



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

Joseph Cao
1st BESE District

May 11, 2026

Sharon Clark
2nd BESE District

MEMORANDUM

Sandy Holloway
3rd BESE District

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

Stacey Melerine
4th BESE District

FROM: Tavares A. Walker, Executive Director *T. Walker 5/11/26*
Board of Elementary and Secondary Education

Lance Harris
5th BESE District

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

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

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 April 20, 2026, Notice of Intent that was promulgated on pages 578-582 of the *Louisiana Register*.

Preston Castille
8th BESE District

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

Conrad Appel
Member-at-Large

The Board has made no change to the proposed Rule.

Judy Armstrong
Member-at-Large

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 July 20, 2026, issue of the *Louisiana Register*.

Simone Champagne
Member-at-Large

The following document is attached:

1. A copy of the Notice of Intent.

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

TAW:med

Attachment (1)

Tavares A. Walker
Executive Director

- 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, Assistant Superintendent, Louisiana Department of Education
Max Dupuy, Records Management Administrator, BESE

Dr. Cade Brunley
State Superintendent

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? No.
4. Will the proposed Rule affect taxes and tax credits? No.
5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No.

Small Business Analysis

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

Provider Impact Statement

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

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

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 2026, to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

Tavares A. Walker
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: **Bulletin 142—Louisiana Mathematics Student Standards—Math Content Standards**

- I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENT UNITS (Summary)
The proposed rule change repeals LAC 28: CXLII in *Bulletin 142—Louisiana Mathematics Student Standards* and adopts LAC 28:CLXXI. in *Bulletin 142—Louisiana Mathematics Student Standards*. Local school systems may realize additional expenditures for any updates to course materials that are required as a result of the new standards. However, this cost is indeterminable and will vary by system. Updates to Louisiana Department of Education (LDOE) materials and resources will be accomplished using existing resources.
- II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)
There is no anticipated effect on the revenue 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 is no anticipated costs or benefits to directly affected persons, small business, 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 or employment as a result of the proposed rule change.

Beth Scioneaux
Deputy Superintendent
2604#044

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 146—Competencies and Standards for Teachers and Educational Leaders—Content Competencies (LAC 28:CXLVI.Chapter 3)

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:CXLVI in *Bulletin 146—Competencies and Standards for Teachers and Educational Leaders*. The proposed Rule change updates educator preparation competencies in English language arts (ELA), computer science, and social studies. Revisions to ELA competencies reflect current practice in teaching and learning regarding literacy and the Science of Reading. Computer science competencies have been added to general competencies and align with requirements for approval of teacher and leader preparation programs. Adoption of social studies competencies establishes teacher preparation expectations that align with the 2022 Louisiana social studies student standards.

Title 28
EDUCATION

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

Chapter 3. Teacher Competencies

Subchapter A. General Teacher Certification Areas and Required Competencies

§303. General Competencies

A. - N. ...

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7(6), R.S. 17:3902, R.S. 17:24.9, and R.S. 17:8.1-8.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:281 (February 2025), amended LR 51:2052 (December 2025), LR 52:

Subchapter C. English Language Arts (ELA) Teacher Competencies

§315. Introduction

A. - B. ...

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

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

2. ...

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

4. ...

D. - E.2. ...

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

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

§317. ELA Content Knowledge Competencies

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

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

2. The teacher candidate determines how high-quality instructional materials build student's knowledge and skills by providing opportunities for students to engage in multiple readings of complex grade-level texts to understand the meaning, purpose, and main ideas of complex texts and explains the development orally and in writing based on the

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

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

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

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

6. The teacher candidate assesses the complexity of texts to identify features that increase comprehension demands and to anticipate where students may require targeted instructional support.

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

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

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

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

3. ...

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

B.5. - C.8. ...

