other certification pathways, and make technical edits. Further revisions include reorganization, technical edits, and policy alignment.

**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.

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.

Ancillary Certificate—a type of Louisiana certificate that allows a qualified person who is not a certified teacher to provide services in a school setting.

Associate Resident—a teacher of record who holds an associate degree, is enrolled in an undergraduate teacher preparation program, and who is in their residency year of the program.

Baccalaureate—a term used to denote an undergraduate degree or program such as bachelor of arts or bachelor of science.

CAEP Completer—a completer is referenced as a candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure.

Certification—a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in the schools under the jurisdiction of BESE.

Cohort—a group of teacher candidates or program completers that entered or graduated from a teacher preparation program at the same time or shared common program experiences.

Completer—per LDOE and Title II standards, a completer is referenced as a teacher candidate who has successfully completed a traditional or alternative certification teacher preparation program.

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

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

Equivalent Contact Hours—time spent with the instructor, time spent practicing or engaging in instruction, or a combination of both. One credit hour is equivalent to 15 contact hours.

Graduate—a term used to denote a degree, coursework, or program beyond the baccalaureate degree level such as masters of education or masters of arts in teaching.

Louisiana Employing Authority or Local Education Agency (LEA)—a BESE-approved school or other BESE-approved entity employing a Louisiana educator for the purposes of providing educational services to Louisiana students. The BESE-approved school or entity is responsible for the evaluation of educators and submission of certification requests in accordance with Louisiana law and BESE policy. These include Louisiana approved public, charter, and non-public schools, BESE-approved third party entities contracted to school systems, and BESE-approved early learning centers.

Mentor Teacher—a teacher who supports aspiring teachers participating in undergraduate and post-baccalaureate programs. Mentor teachers use a cycle of coaching focused on instructional decisions to meet the needs of all students. Mentors may co-teach with year-long residents or may support teachers without co-teaching. Mentors may also support new teachers or developing teachers in need of coaching, including teachers with an intensive assistance plan, in accordance with LAC 28:CXLVII (Bulletin 130).

Mentor Teacher Ancillary Certificate—a type of certificate that authorizes an individual to serve as a mentor for undergraduate or post-baccalaureate teacher residents.

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.

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.

Practitioner—a candidate who serves as the teacher of record and is currently enrolled in an alternative certification program.

Resident—an aspiring teacher in a traditional preparation program or alternative certification program who is not serving as the teacher of record and who is in their residency year of the program.

Resident activities—any activity needed to meet or exceed policy requirements accomplished during the year-long residency period (i.e., lesson planning, developing IEP/IAP plans, analyzing student assessment results, etc.).

Residency coursework—course or module requiring residency placement and activities; coincides with residency year/experience.

Residency experience—encompasses all activities or expectations that occur during the year-long residency period (i.e., placement, meetings, school events, etc.).

Traditional Teacher Preparation Program—a bachelor of arts or bachelor of science degree program that includes general education courses, certification focus area(s), professional education courses, field experiences, and student teaching/residency in a school setting.

Undergraduate—a term used to denote a degree, coursework, or program at the baccalaureate degree level such as a bachelor of art or bachelor of science.

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:

§105. Acronyms

A. Listed below are the full identifications of acronyms used in this publication.

BESE—Board of Elementary and Secondary Education.

BOR—Board of Regents.

CAEP—Council for Accreditation of Educator Preparation.

CCSS—Common Core State Standards.

CDA—Child Development Associates credential.

CHEA—Council for Higher Education.

ECAC—Early Childhood Ancillary Certificate.

IEP—individualized education plan.

K-12—kindergarten through twelfth grade.

LDOE—Louisiana Department of Education.

LEAP 21—Louisiana Educational Assessment Program for the 21st century.

LSDAS—Louisiana School and District Accountability System.

NCATE—National Council for the Accreditation of Teacher Education.

PK-3—pre-kindergarten through third grade.

PK-12—pre-kindergarten through twelfth grade.

TEAC—Teacher Education Accreditation Council.

USDOE—U.S. Department of Education.

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:

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

§303. Initial Approval [Formerly §203]

A. - C.2. ...

a. develop and assess candidate mastery of applicable literacy competencies, which are found in LAC 28:CXLVI (*Bulletin 146*);

C.2.b. - 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:

Chapter 7. Louisiana State Standards for Educator Preparation Programs

Subchapter A. Teacher Preparation Programs

§741. Introduction

A. ...

B. Current approved preparation providers must demonstrate alignment of approved traditional and alternative programs to the program requirements described in this subchapter and be approved by BESE before July 1, 2018. Providers shall seek approval by submitting assurances or, if seeking to offer an innovative model as described in §743 of this bulletin, by submitting an innovative design application. The LDOE shall publish the assurances and the innovative design application on the LDOE website.

C. After July 1, 2018, teacher candidates shall be admitted only to traditional and alternative teacher preparation programs that meet the requirements described in this Subchapter.

D. The following are deadline dates for program completion for approved teacher preparation programs approved prior to October 1, 2016:

1. August 31, 2021 is the last date for candidates enrolled in approved alternative teacher preparation programs that were approved prior to October 1, 2016 to complete programs.

2. August 31, 2022 is the last date for candidates enrolled in traditional teacher preparation programs approved prior to October 1, 2016 to complete those programs.

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 43:1330 (July 2017), amended LR 43:2492 (December 2017), LR 51:

§743. Minimum Requirements for Traditional Teacher Preparation Programs

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

i. develop and assess candidate mastery of applicable literacy competencies, which are found in LAC 28:CXLVI (*Bulletin 146*);

A.1.ii. - 6. ...

7. 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.

B. The program shall sequentially develop and assess teacher candidates' mastery of applicable Louisiana teacher preparation competencies codified in LAC 28:CXLVI (*Bulletin 146*) through a combination of general education, content area, and teaching coursework, assessments, and related practice experiences.

1. - 2. ...

C. Programs shall include the following practice experiences, which directly align with and sequentially develop the competencies identified in LAC 28:CXLVI (*Bulletin 146*):

C.1. - E. ...

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:

§745. Minimum Requirements for Alternative Teacher Preparation Programs

A. An alternate teacher preparation program is a program that includes a minimum number of credit or contact hours of coursework or training and required practice experiences. There are three types of alternative teacher preparation programs.

A.1. - B.1.a. ...

i. develop and assess candidate mastery of applicable literacy competencies, which are found in LAC 28:CXLVI (*Bulletin 146*); and

B.1.a.ii. - 6. ...

7. 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.

C. The program shall sequentially develop and assess teacher candidates' mastery of applicable Louisiana teacher preparation competencies codified in LAC 28:CXLVI (*Bulletin 146*) through a combination of coursework, assessments, and related practice experiences.

D. Programs must include the following practice experiences, which directly align with and sequentially develop the competencies identified in LAC 28:CXLVI (*Bulletin 146*).

D.1. - E.3. ...

F. To be admitted into an alternative teacher preparation program, candidates must meet the following requirements:

1. possess a non-education baccalaureate degree from an institution accredited in accordance with 34 CFR 602;

2. - 4.b....

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:

Subchapter B. Alternate Educational Leader Preparation Programs

§747. Educational Leader Practitioner (Residency) Program

A. State-approved non-university providers and Louisiana colleges or universities may choose to offer an educational leader practitioner (residency) program for certifying successful candidates for educational leader, level 1 certification. Two additional alternative paths are available to individuals seeking an educational leader certificate level 1; see LAC 28:CXXXI.Chapter 15 (*Bulletin 746*), for paths 1 and 2. Educational leader practitioner program providers must submit a program proposal to the Louisiana Department of Education. Programs will be reviewed for adherence to program requirements, and may be recommended to BESE for approval status.

1. ...

a. possess a baccalaureate degree from an institution accredited in accordance with 34 CFR 602;

A.1.b. - 10. ...

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 43:1333 (July 2017), amended LR 45:229 (February 2019), amended LR 50:679 (May 2024), LR 51:

§749. Minimum Requirements for Early Childhood Ancillary Certificate Programs

A. - B. ...

C. The program must sequentially develop and assess teacher candidates' mastery of applicable Louisiana teacher preparation competencies in accordance with LAC 28:CXLVI (*Bulletin 146*), through a combination of coursework, assessments, and related practice experiences.

D. Programs must include the following practice experiences, which directly align with and sequentially develop the competencies identified in LAC 28:CXLVI (*Bulletin 146*):

D.1. - E. ...

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 45:903 (July 2019), amended LR 48:1092 (April 2022), LR 51:

Chapter 13. Identifications of Acronyms

§1301. Acronyms

[Formerly §601]

Repealed.

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 28:1736 (August 2002), amended LR 30:2459 (November 2004), LR 35:2331 (November 2009), LR 36:754 (April 2010), LR 37:566 (February 2011), LR 40:1002 (May 2014), LR 48:1092 (April 2022), repealed LR 51:

Title 28

EDUCATION

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

Chapter 1. Introduction

§101. Purpose

A. Certification is a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in K-12 schools and early learning centers under the jurisdiction of the Board of Elementary and Secondary Education (BESE).

B. Repealed.

C. Revisions to certification policy adopted by BESE will include specified implementation dates. Revisions to Praxis exams will allow for a 12-month transition period from the date of adoption by BESE. Additionally:

C.1. - D.

E. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7(6), R.S. 17:8.1-8.9 and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1782 (October 2006), amended LR 43:1290 (July 2017), LR 46:17 (January 2020), LR 48:414 (March 2022), repromulgated LR 48:1014 (April 2022), amended LR 51:

Chapter 3. Initial Teacher Certification

Subchapter A. Teacher Certification Areas and Required Competencies

§301. Overview

A. ...

B. Repealed.

C. - C.1. ...

D. - I.5.b. Repealed

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 32:1797 (October 2006), LR 48:415 (March 2022), repromulgated LR 48:1017 (April 2022), repromulgated LR 49:2094 (December 2023), amended LR 51:

Subchapter B. Testing Required for Certification

§303. Certification Exams and Scores

A. - C.2. ...

3. Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest in accordance with Subsection O of this Section.

D. - D.1.c.iv. ...

2. Effective 1/1/24, Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest in accordance with Subsection O of this Section.

D.3. - E.1.c.iv. ...

2. Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest in accordance with Subsection O of this Section.

E.3. - G.1.d. ...

i. English Language, Literature, and Composition: Content Knowledge (0041 or 5041), effective 9/1/99 to 7/20/13, score 160; and English Language,

Literature, and Composition: Pedagogy (0043), effective 9/1/99 to 7/20/13, score 130;

ii. ...

iii. English Language Arts: Content and Analysis (5039), effective 1/1/14, score 168.

G.1.e.-I.2. ...

J. Content Add-on Certification Areas

1. - 1.b....

c. K-5 Computer Science and STEM. STEM for Elementary Grades (5036), effective 1/1/25, score 154.

K. - M.1.c....

d. Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest is accordance with Subsection O of this Section.

2. - 2.a....

b. Deaf and Hard of Hearing Pedagogy exam in accordance with §303.B.3 of this Section;

c. Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest in accordance with Subsection O of this Section.

3. - 3.b....

c. Integrated to Merged program completers: Principles of Learning and Teaching appropriate to grade level K-6, 5-9, or 7-12;

d. Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest is accordance with Subsection O of this Section.

4. - 4.a....

b. Significant Disabilities Pedagogy exam in accordance with §303.B.5;

c. Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest is accordance with Subsection O of this Section.

5. - 5.a....

b. Visual Impairments/Blind Pedagogy exams in accordance with §303.B.6;

c. Teaching of Reading: Elementary or Elementary Teaching Reading Language Arts Subtest in accordance with Subsection O of this Section.

N. - P.2.b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 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 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 48:2099 (August 2022), LR 48:2554 (October 2022), LR 48:2730 (November 2022), LR 49:36 (January 2023), repromulgated LR 49:2096 (December 2023), amended LR 50:21 (January 2024), repromulgated LR 50:173 (February 2024), amended LR 51:

§305. Minimum Requirements for Approved Regular Education Programs for Birth to Kindergarten

Repealed.

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 32:1797 (October 2006), amended LR 33:433 (March 2007), LR 34:233 (February 2008), LR 34:1611 (August 2008), LR 35:222 (February 2009), LR 37:558 (February 2011), LR 38:1951 (August 2012), LR 40:279 (February 2014), LR 41:2128 (October 2015), LR 43:1304 (July 2017), LR 44:745 (April 2018), LR 45:525 (April 2019), LR

45:1458 (October 2019), LR 45:1748 (December 2019), LR 46:326 (March 2020), LR 46:1375 (October 2020), amended LR 48:421 (March 2022), repromulgated LR 48:1022 (April 2022), repromulgated LR 49:2099 (December 2023), repealed LR 51:

Subchapter C. General Teacher Competencies

§307. Introduction

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7(6), R.S. 17:3902, and R.S. 17:8.1-8.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1798 (October 2006), amended LR 37:559 (February 2011), LR 38:3136 (December 2012), LR 43:1306 (July 2017), LR 45:1459 (October 2019), LR 46:1376 (October 2020), amended LR 48:421 (March 2022), repromulgated LR 48:1023 (April 2022), repealed LR 51:

§309. General Competencies

Repealed.

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 32:1799 (October 2006), amended LR 33:433 (March 2007), LR 34:1611 (August 2008), LR 35:222 (February 2009), LR 35:894 (May 2009), LR 37:559 (February 2011), LR 37:882 (March 2011), LR 40:280 (February 2014), LR 43:1306 (July 2017), LR 45:1459 (October 2019), LR 46:1376 (October 2020), LR 48:421 (March 2022), repromulgated LR 48:1023 (April 2022), LR: 48:1755 (July 2022), repealed LR 51:

Subchapter D. Special Education Teacher Competencies

§311. Introduction

Repealed.

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 32:1800 (October 2006), amended LR 33:1618 (August 2007), LR 34:233 (February 2008), LR 35:642 (April 2009), LR 36:486 (March 2010), LR 38:1952 (August 2012), LR 40:280 (February 2014), LR 43:1307 (July 2017), LR 44:745 (April 2018), LR 44:2133 (December 2018), LR 45:1459 (October 2019), amended LR 48:422 (March 2022), repromulgated LR 48:1023 (April 2022), repealed LR 51:

§313. Learning Environments

Repealed.

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 32:1800 (October 2006), amended LR 35:221 (February 2009), LR 38:1952 (August 2012), LR 40:280 (February 2014), LR 43:1307 (July 2017), LR 45:1748 (December 2019), LR 46:326 (March 2020), LR 46:1376 (October 2020), amended LR 48:422 (March 2022), repromulgated LR 48:1023 (April 2022), repealed LR 51:

§315. Curriculum

Repealed.

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 32:1801 (October 2006), amended LR 36:752 (April 2010), LR 37:559 (February 2011), LR 38:1952 (August 2012), LR 43:1309 (July 2017), LR 46:1377 (October 2020), amended LR 48:422 (March 2022), repromulgated LR 48:1024 (April 2022), repealed LR 51:

§317. Assessment

Repealed.

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 41:2129 (October 2015), amended LR 48:423 (March 2022), repromulgated LR 48:1024 (April 2022), repealed LR 51:

§319. Instructional Planning

Repealed.

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 48:423 (March 2022), repromulgated LR 48:1025 (April 2022), repealed LR 51:

Subchapter E. English Language Arts and Literacy Teacher Competencies

§321. Introduction

Repealed.

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 32:1803 (October 2006), LR 43:1311 (July 2017), amended LR 48:423 (March 2022), repromulgated LR 48:1025 (April 2022), repealed LR 51:

§323. Content Knowledge Competencies

Repealed.

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 32:1803 (October 2006), amended LR 36:2547 (November 2010), LR 40:280 (February 2014), LR 44:2000 (November 2018), LR 45:1750 (December 2019), amended LR 48:423 (March 2022), repromulgated LR 48:1025 (April 2022), LR 48:1755 (July 2022), repealed LR 51:

§325. English Language Arts Content Pedagogy Competencies

Repealed.

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 32:1804 (October 2006), amended LR 33:2355 (November 2007), LR 35:1487 (August 2009), LR 43:1311 (July 2017), LR 46:1377 (October 2020), amended LR 48:424 (March 2022), repromulgated LR 48:1026 (April 2022), LR: 48:1756 (July 2022), repealed LR 51:

§327. Disciplinary Literacy Competencies

Repealed.

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 32:1805 (October 2006), amended LR 48:426 (March 2022), repromulgated LR 48:1028 (April 2022), repealed LR 51:

Subchapter F. Mathematics Teacher Competencies

§329. Introduction

Repealed.

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 48:426 (March 2022), repromulgated LR 48:1028 (April 2022), repealed LR 51:

§331. Content Knowledge Competencies

Repealed.

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 48:426 (March 2022), repromulgated LR 48:1028 (April 2022), LR 50:487 (April 2024), repealed LR 51:

§333. Content Pedagogy Competencies

Repealed.

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 48:427 (March 2022), repromulgated LR 48:1029 (April 2022), LR 50:488 (April 2024), repealed LR 51:

Subchapter G. Early Childhood Teacher Competencies

§335. Introduction

Repealed.

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 48:428 (March 2022), repromulgated LR 48:1029 (April 2022), repealed LR 51:

§337. Early Childhood Pedagogy Competencies

Repealed.

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 48:428 (March 2022), repromulgated 1030 (April 2022), repromulgated LR 48:1030 (April 2022), repealed LR 51:

Subchapter H. Other Certification Area Competencies

§339. Introduction

Repealed.

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 48:428 (March 2022), repealed LR 50:

§341. Other Special Education Areas

Repealed.

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 32:1805 (October 2006), amended LR 41:917 (May 2015), LR 45:230 (February 2019), LR 46:1378 (October 2020), amended LR 48:428 (March 2022), repromulgated LR 48:1030 (April 2022), repealed LR 51:

§343. Middle Grades 4-8 Education

Repealed.