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

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

§319. ELA Content Pedagogy Competencies

A. ...

1. The teacher candidate for Birth-Kindergarten, PK-3, and 1-5 uses knowledge of the progression of phonological awareness skills to internalize and implement sequenced lessons and units from high-quality instructional materials that scaffold student development of phonological awareness

and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.

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

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

4. The teacher candidate utilizes the instructional practices within high-quality instructional materials to develop student reading fluency.

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

6. - 7. Repealed.

B. The teacher candidate implements instruction using high-quality instructional materials to provide 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.

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

2. The teacher candidate implements appropriate reading strategies, including read aloud, read along, pair or group reading, and/or independent reading for the complex grade-level texts in high-quality instructional materials to support students' understanding of the text.

3. The teacher candidate anticipates student misconceptions or challenges and identifies the appropriate curriculum-embedded supports to scaffold instruction and provide all students with opportunities to read, understand, and express understanding.

4. - 5. ...

6. Repealed.

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

1. The teacher candidate implements instruction aligned to academic standards using high-quality instructional materials, demonstrating understanding of how complex

grade-level texts build students' knowledge of topics, themes, and ideas of the texts.

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

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

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

5.

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

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

8. ...

D. The teacher candidate applies knowledge of language, reading, and writing development to assessments including diagnostic, formative and summative measures, to evaluate students' ability to read, understand, and demonstrate understanding of complex grade-level texts to inform and adjust planning and instruction.

1. The teacher candidate uses assessment data to measure student ability to use knowledge of language, print concepts, phonological awareness, phonics, and word recognition to accurately and fluently read, understand, and express understanding of a range of continuous texts.

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

3. - 4. ...

5. The teacher candidate analyzes relevant assessment data, including evidence of students' mastery of prerequisite skills and knowledge, to proactively plan instructional supports that ensure all students can access complex grade-level texts. The candidate uses this analysis to determine when

and how to provide targeted supports such as pre-teaching, strategic individualized or small-group instruction or differentiated learning opportunities, while maintaining instruction aligned to age- or grade-level standards.

6. Repealed.

7. - 8. ...

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

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

Subchapter G. Social Studies Teacher Competencies

§343. Introduction

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

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

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

§345. Social Studies Content Knowledge Competencies

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

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

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

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

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

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

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

§347. Social Studies Content Pedagogy Competencies

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

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

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

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

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

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

C. The teacher candidate utilizes questioning and discourse.

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

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

D. The teacher candidate provides civic and ethical framing.

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

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

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

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

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

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

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

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

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

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

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

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 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? No.
4. Will the proposed Rule affect taxes and tax credits? No.
5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No.

Small Business Analysis

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

Provider Impact Statement

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

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

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 2026, to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA

70804-9064. Written comments may also be hand delivered to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

Tavares A. Walker
Executive Director

**FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES
RULE TITLE: Bulletin 146—Competencies and
Standards for Teachers and Educational Leaders—
Content Competencies**

- I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENT UNITS (Summary)
There are no anticipated costs or savings to state or local governmental units as a result of the proposed rule change. The proposed rule change modifies requirements for educator preparation programs concerning instruction in English language arts (ELA), computer science, and social studies, and establishes competencies that set comprehensive standards and outline expectations for effective K-12 teachers and educational leaders. Implementation will be supported through planned webinars and ongoing guidance from the Louisiana Department of Education (LDOE).
- 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 is no anticipated cost or economic benefit to directly affected persons, small business, or non-governmental groups as a result of the proposed rule change.
- IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)
Current and new teachers will benefit from targeted knowledge needed to teach special skills and subject area content. This professional development will increase the quality of educators in the field and better prepare students for academic success.

Beth Scioneaux
Deputy Superintendent
2604#045

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Officer

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 746—Louisiana Standards for State Certification of School Personnel—Praxis Exams (LAC 28:CXXXI.303)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education (BESE) proposes to amend LAC 28:CXXXI in *Bulletin 746—Louisiana Standards for State Certification of School Personnel*. Revisions align with changes implemented by