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 32:1805 (October 2006), amended LR 38:762 (March 2012), LR 38:3136 (December 2012), LR 45:1459 (October 2019), amended LR 48:429 (March 2022), repromulgated LR 48:1030 (April 2022), repealed LR 51:

§345. Secondary Grades 6-12 Education

Repealed.

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 32:1805 (October 2006), amended LR 38:3136 (December 2012), LR 45:1459 (October 2019), LR 46:1378 (October 2020), amended LR 48:429 (March 2022), repromulgated LR 48:1031 (April 2022), repealed LR 51:

§347. All Levels K-12 Education

Repealed.

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 34:432 (March 2008),

amended LR 34:1610 (August 2008), LR 38:3137 (December 2012), amended LR 48:429 (March 2022), repromulgated LR 48:1031 (April 2022), repealed LR 51:

Chapter 5. Teaching Credentials, Licenses and Certifications

Subchapter A. Standard Teaching Certificates

§507. Professional Level Certificates

A. - B. ...

1. Alternate preparation completers completing a one-year in-state residency as teacher of record must hold a practitioner's license (PL) in the certification area in which the teacher preparation program was completed and receive mentoring, as outlined in LAC 28:XLV.996, during the first year on a PL by a school-system based mentor teacher in accordance with §553 of this Chapter.

B.2. - 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:

Subchapter B. Nonstandard Teaching Credentials

§531. Temporary Employment Permit (TEP)

A. - F.1. ...

2. Standards of effectiveness are successfully met in accordance with LAC 28:CXLVII (*Bulletin 130*) during each year on the TEP.

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 48:438 (March 2022), repromulgated LR 48:1041 (April 2022), amended LR 49:40 (January 2023), LR 50:27 (January 2024), LR 51:

Subchapter C. Ancillary Teaching Certificates

§537. Introduction

A. - A.2.b. ...

c. Montessori teacher;

A.2.d. - D. ...

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 48:439 (March 2022), repromulgated LR 48:1042 (April 2022), amended LR 50:662 (May 2024), LR 51:

§543. Montessori Teacher Certificate

A. - B. ...

1. For a Class C Montessori Certificate—the teacher must have completed training from an approved provider listed in §1363 of this Part.

2. For a Class B Montessori certificate:

a. - b. ...

3. For Class A Montessori certificates:

a. - c. ...

C. Beginning January 1, 2025, applicants must earn the required number of semester hours or contact hour equivalent in the teaching of reading and literacy in alignment with the science of reading competencies for certification.

1. Birth-K, PK-3, or Grades 1-5: 9 semester hours.
2. Middle Grades: 6 semester hours.
3. Secondary 6-12 content areas or all-level K-12 areas: 3 semester hours.

D. An applicant for certification to teach kindergarten through third grade shall also pass the BESE-approved Teaching of Reading: Elementary or Teaching of Reading: Elementary Subtest exam in accordance with §303.O of this Part.

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 48:441 (March 2022), repromulgated LR 48:1044 (April 2022), amended LR 50:663 (May 2024), LR 51:

Chapter 13. Endorsements to Existing Certificates

Subchapter A. Regular Education Level and Area Endorsements

§1315. Requirements to Add a Secondary (Grades 6-12) Specialty Content Area (Agriculture, Business, Computer Science, Family and Consumer Sciences, Journalism, Marketing, Speech, Technology Education)

A. - A.1. ...

a. For Computer Science Grades 6-12 only, candidates also have the option of successful completion of a BESE-approved micro-credential Computer Science Grades 6-12 training program.

A.2. - B.1. ...

2. earn 21 credit hours in the specialty content area; or

3. For Computer Science Grades 6-12 only, candidates also have the option of successful completion of a BESE-approved micro-credential Computer Science Grades 6-12 training program; and

4. complete three semester hours in the teaching of reading and literacy, or other literacy options in accordance with §1301 of this Part.

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 48:456 (March 2022), repromulgated LR 48:1065 (April 2022), amended LR 50:668 (May 2024), LR 51:

Subchapter C. All Other Teaching Endorsement Areas

§1363. Montessori Teacher Certification

A. A credential to teach Montessori at the levels prescribed by the training institution may be added to a standard teaching certificate for teachers who have completed training from one of the following entities:

1. - 3. ...

4. The Montessori World Educational Institute;

5. Repealed.

6. Southwestern Montessori Training Center;

7. International Montessori Council;

8. ...

9. any program accredited by the Montessori Accreditation Council for Teacher Education.

B. Eligibility Requirements.

1. Class C Montessori endorsement: successfully complete training from an approved provider listed in this Section.

2. Class B Montessori endorsement: requirements of Class C and have at least one year of effective teaching

experience in a Montessori school, verified in accordance with §103 of this Part.

3. Class A Montessori endorsement: requirements of Class B and a bachelor's degree from a college or university accredited in accordance with 34 CFR 602.

C. Beginning January 1, 2025, applicants must earn the required number of semester hours or contact hour equivalent in the teaching of reading and literacy in alignment with the science of reading competencies for certification as follows:

1. Birth-K, PK-3, or grades 1-5: 9 semester hours.
2. Middle grades: 6 semester hours.
3. Secondary 6-12 content area or all-level K-12 areas: 3 semester hours.

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 48:465 (March 2022), repromulgated LR 48:1073 (April 2022), amended LR 51:

§1373. Computer Science and STEM Grades K-5 Specialty Content Area

A. Eligibility Requirements. A candidate must:

1. hold a valid OS, Level 1, or higher teaching certificate;
2. earn a passing score for Praxis—Principles of Learning and Teaching K-6 exam;
3. complete nine semester hours in the teaching of reading and literacy, or other literacy options as outlined in §1301 of this Chapter in alignment with the literacy foundations competencies, and
4. one of the following:
 - a. pass the STEM for the Elementary Grades Praxis exam;
 - b. earn 21 credit hours in computer science and STEM content with a minimum of 3 semester hours in computer science or educational technology; or
 - c. successfully complete a BESE-approved micro-credential Computer Science and STEM Grades K-5 training program.

B. An applicant applying for certification to teach kindergarten through third grade shall pass the BESE-approved Teaching of Reading: Elementary or Teaching of Reading: Elementary Subtest exam in accordance with §303 of this Part.

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, LR51:

§1375. Certification Designations

A. Designations may be added to a teaching certificate to recognize additional work completed, such as additional coursework, fellowships, department initiatives, or other professional learning approved by LDOE.

B. For a Master's Degree Plus 30 Graduate Hours designation, thirty semester hours in excess of the coursework necessary to award the first Master's degree are required. All coursework must be completed at the graduate level from a college or university accredited in accordance with 34 CFR 602 with a letter grade of "C" or better and be verified on official transcripts. Undergraduate-level coursework will not be accepted.

C. Eligibility Requirements.

1. hold a valid certificate appropriate to the credential; and
2. submit documentation of additional coursework, participation in professional development, fellowship, or other initiatives approved by LDOE.

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:

Chapter 15. Administrative and Supervisory Credentials

Subchapter A. The Educational Leadership Certificate §1505. Educational Leader Certificate Level 1 (EDL 1)

A. - A.3.b. ...

c. provide documented evidence of leadership experiences of 240 clock hours or more aligned with performance expectations as listed in LAC 28:CXLVI (*Bulletin 146*) at the school and/or district level; and

A.3.d. - 4.d. ...

5. - 5.a. Repealed.

6. Alternate Pathway 4—School Level Leader. The alternate pathway 4 is for individuals who hold an advanced degree or certain military experience and seek issuance of an EDL 1. The candidate must:

a. ...

b. hold a graduate degree in public administration, business administration, or a juris doctorate degree, or have been a commissioned officer of the United States military who has been honorably discharged with a pay grade O-3 or higher.

c. - d. ...

e. For Alternate Pathway 4 only, the certificate is a five-year, non-renewable certificate. If a candidate is not otherwise eligible for advancement to the EDL 2 in accordance with §1507 of this Chapter, the certificate may be advanced to the EDL 2 upon the educational leader successfully meeting the standards of effectiveness for five years as a school leader, in accordance with §103 of this Part.

B. EDL 1 Extensions.

1. An EDL 1 is valid for three years initially and may be extended thereafter for a period of one year at the request of an LEA. EDL 1 certificates are limited to two such extensions.

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:

Subchapter B. Out-of-State Administrative Certification Structure

§1519. Out-of-State Principal Level 1 (OSP1)

A. This is a five year, non-renewable Louisiana certificate issued to an individual who holds comparable out-of-state certification as a principal or educational leader, authorizes the individual to serve as a principal or assistant principal in a Louisiana school system, and is issued upon employment as a principal or assistant principal in a Louisiana school system.

1. Eligibility requirements:
a. a valid out-of-state certificate as a principal or comparable educational leader certificate;

b. applicants holding an out-of-state certificate that is not valid must have served successfully as an assistant principal or principal for at least one year within the five year period immediately preceding first employment in Louisiana, as verified by the out-of-state employing authority or SEA. An applicant who has not served successfully as an assistant principal or principal for at least one year within the five year period immediately preceding first employment in Louisiana may be issued a one-year non-renewable OSP certificate.

c. Applicants issued the one year OSP certificate must meet the standards of effectiveness in accordance with §103 of this Part for issuance of a five-year non-renewable OSP I certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), 17:8.1-8.4, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:469 (March 2022), repromulgated LR 48:1077 (April 2022), amended LR 51:

§1521. Out-of-State Principal Level 2 (OSP2)

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

b. completion of Louisiana PRAXIS requirements for school leaders or qualify for exam exclusion in accordance with R.S. 17:8.4(A)(3) by fulfilling a minimum of four years of successful experience as a principal in another state, as verified by the out-of-state employing authority or SEA; and

c. a minimum of three years of successful experience as a principal or assistant principal verified in accordance with §103 of this Part.

B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), 17:8.1-8.4, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:469 (March 2022), repromulgated LR 48:1078 (April 2022), amended LR 50:673 (May 2024), LR 51:

§1523. Out-of-State Superintendent (OSS)

A. - A.1.c. ...

d. five years of successful administrative or management experience in education at the level of assistant principal or above with assistant principal experience limited to a maximum of two years of experience in that position;

e. three years of successful teaching experience with all out-of-state experience verified as successful by the out-of-state employing authority or SEA; and

f. earn a passing score on the Louisiana Praxis exam for school superintendents.

2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), 17:8.1-8.4, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:470 (March 2022), repromulgated LR 48:1078 (April 2022), amended LR 50:673 (May 2024), LR 51:

Title 28 EDUCATION

Part CXXXVII. Bulletin 125—Standards for Educational Leaders in Louisiana

Chapter 1. Purpose

§101. Introduction

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1335 (July 2007), amended LR 36:2244 (October 2010), repromulgated LR 37:861 (March 2011), repealed LR 51:

Chapter 3. Professional Standards

§301. Professional Standards for Educational Leaders

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1335 (July 2007), repromulgated LR 37:861 (March 2011), amended LR 45:233 (February 2019), repealed LR 51:

§303. Performance Expectation 1

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1335 (July 2007), repromulgated LR 37:862 (March 2011), repealed LR 51:

§305. Performance Expectation 2

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1336 (July 2007), repromulgated LR 37:863 (March 2011), repealed LR 51:

§307. Performance Expectation 3

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1336 (July 2007), repromulgated LR 37:864 (March 2011), repealed LR 51:

§309. Performance Expectation 4

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1337 (July 2007), repromulgated LR 37:864 (March 2011), repealed LR 51:

§311. Performance Expectation 5

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1337 (July 2007), repromulgated LR 37:865 (March 2011), repealed LR 51:

§313. Performance Expectation 6: The Education System

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1338 (July 2007), repromulgated LR 37:866 (March 2011), repealed LR 51:

Chapter 5. Glossary

§501. Definitions

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:1338 (July 2007), repealed LR 51:

Title 28

EDUCATION

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

Chapter 1. Purpose

§101. Introduction

A. Competencies establish clear and comprehensive standards for teachers and educational leaders in the state of Louisiana and outline expectations required for effective teaching and leadership in K-12 education. The framework for teacher preparation programs, certification processes, and ongoing professional learning aligns with Louisiana's commitment to continuous improvement and excellence in education.

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:

Chapter 3. Teacher Competencies

Subchapter A. General Teacher Certification Areas and Required Competencies

§301. Overview

A. The Louisiana competencies for initial teacher certification define what a teacher candidate must know and be able to do in order to be eligible for certification upon completion of a BESE-approved teacher preparation program. The competencies represent the knowledge and skills needed for teacher candidates to successfully transition to teaching, as determined by content experts, elementary and secondary educators, and postsecondary education leaders. The competencies establish what teacher candidates should be taught. Preparation providers and school system partners determine how the competencies are developed through quality practice experiences that include, at a minimum, a year-long residency as defined in LAC 28:XLV (*Bulletin 996*).

B. When a candidate has successfully completed a state-approved program that develops and assesses mastery of the competencies and has met state testing and grade point average certification requirements, the program provider recommends the candidate for certification.

1. The LDOE will accept no final grade below a "C" in coursework within the approved undergraduate program, with the exception of the general education requirements. All coursework used for certification purposes must be for regular credit and not of a remedial or developmental nature.

C. The following teacher preparation competencies apply to all areas and grade levels for which a teacher candidate may be certified to teach. The competencies identify essential knowledge and skills that align with expectations for practicing teachers, including but not

limited to what a teacher candidate must know and be able to do in order to:

1. communicate and collaborate with students, colleagues, families, and community members to support student learning and development; and

2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

D. Teacher preparation programs are authorized by certification areas, which are organized by subject area and grade band. Competencies outlined in this Part are required for each certification area.

E. Early Childhood Certification Areas and Required Competencies.

1. Birth to Kindergarten:

- a. Subchapter A, General
- b. Subchapter C, English Language Arts
- c. Subchapter D, Mathematics
- d. Subchapter E, Early Childhood

2. Early Childhood PK-3:

- a. Subchapter A, General
- b. Subchapter C, English Language Arts
- c. Subchapter D, Mathematics
- d. Subchapter E, Early Childhood

F. Elementary Grades 1-5.

1. Subchapter A, General
2. Subchapter C, English Language Arts
3. Subchapter D, Mathematics

G. Middle Grades 4-8.

1. English/Language Arts:

- a. Subchapter A, General
- b. Subchapter C, English Language Arts

2. Mathematics:

- a. Subchapter A, General
- b. Subchapter C, Disciplinary Literacy
- c. Subchapter D, Mathematics

3. Science:

- a. Subchapter A, General
- b. Subchapter C, Disciplinary Literacy
- c. Subchapter F, Science

4. Social Studies:

- a. Subchapter A, General
- b. Subchapter C, Disciplinary Literacy
- c. Subchapter F, Social Studies

H. Upper Grades 6-12.

1. Agriculture:

- a. Subchapter A, General
- b. Subchapter C, Disciplinary Literacy
- c. Subchapter F, Agriculture

2. Biology:

- a. Subchapter A, General
- b. Subchapter C, Disciplinary Literacy
- c. Subchapter F, Science

3. Business:

- a. Subchapter A, General
- b. Subchapter C, Disciplinary Literacy
- c. Subchapter F, Business

4. Chemistry:

- a. Subchapter A, General
- b. Subchapter C, Disciplinary Literacy
- c. Subchapter F, Science

5. Computer Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Computer Science
 6. Earth Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 7. Environmental Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 8. English/Language Arts:
 - a. Subchapter A, General
 - b. Subchapter C, English Language Arts
 9. Family and Consumer Sciences:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Family and Consumer Sciences
 10. Foreign Languages:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Foreign Languages
 11. General Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 12. Journalism:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Journalism
 13. Marketing:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Business and Marketing
 14. Mathematics:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Mathematics
 15. Physics:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 16. Social Studies:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Social Studies
 17. Speech:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 18. Technology Education:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Technology
 - I. Grades K-12.
 1. Art:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Art
 2. Dance:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Dance
 3. Foreign Languages:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Foreign Languages
 4. Music:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Music
 5. Health and Physical Education:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Health and Physical Education
 - J. Special Education Certification Areas.
 1. Early Interventionist Birth to Five Years:
 - a. Subchapter F, Early Interventionist Birth-Five Years
 2. Deaf or Hard of Hearing K-12:
 - a. Subchapter B, Special Education
 - b. Subchapter F, Deaf or Hard of Hearing
 3. Mild to Moderate Disabilities 1-5, 4-8, 6-12:
 - a. Subchapter B, Special Education
 4. Significant Disabilities 1-12:
 - a. Subchapter B, Special Education
 - b. Subchapter F, Significant Disabilities
 5. Visual Impairments/Blind K-12:
 - a. Subchapter B, Special Education
 - b. Subchapter F, Visual Impairments/Blind K-12
- 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:
- §303. General Competencies**
- A. The teacher candidate demonstrates, at an effective level, the Louisiana components of effective teaching as defined in LAC 28:CXLVII (*Bulletin 130*) and the Louisiana educator rubric or local personnel evaluation, as applicable.
- B. The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.
- C. The teacher candidate uses evidence to continually evaluate practice, particularly the effects of choices and actions on students and adapts practice to meet the needs of each student.
1. The teacher candidate observes and reflects on student responses to instruction to identify areas of need and make adjustments to practice.
 2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet student needs.
 3. The teacher candidate uses structured input and feedback from a variety of sources such as colleagues, mentor teachers, school leaders, and preparation faculty to adjust instructional practice and professional behaviors to better meet student needs.
- D. The teacher candidate elicits and uses information about students and experiences from families and communities to support student development and learning and adjust instruction and the learning environment.

E. The teacher candidate applies knowledge of state and federal laws and BESE policy related to student rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families including laws and policies governing student privacy, special education, and limited English proficient education.

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.

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

H. The teacher candidate applies knowledge of various types of assessments and the purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

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

Subchapter B. Special Education Teacher Competencies

§305. Introduction

A. The competencies identify the fundamental knowledge and skills developed and assessed in teacher candidates who are pursuing certification that includes eligibility to teach special education in Louisiana.

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:

§307. Learning Environments

A. The teacher candidate uses positive motivational and instructional interventions to teach students with exceptionalities how to adapt to different environments.

B. The teacher candidate sets expectations for personal and social behavior of students with exceptionalities in various settings such as the classroom, library, cafeteria, gymnasium, and/or job site and incorporates the expectations into effective instructional routines, lesson plans, IEP goals, and objectives.

1. The teacher candidate provides positive visual, physical, and/or motivational support to individual students for integration into various settings.

C. The teacher candidate designs and adapts learning environments for diverse student populations that facilitate active participation in individual and group activities.

D. The teacher candidate modifies the learning environment, including the physical arrangement, student grouping, instructional intensity, pacing, and embedded assistive technology supports, to proactively manage student behaviors and unique learning needs.

1. The teacher candidate uses a variety of non-aversive techniques to control targeted behavior and maintain attention of students with exceptionalities.

2. The teacher candidate uses assessment data to select appropriate environmental accommodations and modifications to address deficits in student behaviors and learning needs.

E. The teacher candidate intervenes safely and appropriately when students with exceptionalities are in crisis.

F. The teacher candidate designs and implements positive interventions to develop and strengthen on task/desirable behaviors.

G. The teacher candidate plans and implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of student behavior and function.

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:

§309. Curriculum

A. The teacher candidate makes the general curricula accessible to students with exceptionalities by implementing instruction that is inclusive of appropriate accommodations and modifications to the general curricula as outlined in an IEP.

B. The teacher candidate develops and implements comprehensive, longitudinal individualized programs, and IEPs in collaboration with team members, the individual, and family.

1. The teacher candidate addresses the needs of students with exceptionalities that extend beyond the general education curriculum within IEPs and through instruction across various educational settings and contexts.

C. The teacher candidate uses augmentative and alternative communication systems and a variety of assistive technologies to support instructional assessment, planning, and delivery for students with exceptionalities.

1. The teacher candidate selects, designs, and uses high- and low-technology materials and resources required to educate individuals whose exceptionalities interfere with communication.

D. The teacher candidate integrates affective, social, and life skills with academic curricula, creating the opportunity for students to practice the skills in the context of authentic daily routines.

1. The teacher candidate designs, implements, and evaluates instructional programs that enhance social participation across environments.

E. The teacher candidate applies knowledge of career, vocational, and transition programs for students with exceptionalities to design and implement instructional programs that address independent living and career education for individuals.

1. The teacher candidate uses a variety of community- and school-based resources and strategies to successfully transition students with exceptionalities into and out of school and post-school environments.

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:

§311. Assessment

A. The teacher candidate monitors progress of students with exceptionalities towards attainment of IEP goals and objectives.

1. The teacher candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for students with exceptionalities.

2. The teacher candidate uses multiple types of assessment information in making instructional, eligibility, program, and placement decisions for students with exceptionalities, including students from culturally and linguistically diverse backgrounds.

3. The teacher candidate uses appropriate technology to conduct assessments in keeping with assessment protocols and in alignment with student needs.

B. The teacher candidate identifies and uses assessment data to identify the need for interventions and services for individuals who are in need of additional academic and/or non-academic support, including early identification of young individuals who may be at risk for exceptionalities.

1. The teacher candidate uses data derived from functional assessments to develop intervention plans aligned to the specific needs of individual students.

C. The teacher candidate selects, adapts, and modifies assessments or assessment strategies to accommodate abilities and needs of students with exceptionalities.

1. The teacher candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of students with exceptionalities.

2. The teacher candidate identifies reliable methods of response from students who lack typical communication and performance abilities, using supports as needed to accommodate individual student needs.

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:

§313. Instructional Planning

A. The teacher candidate plans and implements age- and ability-appropriate instruction for students with exceptionalities that supports progress in the general curricula.

1. The teacher candidate incorporates goals and strategies from multiple IEPs in lesson plans.

2. The teacher candidate uses and adapts instructional strategies according to characteristics and needs of students with exceptionalities.

3. The teacher candidate selects and adapts instructional materials according to characteristics and needs of students with exceptionalities.

B. The teacher candidate selects and uses a variety of assistive technologies within instructional routines to promote access to the general curriculum for students with exceptionalities.

C. The teacher candidate modifies the pace of instruction and provides organizational cues to meet the instructional needs of students with exceptionalities.

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;

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

§315. Introduction

A. The English language arts and literacy teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten-third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, English language arts grades 4-8, English language arts grades 4-8 integrated to merged, English language arts 6-12, and English language arts grades 6-12 integrated to merged.

B. Content knowledge competencies identify foundational knowledge of the English language and language development, reading, composition, and oral language skills.

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

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

2. understand topics, themes, and ideas to determine text meaning;

3. build understanding about texts using evidence through discussion; and

4. demonstrate understanding of the language, craft, topics, themes, and ideas of complex grade-level texts through writing, using evidence and appropriate grade-level conventions, spelling, and structure.

D. Disciplinary literacy competencies identify what a teacher candidate must know and be able to do to teach reading and literacy effectively in the context of certification areas other than English language arts in areas such as the middle grades and secondary science or social studies.

1. The ELA and literacy competencies are applicable to teacher candidates who are pursuing certification for grades 4-8 or 6-12 in any content area other than English language arts.

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:

§317. ELA Content Knowledge Competencies

A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how one is able to read and understand the texts.

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

2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains the development orally and in writing based on the interaction of

an author's craft by using word choice, syntax, use of details and illustrations, figurative language, elements and structure such as setting, characterization, development and organization, plot, pacing, and evidence, literary effects of symbolism and irony, and rhetorical devices.

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

4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.

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

6. The teacher candidate assesses the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.

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

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

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

2. The teacher candidate uses complex texts to locate models of writing such as word choice, syntax, sentence variety and fluency, text structure, and style and uses the models to imitate the language, structure, and style into personal writing.

3. The teacher candidate knows and appropriately uses the conventions of English language grammar, usage, and mechanics in relation to various rhetorical situations and to various style guides for composition.

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

5. The teacher candidate explains the concept of dialect, recognizes the effect and impact on the meaning and development of written and spoken language, and knows how to apply the concept in context when appropriate.

6. The teacher candidate explains the importance of language structure, syntactic awareness, and discourse awareness in developing reading and writing fluency.

C. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development.

1. The teacher candidate explains the progression, connection, and reciprocal relationships among the major

components of early literacy development, including the typical and atypical development of skills in the areas of language, phonological processing, vocabulary, morphology, orthography, semantics, syntax, and discourse; reading, print awareness, decoding, fluency, and comprehension; and spelling and writing development including pre-literate, early emergent, emergent, transitional, and conventional.

2. The teacher candidate defines, explains, produces, and classifies the basic phonetic structure and orthographic rules and patterns of the English language, including but not limited to phonemes, graphemes, digraphs, blends, r-controlled vowels, hard and soft consonants, and explains the relation to the progression of reading and writing development.

3. The teacher candidate identifies, explains, and categorizes the six basic syllable types in English spelling and explains principles of teaching word identification and spelling, giving examples illustrating each principle.

4. The teacher candidate explains the role of fluency in typical reading development including word recognition, oral reading, silent reading, and comprehension, and as a characteristic of certain reading disorders.

5. The teacher candidate identifies, defines, and explains the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by academic standards.

6. The teacher candidate explains and demonstrates through oral reading the print concepts young students must develop regarding text orientation, directionality, connection of print to meaning, return sweep, page sequencing, and punctuation.

7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage of rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution.

8. The teacher candidate demonstrates appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

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:

§319. ELA Content Pedagogy Competencies

A. The teacher candidate applies knowledge of the relationships among speaking and listening, language, reading, and writing to use writing and speaking and listening experiences in conjunction with language and reading instruction to enhance student reading and writing development.

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

2. The teacher candidate for grades 1-5, 4-8, and 6-12 uses knowledge of the progression of language, reading, and writing skills to select or design and implement lesson sequences that scaffold and enhance early adolescent and

adolescent student reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.

3. The teacher candidate uses knowledge of the relationship between phonemes and graphemes to plan writing experiences in conjunction with phonological instruction to enhance student reading and writing development.

4. The teacher candidate selects and uses various strategies to develop student reading fluency, including guiding student awareness of syntax and discourse.

5. The teacher candidate selects or designs and implements lessons and unit sequences which provide opportunities for all students to read a wide range and volume of texts for various purposes of understanding, pleasure, and research, and make connections among texts based on the language, craft, topics, themes, and/or ideas.

6. When appropriate and based on age- or grade-level standards, the teacher candidate supports student selection of texts and assessment of the credibility and usability of texts for different purposes.

7. The teacher candidate schedules and coordinates instructional time to make content connections with science, social studies, and the arts to ensure students build a wide vocabulary and knowledge of the world.

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

1. The teacher candidate selects a volume of appropriately complex texts about similar topics, themes, and/or ideas that present opportunities for instruction and assessment of age- or grade-level standards.

2. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, or ideas to identify sections for rereading through interactive read aloud, read along, pair or group reading, and/or independent reading, and creates and sequences questions and tasks.

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

4. The teacher candidate fluently applies principles of explicit and direct teaching: modeling, leading, giving, guided practice, and reviewing.

5. The teacher candidate implements multisensory and multimodal techniques to enhance instruction.

6. The teacher candidate designs and teaches routines to support a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.

C. The teacher candidate selects or designs and implements instructional materials that develop student ability to meet the age- or grade-level standards for reading,

writing, speaking and listening, and language by composing a range of oral, written, and visual texts using formal and informal, process and on-demand, and different genres for a variety of purposes and audiences.

1. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, and ideas to select or design composition tasks that explain, analyze, challenge, or extend the language, craft, topics, themes, and ideas of the texts.

2. The teacher candidate locates models of writing in complex texts to illustrate word choice, syntax, sentence variety, fluency, text structure, and style and selects or designs and implements instruction that develops student ability to use the models to advance language, structure, and style in personal writing.

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

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

5. The teacher candidate provides opportunities incorporating technology for students to plan, draft, revise, edit, and publish written, oral, visual, and digital texts, individually and collaboratively through shared and small-group writing and peer editing to communicate knowledge, ideas, understandings, insights, and experiences.

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

7. The teacher candidate selects or designs and implements tasks for all students, as indicated by academic standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex texts and communication of findings orally and in writing.

8. The teacher candidate designs and implements research-based adaptations of instruction for students with advanced literacy skills and for students with weaknesses in working memory, attention, executive function, or processing speed.

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

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

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

3. The teacher candidate assesses specific reading behaviors often associated with fluency problems such as lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, and inaccuracy and recognizes atypical developmental patterns, and collaborates with colleagues and specialists to plan and implement appropriate instructional support(s) that address individual needs without replacing regular classroom instruction.

4. The teacher candidate assesses student written expression skills of handwriting for elements of legibility, such as letter formation, size and proportion, and spacing, and keyboarding for proper technique and style, such as adequate rate and accuracy, appropriate spacing, and proficiency with word processing programs, identifies elements that need improvement, and designs instructional supports that support student mastery.

5. The teacher candidate uses assessment trends to make adjustments to instructional plans through re-teaching, targeted mini-lessons, individualized or small-group remediation, or extension and identifies differentiated instructional supports that provide all students with opportunities to read, understand, and express understanding of complex texts, as determined by age- or grade-level standards.

6. The teacher candidate uses assessment trends to form flexible groups of students and selects or designs and implements small-group instruction to improve student ability to read independently a range of continuous texts and write in response using age- or grade-level appropriate conventions, spelling, language, and structure.

7. The teacher candidate understands and explains types of assessments specific to early literacy skills, along with their purposes, strengths, and limitations, as well as national norms associated with literacy skills.

8. The teacher candidate administers and interprets both print and electronic early literacy assessment for purposes including but not limited to formative or summative assessment, diagnostic purposes, and progress monitoring.

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:

§321. Disciplinary Literacy Competencies

A. The teacher candidate applies knowledge of the theoretical and evidence-based foundations of reading and writing processes and specific disciplinary literacy expectations as described in academic standards to select or design and implement an integrated and comprehensive

curriculum that develops students' understanding of content.

1. The teacher candidate explains the research and theory of disciplinary literacy and demonstrates discipline-specific reading and writing skills.

2. The teacher candidate explains how disciplinary literacy skills are necessary for learning content and expressing understanding of content through writing and speaking based on the academic standards for certification content area.

3. The teacher candidate selects or designs and implements discipline-specific curriculum and instructional materials which incorporate technology to support instructional goals and objectives for the disciplinary literacy demands of the certification content area and differentiates the materials for the range of literacy needs of adolescent readers.

4. The teacher candidate selects, assesses the accuracy and credibility of, and uses a range and volume of print, digital, visual, and oral discipline-specific texts including primary and secondary sources in social studies or current research, informational journals, experimental data, and results in science as instructional tools.

B. The teacher candidate applies knowledge of disciplinary literacy to select and use appropriate and varied instructional approaches to build student ability to understand and express understanding of discipline specific content through reading, writing, speaking, and language.

1. The teacher candidate provides opportunities for students to learn and use vocabulary and language specific to the certification content area, practice discipline-specific reading and writing strategies, and gain and express understanding of content by exploring key questions through grade-level print, digital, visual, and oral discipline specific texts.

C. The teacher candidate applies knowledge of disciplinary literacy to select or design and use a range of ongoing classroom assessments for diagnostic, formal and informal, formative and summative, oral and written use which measure student mastery of grade-level standards in order to inform and adjust planning and instruction.

1. The teacher candidate assesses student ability to understand and use discipline-specific vocabulary and language, gain knowledge and understanding of content through grade-level, discipline-specific texts, and express knowledge and understanding through speaking and writing.

2. The teacher candidate uses trends in assessment results to plan lessons, make adjustments to instruction, and provide remediation and enrichment opportunities for students.

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:

Subchapter D. Mathematics Teacher Competencies

§323. Introduction

A. The mathematics teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten-third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, mathematics grades 4-8, mathematics grades 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged.

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:

§325. Mathematics Content Knowledge Competencies

A. Utilizing the academic standards for mathematics for the certification grade band and adjacent grade bands, the teacher candidate, at minimum, demonstrates the following competencies to plan for instruction, teach, assess, and monitor student learning:

1. provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language;

2. builds foundational numeracy by providing precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms while blending concepts, procedures, strategies, problem-solving skills, and dispositions;

3. exhibits an integrated, functional grasp of foundational numeracy, mathematical concepts, and procedures along the grade K-12 mathematical progressions so that all students are prepared for success in Algebra I and beyond;

4. explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately;

5. models the mathematical dispositions and habits of mind described in the practice standards and integrated within high-quality instructional materials, including precision of language, logical thought, reflection, explanation, and justification;

6. recognizes vertical alignment in K-12 mathematical standards and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications;

7. builds positive math dispositions while portraying mathematics as sensible, useful, and worthwhile; and

8. teaches foundational mathematics skills, explicitly and systematically applying strategies to assess instructional effectiveness.

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:

§327. Mathematics Content Pedagogy Competencies

A. The teacher candidate builds and applies knowledge within grade coherence and vertical alignment of mathematical topics and relationships within and across mathematical domains to identify key mathematical ideas and implement mathematically sound lesson sequences and units of study within high-quality materials that develop student foundational numeracy, conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems to prepare students for success in Algebra I and beyond.

1. The teacher candidate appropriately implements effective mathematics instruction using high-quality instructional materials through planning appropriate scaffolding to provide opportunities for students to access and master grade-level standards.

2. The teacher candidate anticipates student misconceptions or math difficulty which may arise during a lesson or unit of study, identifies key points in the lesson or

unit to check for misconceptions, and identifies appropriate instructional strategies to respond to misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools, and representations that make the mathematics of the lesson explicit.

3. The teacher candidate identifies and implements standards-based tasks within high-quality instructional materials using varied strategies, including but not limited to real-life applications, manipulatives, models, and diagrams/pictures that present opportunities for instruction and assessment.

4. The teacher candidate customizes lessons and practice sets within high-quality instructional materials that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.

5. The teacher candidate uses student data to identify appropriate student groupings, such as pairs or small groups, to develop student conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.

6. The teacher candidate provides effective interventions for all students by using an accelerated learning approach, connecting unfinished learning to new learning within grade-level content, and utilizing high-quality materials to provide just-in-time support, especially for students with difficulty in mathematics.

B. The teacher candidate applies understanding of student mathematical language development to provide regular opportunities during instruction for students to explain understanding both in writing and orally through classroom conversations.

1. The teacher candidate explains the connection between informal language to precise mathematical language to develop student ability to use precise mathematical language in explanations and discussions.

C. The teacher candidate applies understanding of the intersection of mathematical content and mathematical practices to provide regular, repeated opportunities for students to exhibit the math practices while engaging with the mathematical content of the lesson, including but not limited to the following:

1. using appropriate prompting and questioning that allows students to refine mathematical thinking and build upon understanding of the mathematical content of the lesson;

2. posing challenging problems that offer opportunities for productive struggle and for encouraging reasoning, problem solving, and perseverance in solving problems through an initial difficulty;

3. facilitating student conversations in which students are encouraged to discuss each other's thinking in order to clarify or improve mathematical understanding;

4. providing opportunities for students to choose and use appropriate tools when solving a problem; and

5. prompting students to explain and justify work and providing feedback that guides students to produce revised explanations and justifications.

D. The teacher candidate applies knowledge of mathematical topics and relationships within and across mathematical domains to select or design and use a range of

ongoing classroom assessments, including but not limited to diagnostic, formal and informal, formative and summative, oral and written, which determine student mastery of grade-level standards in order to inform and adjust planning and instruction.

1. The teacher candidate identifies student difficulties, errors, unfinished learning, and inconsistencies in student knowledge, skills, and mathematical reasoning to accelerate or scaffold student learning during lesson implementation, using, but not limited to, the following strategies:

a. oral and written explanations of the elements and structures of mathematics and the meaning of procedures, analogies, and real-life experiences;

b. manipulatives, models, and pictures or diagrams; and

c. problem sets.

2. The teacher candidate uses student data to address difficulty with mathematics and uses trends in assessment results to plan, instructional strategies, learning acceleration, and enrichment opportunities for students within adopted high-quality instructional units of study.

3. The teacher candidate effectively uses student data to make instructional decisions. Student data includes but is not limited to classroom observation of discussion, oral reasoning, work samples, formative assessment, and summative assessment.

4. The teacher candidate regularly monitors student performance and student understanding.

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:

Subchapter E. Early Childhood Teacher Competencies

§329. Introduction

A. The early childhood teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking early childhood ancillary certification and certification in birth to kindergarten.

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:

§331. Early Childhood Pedagogy Competencies

A. The teacher candidate designs instructional learning outcomes written in terms of what children will learn rather than do and includes indicators from applicable Louisiana birth to five early learning and development standards (ELDS) domains, and are appropriate for diverse learners such as special education and English learner students.

B. The teacher candidate provides emotional and behavioral support to children as indicated by the following:

1. creating a positive environment that supports emotional connections between children and adults and between children and peers;

2. exhibiting an awareness and sensitivity to the emotional and learning needs of children;

3. allowing opportunities for exploration while providing comfort, reassurance, and encouragement; and

4. placing emphasis on the perspectives, interests, motivations, and points of view of the children.

C. The teacher candidate manages classroom organization to support child development as indicated by the following:

1. setting clear, age-appropriate expectations for child behavior;

2. supporting positive behavior by using effective methods, including but not limited to highlighting positive behaviors and redirecting misbehaviors;

3. promoting the ability of children to self-regulate behavior, including but not limited to using a proactive approach and planning to minimize disruptions;

4. managing instructional and learning time and routines so children have maximum opportunities to be engaged in learning activities;

5. maximizing the interest and engagement by being actively involved in the learning process; and

6. using a variety of materials and modalities to gain the interest and participation in activities.

D. The teacher candidate provides engaged instructional support for learning as indicated by the following:

1. using interactions and discussions to promote higher-order thinking skills and cognition;

2. focusing on promoting understanding rather than on rote instruction or memorization;

3. providing feedback that expands learning and understanding;

4. scaffolding learning to provide supportive guidance so that children can achieve competencies and skills independently;

5. providing opportunities for conversations for the purpose of promoting opportunities for language use;

6. utilizing open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways;

7. modeling language use and forms through repeating and extending child responses and through self and parallel talk; and

8. using a variety of words and language forms that are new and unique to extend understanding of these parts of language.

E. The teacher candidate uses assessment to guide planning and understand levels of child growth and development as indicated by the following:

1. conducting observation-based assessments in a systematic, ongoing manner throughout daily routines and activities;

2. gathering and using assessment data for the purpose of planning instruction, activities, and experiences that further promote child development and learning;

3. reflecting on child assessment data and connections to teacher action to make changes to continuously improve practice; and

4. making decisions based on the progress of child development with reliability.

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:

Subchapter F. Other Certification Area Competencies

§333. Other Education Areas

A. Early Interventionist Birth-Five Years: Council for Exceptional Children (CEC) Initial Special Education Early Childhood Specialty Set.

B. Deaf or Hard of Hearing K-12: CEC Initial Special Education Deaf and Hard of Hearing Specialty Set.

C. Visual Impairments/Blind K-12: CEC Initial Special Education Blind and Visually Impaired Specialty Set.

D. Academically Gifted: National Association for Gifted Children (NAGC) Teacher Preparation Standards for Gifted.

E. Significant Disabilities 1-12: CEC Initial Special Education Individualized Independence Curriculum Specialty Set.

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:

§335. Middle Grades 4-8 Education

A. Science Education: National Science Teachers Association (NSTA) Standards for Science Teacher Preparation.

B. Social Studies Education: National Council for the Social Studies (NCSS) Standards for the Initial Preparation of Social Studies Teachers.

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:

§337. Secondary Grades 6-12 Education

A. Agriculture Education: American Association for Agriculture (AAAE) National Standards for Teacher Education in Agriculture.

B. Business and Marketing Education: National Association for Business Teacher Education Association (NABTE) Business Teacher Education Standards.

C. Computer Science Education: International Society for Technology in Education (ISTE) Standards for Computer Science Educators.

D. Family and Consumer Sciences Education: American Association of Family and Consumer Sciences (AAFCS) Standards.

E. Foreign Languages Education: American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers.

F. Journalism Education: Journalism Education Association (JEA) Standards for Journalism Educators.

G. Science Education: National Science Teachers Association (NSTA) Standards for Science Teacher Preparation.

H. Social Studies Education: National Council for the Social Studies (NCSS) Standards for the Initial Preparation of Social Studies Teachers.

I. Technology Education: International Society for Technology in Education (ISTE) Standards and International Technology and Engineering Educators Association (ITEEA) Standards.

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:

§339. All Levels K-12 Education

A. Art Education: National Association of Schools of Art and Design (NASAD) Standards for Art Teacher Preparation.

B. Dance Education: National Association of Schools of Dance (NASD) Standards for Dance Teacher Preparation.

C. English Learners Education: Teachers of English to Speakers of Other Languages (TESOL) Standards for Teacher Education Programs.

D. Foreign Languages Education: American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers.

E. Health and Physical Education: Society of Health and Physical Educators (SHAPE) America, Initial Health Education Teacher Education Standards and Initial Physical Education Teacher Education Standards.

F. Music Education: National Association of Schools of Music (NASM) Standards for Music Teacher Preparation.

G. Theater Education: National Association of Schools of Theatre (NAST) Standards for Theater Teacher Preparation.

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:

Chapter 5. Educational Leader Professional Standards

§501. Introduction

A. LDOE has adopted the *Louisiana Leader Rubric* through a partnership with National Institute for Excellence in Teaching (NIET) to directly support improvements in school leadership as defined by performance expectations outlined in this Chapter. The rubric supports school leaders in building essential skills that elevate their practice, advance instruction, and improve outcomes for all students. Additionally, references to instructional practice and strategies embedded within the rubric are rooted in the use of high-quality instructional materials (HQIM), which are aligned to state standards and assessments.

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:

§503. Performance Expectation 1: School Mission, Vision, and Strategic Goal Setting

A. Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student. The indicators in expectation 1 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. every student learning;
2. collaboration with all stakeholders;
3. high expectations for all;
4. examining assumptions and beliefs; and
5. continuous improvement using evidence.

B. Indicator A—Goal-Setting and Monitoring.

1. Establishes data-driven goals and an action plan for achievement.
2. Disaggregates current and relevant data in order to create and support school goals.
3. Uses current and relevant data to impact student achievement.
4. Plans, implements, and supports acceleration and interventions.
5. Effectively utilizes student data and student work to create and/or revise action plans a few times during the school year.

C. Indicator B—Communication of Mission, Vision, and Goals.

1. Establishes a school mission and vision that drives instruction and school activities.
2. Communicates the mission, vision, and goals of the school with staff members and students.
3. Invests teachers and students in contributing to the school vision in order to reach established goals.

D. Indicator C—Expectations.

1. Advocates for the best interests and needs of students to ensure student achievement.
2. Establishes high standards for students and teachers.
3. Creates opportunities for students and teachers to establish high and demanding expectations.

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:

§505. Performance Expectation 2: Instructional Leadership

A. Education Leaders ensure the achievement and success of all students by monitoring and continuously improving teaching and learning. The indicators in expectation 2 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. learning as the fundamental purpose of school;
2. valuing all learners;
3. continuous professional growth and development;
4. lifelong learning;
5. collaboration with all stakeholders;
6. high expectations for all; and
7. student learning.

B. Indicator A—Curriculum and Assessment.

1. Establishes and monitors high-quality instructional materials which are consistent with school wide goals.
2. Ensures teachers set clear, measurable objectives and success criteria aligned to the depth and rigor of the state standards and the objectives of the high-quality instructional materials. National or local standards are to be used when state standards are not provided.
3. Implements systems that allow teachers to analyze formative and summative data to monitor student progress and adjust teaching and learning using an accelerated approach to support and monitor student progress;
4. Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices.
5. Engages in conversations about assessments and student progress with teachers.

C. Indicator B—Teacher Effectiveness.

1. Utilizes a school wide evaluation system and individualized coaching plans/professional growth plans (PGPs) to increase teacher effectiveness.
2. Evaluates classroom teaching and learning accurately and provides student work data to support the evaluation.
3. Provides specific evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.
4. Uses teacher and student work data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness.

5. Ensures most teachers receive a differentiated targeted support plan based on classroom evaluations.

6. Includes opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning.

7. Creates structures where teachers can support one another so that they can build and sustain their own learning in order to impact student achievement.

D. Indicator C—Meeting Student Needs.

1. Engages all teachers in utilizing data to identify students in need of acceleration, intervention, extension, or other additional supports.

2. Monitors student progress plans to ensure the academic needs of all students are being met.

3. Supports teachers in utilizing instructional supports within high-quality instructional materials, when available, to ensure that students master the content.

4. Implements rigorous, on grade-level instruction.

E. Indicator D—Instructional Focus.

1. Implements a schoolwide schedule and routines that maximize instructional time.

2. Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning.

3. Ensures teachers have access to high-quality instructional materials to instruct all students.

4. Considers district and school goals when making decisions about instructional practices or priorities.

5. Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals.

6. Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

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:

§507. Performance Expectation 3: Capacity Building

A. Education leaders consistently and effectively reflect on their leadership practice resulting in strategic action plans that lead to significant increase in student achievement and teacher proficiency. Leaders self-reflect to determine areas of growth and set rigorous goals routinely to strengthen their own leadership practice. Education leaders implement and adjust school wide action plans based on feedback and data collected in order to enhance student achievement and teacher effectiveness. Leaders collaborate with colleagues at the school and system levels to implement local and school wide initiatives that consistently result in gains in student achievement. The indicators in expectation 3 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. guided collaboration for all stakeholders;
2. induction, support, and development of new staff;
3. providing continuous professional growth and developmental support opportunities for future and current teacher leaders;
4. demonstrating lifelong learning; and
5. leading and implementing professional learning aligned to multiple data sources and guided by adult learning principles.

B. Indicator A—Reflective Practice.

1. Reflects on their own leadership practice resulting in actions to increase student achievement and teacher proficiency.

2. Determines areas of growth and sets goals to strengthen his/her own leadership practice.

3. Implements school wide activities/action steps based on feedback and data.

4. Collaborates with colleagues at the school and system district levels to implement district local initiatives that result in gains in student achievement.

C. Indicator B—Leadership Development.

1. Utilizes teacher and student observational data with school leaders resulting in adjustments to the support that is provided for teachers and to ensure student growth.

2. Provides coaching support and collaborative opportunities for teacher leaders based on professional development, classroom support and observations, teacher evaluation data, and student achievement data.

3. Develops the leadership skills of others by establishing a career pipeline for mentor teachers, content leaders, and other instructional leaders to assume additional responsibilities.

4. Provides opportunities for teachers and staff members to gain new learning.

D. Indicator C—Collaborative Practices.

1. Provides ongoing collaborative opportunities structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments.

2. Provides for meaningful contribution from teachers that includes significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement.

3. Monitors the quality of content within teacher collaboration so that it is a logical continuum that increases student learning.

E. Indicator D—Continuous Improvement.

1. Prepares and plans for new staff by providing induction and mentoring systems and support.

2. Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities.

3. Ensures individualized professional learning, aligned to the coaching plan/PGP, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

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:

§509. Performance Expectation 4: School and Community Environment

A. Education leaders ensure the success of all students by collaborating with families and stakeholders who represent various community interests and needs and mobilizing community resources that improve teaching and learning. The indicators in expectation 4 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. high standards for all;
2. including family and community as partners;
3. respect for all families; and
4. continuous learning and improvement for all.

B. Indicator A—School Atmosphere.

1. Establishes a safe and positive campus atmosphere for students, staff members, families, and community stakeholders;

2. Manages conflict among stakeholders effectively.

3. Regularly collaborates with a school leadership team.

C. Indicator B—Community Engagement.

1. Develops productive relationships with stakeholders.

2. Uses communication to enhance student learning and build support for goals.

3. Provides needed support services for students and their families during school hours.

4. Creates opportunities for stakeholder engagement to improve school climate for student learning.

D. Indicator C—Discipline.

1. Implements campus wide discipline system/plan to promote a positive learning environment for all students.

2. Addresses student misconduct in a positive, fair, and unbiased manner.

3. Incorporates problem-solving skills to manage student behavioral challenges.

4. Supports teachers in resolving discipline concerns.

E. Indicator D—Access to High-Quality Education.

1. Implements systems that enable all students to have access to effective teachers.

2. Develops initiatives to ensure all students are provided with learning opportunities and academic and social supports that lead to academic success.

3. Supports teachers with identifying and utilizing resources for providing all students with educational opportunities.

F. Indicator E—Responsiveness to Stakeholders.

1. Incorporates and articulates a commitment to all students in the school mission and vision.

2. Incorporates the background knowledge of students' communities in the school curriculum.

3. Creates organizational structures at the school that empower all students and parents across communities.

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:

§511. Performance Expectation 5: Professionalism and Integrity

A. Education leaders ensure the success of all students by being professional and acting with integrity. The indicators in expectation 5 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. the common good over personal interests;
2. taking responsibility for actions;
3. professionalism and integrity in all relationships and decisions;
4. modeling high expectations; and
5. continuously improving knowledge and skills.

B. Indicator A—Professional Norms.

1. Establishes and supports an environment that is open, productive, caring, professional, and trusting for teachers and staff.

2. Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.

C. Indicator B—Professional Behavior:

1. Provides professional direction by acting respectfully and responsibly in personal conduct, in relationships with others, and expects staff and students to do the same.

2. Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement.

3. Makes most decisions based on what is best for children and holds oneself responsible for the academic achievement and well-being of all students.

D. Indicator C—Policy.

1. Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.

2. Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

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:

§513. Performance Expectation 6: School Operations/Management

A. Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment. The indicators in expectation 6 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. a safe and supportive learning environment;
2. collaboration with all stakeholders;
3. responsible distribution of fiscal, physical, and human resources;
4. operating efficiently and effectively; and
5. management in service of staff and student learning.

B. Indicator A—Administrative Operations.

1. Manages the governance processes and internal and external politics toward achieving the school's mission and vision.

2. Recruits, hires, and retains a diverse group of highly qualified professional staff.

3. Establishes and monitors a system that ensures all staff, including but not limited to clerical, cafeteria, custodial, and transportation, are productive and use their time effectively by focusing on student needs and student achievement.

C. Indicator B—Fiscal and Physical Management.

1. Acquires and manages fiscal, physical, and other resources to support student learning and community engagement.

2. Analyzes data sources and utilizes feedback to make decisions for allocating resources in order to meet the needs and goals of the school.

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:

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 rules proposed for adoption, repeal, or amendment. All Family Impact Statements will be kept on file in the state board office which has adopted, amended, or repealed rules 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 a 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 rules proposed for adoption, amendment, or repeal. All Poverty Impact Statements will be in writing and kept on file in the state agency which has adopted, amended, or repealed rules 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 100 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? Yes.

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, December 10, 2024, to Tavares A. 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 A. 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 Credentials**

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

There are no anticipated implementation costs or savings to state or local governmental units due to the proposed rule change. The proposed rule change repeals outdated standards, adopts a new title to combine all competencies into one bulletin, and updates educational leader competencies to align with the new leader evaluation rubric. Further changes repeal teacher competencies, adopt a computer science certification pathway, align other certification pathways, and make technical edits. Further revisions include reorganization, technical edits, and policy alignment. The revisions also comply with Acts 186 and 211 of the 2024 RS by updating requirements for Montessori certification and by requiring that computer science instruction be incorporated into teacher preparation programs.

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 PERSONS, SMALL BUSINESSES, OR NONGOVERNMENTAL GROUPS (Summary)

There are no anticipated costs or benefits to directly affected persons, small business, or nongovernmental groups as a result of the proposed rule change. It is possible that educators may seek to add certification in computer science to an existing certificate; however, the number of educators who will choose to add this area is unknown at this time.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

It is possible that educators who add computer science certification to their certificates will have a competitive advantage in securing jobs teaching computer science.

Beth Scioneaux
Deputy Superintendent
2411#053

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Establish Committee
(LAC 28:L501)

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:I in BESE/8(g) Operations. The proposed revisions to the BESE Code provide for the establishment of the BESE Legislative and Governmental Affairs Committee. The purpose of the committee will be to support activities related to advancing the legislative agenda of BESE. These activities include providing timely input on BESE's legislative agenda and priorities, budget and legislative proposals, and legislation on the federal and state level.

Title 28

EDUCATION

Part I. BESE/8(g) Operations

Subpart I. Board of Elementary and Secondary Education

Chapter 5. Organization

§501. Committees

A. - B.3.b. ...

4. - 4.b.i. Repealed.

5. Legislative and Governmental Affairs Committee.

The following are examples of issues that will be considered by the Legislative and Governmental Affairs Committee:

a. Primary areas of responsibility (AORs):

i. prioritization of education policies;

ii. development of policy positions;

iii. relevant proposals, reports, and correspondences;

iv. governmental education policy resource;

v. advice and counsel to BESE; and

vi. legislative relations.

6. School Innovation and Turnaround Committee. The following are examples of issues that will be considered by the School Innovation and Turnaround Committee.

a. Primary areas of responsibility (AORs):

i. charter school performance, support, and oversight;

(a) charter amendment requests, approvals, extensions, and renewals, etc.;

ii. RSD performance management;

(a) school accountability—annual performance and exit eligibility; and

(b) school intervention decisions.

b. Issues included on “as-needed” basis in AORs:

i. enrollment policies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:415 (March 2008), amended LR 35:223 (February 2009), LR 35:1874 (September 2009), LR 36:2851 (December 2010), LR 37:2139 (July 2011), LR 38:3152 (December 2012), repromulgated LR 39:308 (February 2013), amended LR 39:3263 (December 2013), LR 45:1443 (October 2019), LR 48:412 (March 2022), LR 48:2558 (October 2022), LR 51: