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Title 28
EDUCATION
Part XLV. Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs

Chapter 1. Introduction

§101. Purpose

A. Bulletin 996 is intended to guide educator preparation providers in the development and review of new and existing teacher preparation programs, early childhood ancillary certificate programs and/or educational leader preparation programs, to guide the review of teacher and/or educational leader preparation programs in Louisiana, and to inform all interested persons of the Louisiana standards for teacher and educational leader preparation programs and the procedures for program evaluation.

B. This bulletin establishes policies relative to the initial and ongoing approval of teacher, early childhood ancillary certificate, and educational leader preparation programs relative to the following:

1. the initial approval of a teacher and educational leader preparation program from which graduates or completers may be certified per Part CXXXI, Bulletin 746–Louisiana Standards for State Certification of School Personnel, Chapter 2, Subchapter A, and the initial approval of an early childhood ancillary certificate program from which completers may earn an early childhood ancillary certificate per Part CLXVII, Bulletin 140–Louisiana Early Childhood Care and Education Network and Part CXXXI, Bulletin 746–Louisiana Standards for State Certification of School Personnel, Chapter 3, subsection 305;

2. the alignment of approved programs to updated certification and preparation requirements, including updates to state birth to five learning and development standards and state academic content standards for elementary and secondary education, as appropriate and deemed necessary by BESE;

3. the ongoing approval of teacher preparation programs, including the establishment and implementation of a uniform quality rating system to serve as the basis for such ongoing approval decisions;

4. the fulfillment of all other obligations pursuant to federal and state law with respect to the initial and ongoing approval of teacher, early childhood ancillary certificate, and educational leader preparation programs from which graduates or completers may be certified; and the ongoing approval of early childhood ancillary certificate programs, including the establishment and implementation of a uniform early childhood ancillary certificate quality rating system to serve as the basis for such ongoing approval decisions;

5. the fulfillment of these duties and obligations in alignment with the Board of Regent's (BOR) constitutional authority to regulate public institutions of higher education.

C. Beginning December 2017, a uniform process for initial and ongoing program approval that applies equally to university and non-university teacher preparation programs, and/or educational leader preparation program providers, will be used. A uniform quality rating system will serve as the basis for renewal decisions.

D. BESE shall provide for regular checkpoints to refine the quality rating system. Annually beginning winter 2017-2018, and every winter thereafter for a period of five years, the LDE shall provide a report to BESE relative to the results of pilots, study findings, and progress of preparation providers toward updated program design expectations. At such checkpoints the LDE shall submit to BESE a brief written report and recommendations, as appropriate.

E. Beginning July 1, 2024, a uniform process for initial and ongoing early childhood ancillary certificate program approval that applies equally to university and non-university early childhood ancillary certificate programs will be used. A uniform early childhood ancillary certificate program quality rating system will serve as the basis for renewal decisions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1730 (August 2002), amended LR 30:2453 (November 2004), LR 35:2326 (November 2009), LR 43:2485 (December 2017), LR 45:902 (July 2019), LR 48:1088 (April 2022).

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

§301. Process/Procedures [Formerly §201]

A. No later than July 1, 2018, teacher preparation programs shall demonstrate alignment to Part CXXXI, *Bulletin 746—Louisiana Standards for State Certification of School Personnel*, and this bulletin as revised and approved by BESE in October 2016. Teacher preparation providers with extenuating circumstances may request an extension of the July 1, 2018, deadline to demonstrate alignment to revised policies. Providers shall submit the extension request by January 1, 2018, for BESE consideration.

B. The LDE and the (BOR) staff shall review~~s~~ proposals from public and private, new or reinstated teacher or

educational leader preparation pathways or programs for initial approval. When the application review is complete and the application is recommended for approval, a recommendation shall be made to BESE and, when applicable, BOR for initial approval. Upon approval by BESE and, when applicable, BOR, the teacher or educational leader preparation program may begin admitting candidates to the teacher or educational leader program.

C. The state may conduct scheduled and/or unscheduled reviews of the teacher and/or educational leader preparation unit/program, including on-site visits, at any time during the process.

D. Public and out-of-state private universities' documents may be submitted to the BOR for program approval.

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 30:2452 (November 2004), amended LR 35:2327 (November 2009), LR 37:560 (February 2011), LR 43:2485 (December 2017).

§303. Initial Approval [Formerly §203]

A. Initial approval is granted upon approval by BESE and, when applicable, BOR, through submission of a proposal to the LDE.

B. University and non-university providers seeking approval to offer a teacher preparation program, educational leader preparation program, or add-on certification program shall demonstrate eligibility by providing, at a minimum:

1. official declaration of intent in the form of a letter from the head of the institution or organization;

2. evidence of regional accreditation status (e.g., Southern Association of Colleges and Schools) for universities only;

3. evidence that the faculty who teach courses or provide direct coaching to teacher or educational leader candidates possess sufficient knowledge, skills, training, and expertise;

4. evidence to show that the governing structure of the institution or organization endorses and financially supports a teacher preparation program, educational leader preparation, or add-on program~~s~~ (e.g., full budget report for the implementation of programs, including internal and external sources of funding, and including both hard and soft monies);

5. evidence of an articulation agreement to transfer credit hours with another Louisiana-approved teacher or educational leader preparation institution that agrees to recommend the institution's candidates for certification, as needed, for continuous progress and program completion or, for non-university providers, a plan to make students financially whole in the event of institution or program closure;

6. a description of the provider's system for monitoring and evaluating its candidates, programs, operations, and the performance of its graduates. This description must reflect how the education unit or education program assesses programs, effectiveness, and candidates as well as how the provider provides follow-up data on its graduates;

7. if the provider is currently operating or has operated in Louisiana or any other state, evidence of program completers' teaching and/or leading effectiveness, including but not limited to principal survey results, state accountability system and evaluation results, and local assessment or evaluation results.

C. In order to be recommended for BESE approval, teacher preparation programs must, at minimum:

1. be designed to develop and ensure candidates' mastery of the teacher preparation competencies, educational leader competencies, and/or requirements for existing certificate endorsements required for certification. The program design must center on courses and practice experiences that integrate content, theory, and practice; expressly treat current Louisiana student standards and instructional resources; and require candidates to demonstrate mastery of required competencies or requirements through a series of performance assessments and tasks:

a. in undergraduate programs offered by university providers, descriptions of coursework must include evidence of ample opportunity to develop content area mastery, instruments for assessing candidates' content knowledge, and procedures for remediation, if necessary. For the purposes of initial approval, an academic major in the content area for secondary certification areas may be considered evidence of "ample opportunity;"

b. in post-baccalaureate programs offered by university and non-university providers, descriptions of coursework or contact hours must include instruments for assessing candidates' content knowledge for teaching and/or leading, and procedures for remediation, if necessary;

c. in add-on certification programs offered by non-university providers, descriptions of coursework and contract hours must include instruments for assessing candidate content knowledge, include procedures for addressing unfinished learning, and align with the requirements to add endorsements to existing certificates, which are found in Part CXXI, *Bulletin 746—Louisiana Standards for State Certification of School Personnel*;

2. pursuant to R.S. 17:7.1.4(a)(b), teacher preparation programs shall include the minimum number of credit hours or equivalent contact hours in the teaching of reading and literacy as follows. The required courses or training shall:

a. develop and assess candidate mastery of applicable literacy competencies, which are found in Part CXXXI, *Bulletin 746—Louisiana Standards for State Certification of School Personnel*;

b. systematically and explicitly address the foundational literacy skills of phonological awareness, phonics, fluency, vocabulary, and comprehension. Each course shall, at a minimum, integrate:

i. how to effectively teach the foundational literacy skills of phonological awareness, phonics, fluency, vocabulary, and comprehension;

ii. how to differentiate instruction for teaching students with advanced literacy skills and students with significant literacy deficiencies, including dyslexia;

iii. how to implement effective literacy instruction using high-quality instructional materials;

iv. how to administer literacy assessments to students and use the resulting data to improve literacy instruction for students;

c. systematically and explicitly address behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access literacy instruction.

3. include required practice experiences for teacher preparation, including, at minimum, a one-year supervised residency in a school setting. In addition to the one-year residency, the candidate must be provided actual practice experience in classroom settings within schools with varied socioeconomic characteristics. The requirements for the one-year residency and for required practice experiences for undergraduate and post-baccalaureate preparation programs are described in detail in Chapter 7 of this bulletin. Evidence of quality must include, but is not limited to, the provider's commitment to:

a. recruit, develop, and evaluate clinical faculty who model effective practical teaching knowledge and skills; and

b. ensure alignment of program faculty, residency school site administrator, and residency school site mentor teacher expectations for candidates' development and performance;

4. be jointly developed and administered in partnership with one or more local educational agencies in which candidates complete the one-year residency. Evidence of partnership shall include, but not be limited to, a formal agreement, such as a memorandum of understanding or memorandum of agreement, that includes:

a. roles of and responsibilities of program faculty, LEA leaders, residency school site administrators, and/or residency school site mentor teachers;

b. criteria and process for residency school site selection, development, and evaluation of effectiveness, to occur in concert with LEA leadership;

c. targets, criteria, and process for mentor teacher recruitment, development, and evaluation, to occur in concert with LEA leadership;

d. protocols for administering assessments of candidates' teaching skill in cooperation with the residency school site administrator or his/her designee during the one-year residency and in general alignment with the partner LEA's teacher evaluation system pursuant to the requirements in teacher preparation/certification/evaluation, *Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel*; and

e. protocols for the secure exchange of data relative to program improvement and evaluation.

D. The LDE shall utilize evaluation tools to conduct qualitative assessments of teacher and/or educational leader proposals to make initial approval recommendations. The evaluation tools must align to the requirements set forth in this bulletin, including, but not limited, to Louisiana state standards for teacher preparation outlined in Chapter 1 of this bulletin.

E. Upon receipt, teacher, early childhood ancillary certificate program, and/or educational leader proposals will undergo a preliminary review by the LDE for completeness. Proposals that are determined to be complete and meet all initial submission requirements will undergo an evaluation process conducted by a panel of reviewers. Proposals that do not meet all initial submission requirements will receive a notice of pending denial. Providers must provide the required material within seven days. If providers do not provide the required material, the proposal will be denied. Proposals may be resubmitted no sooner than one calendar year following the date of initial submission to the LDE.

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

G. The result of the evaluation will be sent by the LDE to the teacher, early childhood ancillary certificate program, and/or educational leader provider. A proposal that fully meets all structural and policy requirements according to the program proposal guidelines will be recommended for BESE approval at the next scheduled BESE meeting. A proposal that is not recommended by the LDE for approval because it does not meet the policy or structural requirements according to the program proposal guidelines may be resubmitted to the LDE for reconsideration no sooner than one calendar year following the date of initial submission to the LDE. Proposals that are not recommended for approval a

second time, or are recommended for approval by the LDE but not approved by BESE, may be resubmitted to the LDE for reconsideration no sooner than two calendar years following the date of resubmission to the LDE.

H. BESE will notify the point of contact listed in the proposal submitted by the teacher, early childhood ancillary certificate program, and/or educational leader providers of the decision. Notification will be sent in writing via U.S. mail.

1. Once BESE has granted initial approval of the proposed program, the provider is authorized to admit candidates to the program and recommend program completers for certification. Providers subject to BOR regulations shall gain BOR approval prior to admitting candidates to the program.

2. If BESE does not grant initial approval of the proposed program, the teacher, early childhood ancillary certificate program, or educational leader provider is eligible to resubmit the proposal. Proposals that are not recommended by BESE for approval may be resubmitted to the LDE for reconsideration no sooner than one calendar year following the date of initial submission to the LDE. Proposals that are not recommended by BESE for approval a second time may be resubmitted to the LDE for reconsideration no sooner than two calendar years following the date of resubmission to the LDE.

I. Teacher, early childhood ancillary certificate program, and/or educational leader proposals for initial approval will be accepted and considered by BESE twice per year. Application timelines will be established and published annually one year in advance of the notice of intent deadline for the first application cycle.

J. Approved teacher, early childhood ancillary certificate program, and/or educational leader preparation providers seeking approval to pilot innovative approaches to training teacher and/or educational leader candidates must request BESE approval to pilot such approaches and recommend certification of candidates upon completion of the program.

K. BESE may rescind program approval if the teacher, early childhood ancillary certificate program, and/or educational leader preparation program has been found to be or has been operating outside of the teacher preparation program requirements outlined in this Chapter and in LAC 28:CXXXI, *Bulletin 746—Louisiana Standards for State Certification of School Personnel*.

L. Providers seeking approval to offer a mentor teacher or content leader training program must submit:

1. a proposal from the director of the institution or organization that outlines the training design, coursework, and a system for evaluating the quality of training content, delivery, and operations, including analysis of the performance of participants;

2. evidence to show that the governing authority of the institution or organization endorses and financially supports mentor teacher or content leader training;

3. a full budget report for the implementation of training, including internal and external sources of funding:

a. university-based BESE-approved teacher preparation providers are exempt from this requirement;

4. evidence that the training program, if offered as a university course, will be offered for graduate credit; and

5. any additional information required by the state superintendent of education.

M. Mentor teacher and content leader training proposals will be accepted by the LDE and considered at least twice per year by BESE, beginning in the fall of 2019.

N. The LDE will review applications from providers to offer mentor teacher or content leader training. The state superintendent will provide a recommendation for the board's consideration for each complete application received. Upon approval by BESE, the provider may begin admitting candidates to the mentor teacher or content leader training program.

O. Candidates completing training programs from providers or programs not approved by BESE in accordance with this Section will not qualify to receive an ancillary certificate as a mentor teacher or content leader in accordance with LAC 28:CXXXI (Bulletin 746).

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).

§305. Initial Approval of Early Childhood Ancillary Certificate Programs

A. Initial approval is granted upon approval by BESE and, when applicable, BOR, through submission of a proposal to the LDE.

B. University and non-university providers seeking approval to offer an early childhood ancillary certificate program must demonstrate eligibility by providing, at a minimum:

1. an official declaration of intent in the form of a letter from the head of the institution or organization to the review committee;

2. evidence of regional accreditation status (e.g., Southern Association of Colleges and Schools) for universities only;

3. evidence that the instructors who teach courses or provide direct coaching to teacher or educational leader candidates possess sufficient knowledge, skills, training, and expertise;

4. evidence to show that the tuition- and candidate-incurred costs for the early childhood ancillary certificate program have been established, and have considered any scholarship assistance provided by the LDE; and

5. a description of the provider's system for monitoring and evaluating its candidates, programs, operations, and the performance of its graduates. This description must reflect how the early childhood ancillary certificate program assesses programs effectiveness, and candidates as well as how the provider provides follow-up data on its graduates.

C. In order to be recommended for BESE approval, early childhood ancillary certificate programs must, at minimum:

1. be designed to develop and ensure candidates' mastery of the early childhood teacher competencies required for certification. The program design must:

a. center on courses and practice experiences that integrate content, theory, and practice;

b. expressly teach current Louisiana early learning and development standards and instructional resources; and

c. require candidates to demonstrate mastery of required competencies through a series of performance assessments;

2. include required applied practice experiences for teacher preparation, including at least two observations using the *Classroom Assessment Scoring System* (*CLASS*®); and

3. be jointly developed in partnership with members of the local early childhood care and education community network (LAC 28:CLXVII, *Bulletin 140—Louisiana Early Childhood Care and Education Network*). Evidence of partnership may include, but not be limited to, a formal agreement, such as a memorandum of understanding or memorandum of agreement, that describes shared roles and responsibilities for program design, program implementation, and program evaluation.

D. The LDE will utilize evaluation tools to conduct qualitative assessments of early childhood ancillary certificate proposals to make initial approval recommendations. The evaluation tools must align to the requirements set forth in this Part.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), 17:7(6), and 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 45:903 (July 2019).

Chapter 4. Teacher and Leader Preparation Program Accountability, Renewal and Approval

§401. Ongoing Approval of Teacher and Leader Preparation Programs [Formerly §1101]

A. In order to offer a state-approved teacher preparation program that allows teachers to become certified by the LDE, teacher preparation providers shall follow the process/procedures detailed in Chapter 3 of this document. For continued state approval, university and non-university providers must maintain effective ratings on the Louisiana teacher preparation quality rating system.

B. The LDE shall annually produce and make publicly available a performance profile for each approved preparation provider that includes information at the pathway level. The LDE shall biennially produce and make publically available a quality rating for each approved preparation provider at the pathway level. A *pathway* is defined as the set of teacher preparation programs that are offered to undergraduate candidates and the set of teacher preparation programs that are offered to post-baccalaureate candidates.

C. Renewal decisions shall be made every two years during the first accountability cycle and shall be based on the quality rating produced biannually. Each teacher preparation provider shall move to a four year accountability cycle for each pathway at the conclusion of the first accountability cycle.

D. Teacher preparation providers that do not maintain a quality rating of level 3 or above on the Louisiana teacher preparation quality rating system and as reported in the biennial quality rating shall:

1. undergo a progress monitoring period during which the provider develops an improvement plan that includes specific improvement goals, timelines, and measures of success for particular pathway(s) or program(s). The improvement plan shall be approved by BESE. Once approved, the provider shall submit progress reports to BESE as established in the approved plan;

2. BESE shall review data outlined in the improvement plan and the Louisiana teacher preparation quality rating system to inform required interventions, which shall include, but are not limited to, one or more of the following:

a. require the provider to enact certain improvement recommendations for one or more pathways or programs;

b. designate program(s) as low performing and at risk of low performance per the federal Higher Education Act;

c. limit or discontinue enrollment for one or more pathways or programs;

d. discontinue the provider's ability to recommend teacher candidates for certification in one or more pathways or programs;

e. require the provider to engage in additional on-site reviews during the four year accountability cycle for one or more pathways.

E. Certification Preparation. In order to offer state-approved mentor teacher or content leader training that prepares individuals to earn a mentor teacher ancillary certificate or a content leader ancillary certificate in accordance with LAC 28:CXXXI (Bulletin 746), providers must follow the process detailed in Chapter 3 of this Part. For continued state approval, providers must demonstrate that training participants are earning effective ratings on the Louisiana mentor teacher assessment series or the Louisiana content leader assessment series.

F. Provider Effectiveness. By no later than December 1, 2019, and biannually thereafter, the LDE will review and report to BESE effectiveness data of each approved provider offering mentor teacher or content leader training. Effectiveness data will include Louisiana mentor teacher assessment series or Louisiana content leader assessment series passage rates and may include additional information. Based upon these results, BESE may require an improvement plan or may discontinue the provider's ability to recommend candidates for mentor teacher or content leader certification.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), 17:7(6), and 17:7.2.

HISTORICAL NOTE: HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:754 (April 2010), amended LR 37:565 (February 2011), LR 43:2488 (December 2017), LR 45:229 (February 2019), LR 48:1756 (July 2022).

§403. Teacher Preparation Quality Rating System Participation and Performance Profile Implementation Timeline

A. In accordance with LAC 28:XLV.101, beginning December 2017, the process for ongoing approval of teacher preparation programs will be replaced with a uniform process that applies equally to university and non-university providers.

B. Prior to fall 2018, the LDE will review this Chapter and recommend revisions to BESE as necessary and as based on findings from the design phase, and in consultation with the BOR and K-12 and higher education experts.

C. The 2017-2018 academic year will be a research phase for the teacher preparation quality rating system. Performance measures and processes will be piloted and studied. Evaluation tools, including a framework for on-site review, will be developed and reviewed by experts to ensure suitability for use in the teacher preparation quality ratings system. If produced, individual provider performance profiles will not be published.

D. Beginning with the 2018-2019 academic year, a provider that does not participate in the quality rating system or any component thereof will have approval terminated.

E. The 2018-2019 and the 2019-2020 academic years will be a learning phase for all BESE-approved teacher preparation providers. There will be no consequences for teacher preparation providers as a result of performance profiles or quality rating during the learning phase. Performance profiles for the 2018-2019 and 2019-2020 learning phase will be publicly available in 2020-2021 and will clearly indicate that the performance profile is informational and assigned during a learning phase.

F. The 2020-2021 academic year will be the first year of the initial two-year renewal cycle.

G. For providers that achieve initial approval after September 1, 2018, the renewal cycle will begin on September 1 of the year directly following BESE approval.

H. Beginning winter 2020-2021, the LDE will annually produce and make publicly available on its website a performance profile for each approved preparation provider. LDE will biennially produce and make publicly available on its website a quality rating for each approved preparation provider. The quality rating will not be used to make judgments about renewal of preparation program approval until winter 2024-2025.

I. Beginning with ratings assigned in winter 2022-2023, Louisiana teacher preparation quality rating system results will serve as the basis for preparation program renewal. The renewal cycle will be two years, and the accountability cycle will be four years for each pathway.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2488 (December 2017), amended LR 45:1061 (August 2019), LR 48:1756 (July 2022).

§405. Louisiana Teacher Preparation Quality Rating System

A. The Louisiana teacher preparation quality rating system shall serve as the basis for the renewal of teacher preparation program approval. The rating system shall:

1. include multiple measures of preparation program success; and

2. result in an annual report ("performance profile") for each approved provider at the pathway level;

3. result in a biennial rating ("quality rating") for each approved provider at the pathway level.

a. The ratings shall be:

Quality Rating	Composite Score Range
Level: Ineffective	x<1.5
Level 2: Needs Improvement	1.5≤ x <2.5
Level 3: Effective	2.5≤ x <3.5
Level 4: Highly Effective	3.5≤ x

B. The Louisiana teacher preparation quality rating system shall include but not be limited to the following domains:

1. preparation program experience, as measured by on-site reviews of each teacher preparation provider. The on-site review shall be conducted at the provider level and shall result in one rating for each pathway. The on-site review shall also include reporting at the program level, when appropriate. An on-site review shall be conducted once per accountability cycle. Each provider shall participate in a four-year accountability cycle, and each provider shall engage in an on-site review once during the four-year cycle. Providers that do not maintain a level 3 or higher as reported on the next performance profile may be required to complete additional on-site reviews and progress monitoring as determined by BESE. The biennial quality rating shall reflect the most recently issued on-site review rating. When logistically and fiscally feasible and appropriate, the provider may request the specific years and semesters during which the on-site review is conducted. Such requests must be submitted to the LDE no less than one year before the renewal period begins:

a. on-site reviews may be conducted by the LDE or by a BESE-approved contractor with demonstrated expertise in teacher preparation. The evaluation tools used to conduct on-site reviews shall align to the requirements set forth in this bulletin and provide for a holistic rating between 1 and 4;

2. meeting educator workforce needs, as measured by the percentage of program completers in high-need certification areas and/or the percentage of residents placed in high-need schools:

a. for this domain, program completers shall include candidates who were recommended for initial licensure as well as candidates who completed at least 80 percent of an add-on endorsement with one preparation provider;

b. high-need certification areas shall be established every four years, beginning fall 2017 and every fall four years thereafter. High-need certification areas are those that align with the highest percentage of classes being taught by out-of-field or uncertified teachers across the state;

c. a list of high-need schools shall be established every four years, beginning fall 2017 and every fall four years thereafter. High-need schools may be defined as:

i. schools with a high percentage of minority or economically disadvantaged students;

ii. schools that are less geographically proximate to teacher preparation providers or schools underserved by current teacher preparation providers;

d. district-based teacher preparation programs may use the same methodology described above to define high-need certification areas and high-need schools at the local level;

3. teacher quality:

a. teacher quality shall be measured by program completers' value-added results for up to but not more than three years following program completion; and other measures of program completers' impact on student learning, as approved by BESE;

b. the teacher quality domain shall undergo a research phase during which such measures are developed and tested in consultation with the BOR and K-12 and higher education experts. By fall 2018, the LDE shall recommend such measures to BESE, if appropriate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2489 (December 2017), LR 48:1757 (July 2022).

§407. Quality Rating Calculation

A. The LDE in collaboration with the BOR and K-12 and higher education experts shall periodically review the overall rating calculation including, but not limited to, data collected on the informational metrics and determine whether additional factors should be included in the rating calculation and whether adjustments should be made to the rating calculation. The LDE shall submit a report to BESE relative to the teacher preparation quality rating system in winter 2018-2019 and every two years thereafter, as deemed necessary and appropriate. Such report(s) shall include recommendations relative to refinements to the teacher preparation quality rating system including, but not limited to, adjustments to the factors included in the rating calculation, the overall rating calculation, and indices.

B. The quality rating for a preparation provider shall be calculated by weighting each domain as follows.

1. Preparation program experience shall be weighted at 50 percent.

2. Meeting educator workforce needs shall be weighted at 25 percent.

3. Teacher quality shall be weighted at 25 percent.

C. The quality rating for a preparation provider with a low number of program completers shall be calculated using only the domain(s) for which scores can be calculated.

D. The quality rating corresponds to the composite score range listed below. All numbers used in the quality rating calculation process shall be rounded to the nearest tenth, unless otherwise specified.

Quality Rating	Composite Score Range
Level 1: Ineffective	$x<1.5$
Level 2: Needs Improvement	$1.5\leq x <2.5$
Level 3: Effective	$2.5\leq x <3.5$
Level 4: Highly Effective	$3.5\leq x$

E. The preparation program experience score shall be determined by the on-site review rating.

On-Site Review Rating	Score Range
Level 1: Ineffective	x=1
Level 2: Needs Improvement	x=2
Level 3: Effective	x=3
Level 4: Highly Effective	x=4

F. The meeting workforce needs score shall be determined by calculating the percentage of program completers in high-need certification areas and the percentage of program candidates completing residencies in high-needs schools.

1. Points are earned on a four-point scale according to:

Percentage of Program Completers in a High-Need Areas/Residents in a High-Need School	Points
Below Need—below need for both measures	2.0
Meets Need—at need or up to 20 percentage points above need for at least one measure	2.5
Exceeds Need—more than 20 percentage points above need for one measure	3.0
Exceeds Need—more than 20 percentage points above need for both measures	3.5
Exceptional—more than 40 percentage points above need for one or both measures	4.0

G. The LDE, in collaboration with the BOR and K-12 and higher education experts, shall study and propose to BESE in winter 2018-2019 the adoption of an index for the value-added measure of teacher preparation program completers and, if appropriate, the adoption of a new licensure assessment and a corresponding scoring methodology for the teacher quality domain.

H. The teacher quality score will be determined by the calculation of an index score, to be calculated as follows.

1. The number of program completers in each value-added level below will be multiplied by the corresponding index points displayed in the following table.

Completer Value-Added Result	Index Points
Ineffective	0
Effective: Emerging	50
Effective: Proficient	100
Highly Effective	150

2. The totals for each value-added category in Paragraph 1 of this Subsection will be added together.

3. The sum of the totals for each value-added category will be divided by the total number of program completers, yielding an index score between 0 and 150.

4. Using the index score, a teacher quality score between one and four will be assigned based on the ranges listed in the following table.

Teacher Quality Score	Score Range
Level 1	<65
Level 2	65.0-74.9
Level 3	75.0-84.9
Level 4	≥85

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 43:2489 (December 2017), amended LR 45:904 (July 2019).

§409. Performance Profiles

A. The LDE will develop and make publicly available a performance profile for each approved preparation provider beginning winter 2020-2021, and every winter thereafter. The performance profile will include a quality rating as provided for in LAC 28:XLV.405, including the scores and measures contributing to that quality rating, and informational metrics as provided for in LAC 28:XLV.411.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2490 (December 2017), amended LR 45:1061 (August 2019).

§411. Informational Metrics

A. Informational metrics provide additional detail relative to the teacher preparation quality rating system domains and other measures of teacher preparation provider quality. Informational metrics may be reported at the program or pathway level and may include data relative to the placement of teachers in Louisiana schools; and the retention of teachers in Louisiana schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education. LR 43:2490 (December 2017).

§413. Reporting for the Accountability System

A. By December 31 each year, preparation providers shall annually report to the LDE, in the manner specified by the LDE, the following.

Data Categories	Data Elements
Candidate and Graduate Biographical and Program Data	Name
	Birthdate
	Social Security Number
	Gender
	Race/Ethnicity
	Institution name
	Program type (e.g., undergraduate, post-baccalaureate; certification-only, MAT)
	Student category(candidate or graduate)
	Date candidate admitted to program
	Date candidate graduated or completed program
	Number of candidates who dropped from program during most recent academic year
	Certification area(s)
	Certification code(s)

Data Categories	Data Elements
Candidate Admissions and Test Data	GPA when admitted to program
	High school GPA
	ACT or SAT score
	Date ACT or SAT was taken
	Highest post-baccalaureate degree achieved
	GRE score
	Praxis tests taken
	Praxis scores
	TEACH Grant recipient status
	TOPS Award Recipient Status
Graduates' Completion Data	Observation scores used to make certification recommendations
	Grade Point Average at program completion

B. Program completers shall be defined as candidates who completed their programs during the most recent academic year, which is defined as September 1 of one year to August 31 of the following year.

C. This annually reported data, coupled with certification and effectiveness data from the LDE, shall form the official record for the calculation of the quality rating. The LDE shall provide for a data verification process for the official record as outlined in §415 of this bulletin.

D. Preparation providers shall report candidate data that is subject to the provisions of FERPA only when candidates have provided the necessary permissions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2490 (December 2017).

§415. Data Verification, Appeals, and Waivers

A. A data verification process and procedures for appeals and waivers shall be used to correct inaccurate quality rating data and address unforeseen and aberrant factors affecting teacher preparation providers.

1. The LDE shall establish a data verification process for preparation providers to correct inaccurate quality rating data. The LDE shall provide a period (or periods) of not less than 15 calendar days for final review, correction, and verification of accountability data. All data correction must occur during the designated data verification period. Each preparation provider must collect documentation for every data element that is submitted for correction and maintain documentation on file for at least four years. The LDE shall review all data corrections during the verification period and grant approval of those proven valid. The LDE may request documentation to support the validity of the corrections.

2. An appeal is a request for the calculation or recalculation of the quality rating or any component score. The appeal procedure is created to address issues when the literal application of program accountability or program renewal policy does not consider certain unforeseen and unusual circumstances. Appeals shall not be available for failure to correct data during the data verification process.

3. A waiver is a temporary withholding of accountability decisions or required components of the quality rating system for no more than one accountability year. The waiver procedure is created to address issues when the literal application of program accountability or program renewal policy does not consider certain unforeseen circumstances. Waivers shall be denied to aggrieved parties attempting to subvert the intent of provisions outlined in federal or state law or policy.

4. The procedure for appeals and waivers is as follows.

a. A preparation provider may request an appeal/waiver by submitting a written request to the state superintendent of education within 15 calendar days of the LDE's release of the preparation provider's performance profile.

b. All appeal/waiver requests must clearly state the specific reasons for requesting the appeal/waiver and the reasons why the appeal/waiver should be granted and must include any necessary supporting documentation.

c. Supporting documentation for appeal/waiver requests should clearly outline the unforeseen and unusual factors that generate the request. The preparation provider shall be responsible for supplying the LDE with information necessary for recalculating accountability components per applicable policy.

d. Data corrections shall not be the grounds for an appeal/waiver, as all data corrections shall be made prior to release of performance profiles regardless of the source of any errors.

e. The LDE shall review all timely submitted appeal/waiver requests and, if the request meets guidelines described in this section, make recommendations to BESE following the close of the appeal/waiver period. Within this interval, the LDE shall notify preparation providers of its recommendations and allow the provider to respond in writing. The preparation provider shall be notified of the recommendation and allowed to respond in writing. The LDE's recommendations and preparation provider's responses will be forwarded to BESE for final disposition, if applicable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2490 (December 2017).

Chapter 5. Louisiana Early Childhood Ancillary Certificate Program Accountability, Renewal, and Approval

§501. Ongoing Approval of Early Childhood Ancillary Certificate Programs

A. In order to offer a BESE-approved early childhood ancillary certificate program that allows early childhood educators to earn a Louisiana early childhood ancillary certificate, early childhood ancillary certificate providers

shall follow the process/procedures detailed in Chapter 3 of this document.

B. The LDE shall annually produce and make publicly available a performance profile and quality rating for each BESE-approved early childhood ancillary certificate program.

C. Renewal decisions shall be made every two years beginning with the first accountability cycle and shall be based on the quality ratings produced annually. Early childhood ancillary certificate programs that earn an ineffective rating (Level 1) for two of any consecutive three fiscal years may not be recommended for BESE-approval during the renewal period.

D. Early childhood ancillary certificate programs that do not maintain a quality rating of level 3 or above on the Louisiana early childhood ancillary certificate program quality rating system and as reported in the annual quality rating shall participate in a continuous improvement planning process with the LDE, including the following:

1. program development of an improvement plan that includes specific improvement goals, timelines, and measures of success;

2. approval of the improvement plan by LDE staff; and

3. progress reports submitted by the program provider to LDE staff as established in the approved plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1088 (April 2022).

§503. Early Childhood Ancillary Certificate Quality Rating System Participation and Performance Profile Implementation Timeline

A. For early childhood ancillary certificate programs that obtain BESE approval prior to September 1, 2022:

1. The 2021-2022 academic year will be a pilot phase for the early childhood ancillary certificate program quality rating system. BESE-approved early childhood ancillary certificate programs will be given the opportunity to participate in a pilot on-site review using the rubric maintained by the LDE. If produced, individual early childhood ancillary certificate program performance profiles will not be published.

2. The 2022-2023 and the 2023-2024 academic years will be a learning phase. There will be no consequences for early childhood ancillary certificate programs as a result of performance profiles or quality ratings during the learning phase. Performance profiles for the 2022-2023 and the 2023-2024 learning phase will be publicly available in 2024-2025 and will clearly indicate that the performance profile is informational and assigned during a learning phase.

3. The 2024-2025 academic year will be the first year of the initial two-year renewal cycle.

B. For early childhood ancillary certificate programs that obtain BESE approval after September 1, 2022, but prior to September 1, 2023:

1. The 2023-2024 academic year will be a learning phase. There will be no consequences for early childhood ancillary certificate programs as a result of performance profiles or quality ratings during the learning phase. Performance profiles for the 2022-2023 and the 2023-2024 learning phase will be publicly available in 2024-2025 and will clearly indicate that the performance profile is informational and assigned during a learning phase.

2. The 2024-2025 academic year will be the first year of the initial two-year renewal cycle.

C. For early childhood ancillary certificate programs that obtain BESE approval after September 1, 2023, the renewal cycle will begin on September 1 of the year directly following BESE approval.

D. Beginning with the 2022-2023 academic year, any early childhood ancillary certificate program that obtains BESE approval prior to September 1 of that academic year must participate in the early childhood ancillary certificate program quality rating system during that academic year. BESE approval shall be terminated for any program that does not participate in the quality rating system or any component thereof.

E. Beginning with the fall semester of 2026, the LDE will annually produce and make publicly available on the LDE website a performance profile and quality rating for each BESE-approved early childhood ancillary certificate program. The quality rating will not be used to make judgments about renewal of early childhood ancillary certificate program approval until the spring semester of 2027.

F. Beginning with ratings assigned in the fall semester of 2026, Louisiana early childhood ancillary certificate quality rating system results will serve as the basis for early childhood ancillary certificate program renewal. The renewal cycle will be two years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1088 (April 2022).

§505. Louisiana Early Childhood Ancillary Certificate Quality Rating System

A. The Louisiana early childhood ancillary certificate quality rating system shall serve as the basis for the renewal of early childhood ancillary certificate program approval. The rating system shall:

1. include multiple measures of early childhood ancillary certificate program success;

2. result in an annual report and performance profile for each BESE-approved early childhood ancillary certificate program; and

3. result in an annual quality rating for each approved early childhood ancillary certificate program.

a. The ratings shall be:

Quality Rating	Composite Score Range
Level 1: Ineffective	1.00 <x< 1.44
Level 2: Effective: Emerging	1.45 <x< 2.44
Level 3: Effective	2.45 <x< 3.44
Level 4: Highly Effective	3.45 <x< 4.00

B. The Louisiana early childhood ancillary certificate quality rating system shall include but not be limited to the following domains:

1. Early Childhood Ancillary Certificate Program Experience. As measured by on-site reviews of each early childhood ancillary certificate program, the on-site review shall be conducted at the early childhood ancillary certificate program level and shall result in one rating. An on-site review shall be conducted every other year for each early childhood ancillary certificate program. When logistically and fiscally feasible and appropriate, the program may request the specific years and semesters during which the on-site review is conducted to provide a comprehensive candidate view. Such requests must be submitted to the LDE no less than one year before the renewal period begins.

a. On-site reviews may be conducted by the LDE or by a BESE-approved contractor with demonstrated expertise in early childhood teacher preparation. The evaluation tools used to conduct on-site reviews shall align to the requirements set forth in this bulletin and provide for a holistic rating between 1 and 4.

b. The LDE will maintain and publish a rubric for on-site reviews.

2. Building Workforce Capacity. The capacity shall be measured by the progress toward attainment of the early childhood ancillary certificate by program candidates:

a. Program candidates shall include candidates who teach in Type III child care centers, enroll in the early childhood ancillary certificate program, and receive a scholarship through Louisiana Pathways to attend the BESE-approved program.

b. Progress toward attainment of the early childhood ancillary certificate will be measured by program candidates attainment of credentialing milestones, including satisfactory academic progress, attainment of the CDA, and LDE-issued certification.

3. Early Childhood Teacher Quality. Quality shall be measured by program candidates CLASS® scores.

a. The CLASS® scores collected for the program completer in the observation period directly following program completion will be used for the performance profile year in which the observation occurs.

b. Program completers shall include candidates who teach in Type III child care centers, enroll in the early childhood ancillary certificate program, receive a scholarship through Louisiana Pathways to attend the BESE-approved program, and complete coursework to graduate from the program;

c. CLASS® scores will be calculated using the local CLASS® observations after any domain-level replacement by observations conducted the LDE third party contractor, as defined in Part CLXVII, Bulletin 140–Louisiana Early Childhood Care and Education Network.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1089 (April 2022).

§507. Quality Rating Calculation

A. The quality rating for an early childhood ancillary certificate program shall be calculated by weighting each domain.

1. Early childhood ancillary certificate program experience shall be weighted at 50 percent;

2. Building workforce capacity shall be weighted at 25 percent; and

3. Early childhood teacher quality shall be weighted at 25 percent.

B. The quality rating corresponds to the composite score range listed below.

Quality Rating	Composite Score Range
Level 1: Ineffective	1.00 <x< 1.44
Level 2: Effective: Emerging	1.45 <x< 2.44
Level 3: Effective	2.45 <x< 3.44
Level 4: Highly Effective	3.45 <x< 4.00

C. The early childhood ancillary certificate program experience score shall be determined by the on-site review rating. All numbers used in the on-site review calculation process shall be rounded to the nearest tenth, unless otherwise specified.

ECAC Program Experience Rating	Score Range
Level 1: Ineffective	1.0-1.44
Level 2: Effective: Emerging	1.45-2.44
Level 3: Effective	2.45-3.44
Level 4: Highly Effective	3.45-4.0

D. The building workforce capacity score shall be determined by the calculation of an index score, to be calculated as follows.

1. The number of candidates in each category below will be multiplied by the corresponding index points.

Candidate Completion	Index Points
Starts program but does not complete any course intervals within a year of cohort completion	0
Completes only the initial course interval within a year of cohort completion	25
Completes first and second intervals of coursework but does not obtain a CDA within a year of cohort completion	50
Completes coursework and obtains a CDA but does not obtain the ECAC within a year of cohort completion	75
Obtains the ECAC within a year of cohort completion	100

2. The totals for each category in Paragraph 1 of this Subsection will be added together.

3. The sum of the totals for each category will be divided by the total number of program participants who began the cohort, yielding an index score between 0 and 100.

4. Using the index score, a building workforce capacity score between one and four will be assigned based upon the following ranges.

Building Workforce Capacity	Score Range
Level 1: Ineffective	<65
Level 2: Effective: Emerging	65.0-75.0
Level 3: Effective: Proficient	75.1-84.9
Level 4: Highly Effective	≥85

5. The building workforce capacity score will be calculated a year after cohort completion and updated annually as a lagging indicator.

E. Early childhood teacher quality will be determined by the calculation of an index score based on CLASS® observations conducted in accordance with Bulletin 140 §503 in the observation period immediately following the candidate completion of the program.

1. The number of candidates with a CLASS® score in each category below will be multiplied by the corresponding index points.

Candidate CLASS® Scores	Index Points
Level 1: Ineffective (below 1.00-2.99)	0
Level 2: Effective: Emerging (3.00 to 4.49)	50
Level 3: Effective: Proficient (4.50 to 5.99)	75
Level 4: Highly Effective (6.00 to 7.00)	100

2. The totals for each category in Paragraph 1 of this Subsection will be added together.

3. The sum of the totals for each category will be divided by the total number of program completers who have an observation in the semester following candidate graduation, yielding an index score between 0 and 100.

4. Using the index score, an early childhood teacher quality score between a range of one and four will be assigned.

Early Childhood Teacher Quality Score	Score Range
Level 1	<65
Level 2	65.0-75.0
Level 3	75.1-84.9
Level 4	≥85

F. The LDE shall analyze results from the 2022-2024 learning cycle and may recommend additional policy for BESE consideration for 2024-2025 and beyond.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1090 (April 2022).

§509. Informational Metrics

A. The LDE may publish informational metrics that provide additional detail regarding the early childhood ancillary certificate quality rating system domains and other measures of early childhood ancillary certificate program quality.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1091 (April 2022).

§511. Reporting for the Accountability System

A. Programs shall submit cohort information for each candidate participating in a BESE-approved ECAC program follow the candidate's initial CLASS® observation, at the completion of a cohort, and one year after the graduation of the cohort. Early childhood ancillary certificate programs shall report to the LDE, in the manner specified by the LDE, the following.

Data Categories	Data Elements
Candidate and Graduate Biographical and Program Data	Name
	Birthdate
	Teacher Identification number (if applicable)
	Social Security Number
	Gender
	Race/Ethnicity
	Name of employing Type III Center
	Date candidate admitted to program
	Date candidate completed first interval
	Date candidate completed second interval and any additional course intervals
	Initial CLASS scores from observation conducted by the ECAC program
	Second CLASS scores from observation conducted by the ECAC program
	Date candidate graduated or completed program
	Information for candidates who dropped including reasons for dismissal or departure and date of last attendance
Candidate Admissions	Candidate employment verification
	Candidate experience in ECE
Graduate Completion Data	Date graduate obtained CDA and certificate number
	Date graduate obtained ECAC and certificate number

B. Program completers shall be defined as candidates who completed the programs during the most recent academic year, which is defined as July 1 to June 30.

C. Regularly-reported data, coupled with certification and teacher quality data from the LDE, shall form the official record for the calculation of the program quality rating. The LDE shall provide for a data verification process for the official record as outlined in this bulletin.

D. Preparation providers shall report candidate data subject to the provisions of FERPA only when candidates have provided the necessary permissions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1091 (April 2022).

§513. Data Verification, Appeals, and Waivers

A. A data verification process and procedures for appeals and waivers shall be used to correct inaccurate quality rating data and address unforeseen and aberrant factors affecting teacher preparation providers.

1. The LDE shall establish a data verification process for preparation providers to correct inaccurate quality rating data. The LDE shall provide a period(s) of not less than 15 calendar days for final review, correction, and verification of accountability data. All data correction must occur during the designated data verification period. Each preparation provider must collect documentation for every data element that is submitted for correction and maintain documentation on file for at least four years. The LDE shall review all data corrections during the verification period and grant approval of data proven valid. The LDE may request documentation to support the validity of the corrections.

2. An appeal is a request for the calculation or recalculation of the quality rating or any component score. The appeal procedure is created to address issues when the literal application of program accountability or program renewal policy does not consider certain unforeseen and unusual circumstances. Appeals shall not be available for failure to correct data during the data verification process.

3. A waiver is a temporary withholding of accountability decisions or required components of the quality rating system for no more than one accountability year. The waiver procedure is created to address issues when the literal application of program accountability or program renewal policy does not consider certain unforeseen circumstances. Waivers shall be denied to aggrieved parties attempting to subvert the intent of provisions outlined in federal or state law or policy.

4. The procedure for appeals and waivers is as follows:

a. A preparation provider may request an appeal/waiver by submitting a written request to the state superintendent of education within 15 calendar days of the LDE release of the preparation provider performance profile.

b. All appeal/waiver requests must clearly state the specific reasons for requesting the appeal/waiver and the reasons why the appeal/waiver should be granted and must include any necessary supporting documentation.

c. Supporting documentation for appeal/waiver requests should clearly outline the unforeseen and unusual factors that generate the request. The preparation provider shall be responsible for supplying the LDE with information necessary for recalculating accountability components per applicable policy.

d. Data corrections shall not be grounds for an appeal/waiver, as all data corrections shall be made prior to release of performance profiles regardless of the source of the errors.

e. The LDE shall review all timely-submitted appeal/waiver requests and, if the request meets guidelines established in this section, shall make recommendations to BESE following the close of the appeal/waiver period. The LDE shall notify the preparation provider of the recommendations and allow the provider to respond in writing. The LDE recommendations and preparation provider responses will be forwarded to BESE for final disposition, as applicable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1091 (April 2022).

Chapter 7. Louisiana State Standards for Educator Preparation Programs

§701. Introduction [Formerly §301]

A. Each educator preparation program seeking approval from the Board of Elementary and Secondary Education (BESE) is required to incorporate and adhere to CAEP standards and to track closely the CAEP accreditation process. It is the responsibility of the teacher preparation program to prepare and present a clear description of how it is responding to each of the Louisiana standards within the accreditation process.

B. The rubrics, as listed, develop a continuum of quality regarding a beginning teacher's ability to meet effectively the requirements of the five domains in *The Louisiana Components of Effective Teaching*. The integration of the Louisiana content standards is to be evidenced in the teacher education curricula of each teacher education unit. Each teacher education program must show evidence of integration.

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 28:1731 (August 2002), amended LR 30:2454 (November 2004), LR 35:2329 (November 2009), LR 37:563 (February 2011), LR 40:1001 (May 2014), LR 43:1318 (July 2017).

Subchapter A. Traditional Teacher Preparation Programs

§703. Overview

A. The following are deadline dates for approved traditional teacher preparation programs that meet requirements described in this Subchapter:

1. by no later than August 31, 2022—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(10), R.S. 17:7(6), and R.S. 17:7.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1318 (July 2017), amended LR 43:2491 (December 2017).

§705. Introduction

A. For the traditional teacher preparation program certification structures that BESE has adopted, the following notes apply.

1. Students must spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours shall be on an all-day basis.

2. In addition to the student teaching experience, the student should be provided actual teaching experience (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

3. Three of the flexible hours allowed in the program structure must be in the “humanities.” This must occur to meet general education requirements for the board of regents.

4. If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

5. Minimum credit hours have been listed. Programs may use the flexible hours to add more content hours to the various elements of the program.

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 43:1318 (July 2017).

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

A. For certification as a teacher of birth to kindergarten children in the state of Louisiana, the focus is on birth to kindergarten education.

1. General Education—39 semester credit hours. Requirements provide the birth to kindergarten teacher with basic essential knowledge and skills:

a. English—12 semester hours;

b. mathematics—6 semester hours;

c. sciences—9 semester hours;

d. social studies—9 semester hours;

e. arts—3 semester hours.

2. Focus Area: Birth to Kindergarten—30 semester credit hours. Requirements provide the prospective birth to kindergarten teacher with a strong foundation pertaining to the growth and development of young children. All courses are to be aligned to state and national standards for birth to kindergarten:

a. birth to kindergarten content knowledge and instruction identified by the state as being required for an early childhood/ancillary certificate—9 semester credit hours;

b. infant/toddler and preschool/kindergarten development—6 semester credit hours;

c. infant/toddler and preschool/kindergarten methodology—6 semester credit hours;

d. language and literacy development—3 semester credit hours;

e. family systems and practicum—6 semester credit hours.

3. Knowledge of the Learner and Learning Environment—9 semester credit hours. Requirements provide the prospective birth to kindergarten teacher with a fundamental understanding of the birth to kindergarten learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child, as follows:

a. educational psychology;

b. assessment of young children;

c. behavior management;

d. diverse/multicultural education.

4. Methodology and Teaching—15 semester hours. Requirements provide the prospective birth to kindergarten teacher with fundamental pedagogical skills:

a. teaching methodology—6 semester hours;

b. advanced language development and literacy—6 semester hours;

c. professional teaching residency and seminar I and professional teaching residency and seminar II—24 semester hours;

d. flexible hours for the university's use—6 semester hours;

e. total required hours in the program—120 semester hours.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:17:6(A)(10), (11), and (15), R.S. 17:7(6), and R.S. 17:407.81.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1318 (July 2017).

§709. Minimum Requirements for Approved Regular Education Programs for Grades PK-3

A. For certification as a teacher in grades pre-kindergarten through third (PK-3) in the state of Louisiana, the focus is on the areas of early childhood, reading/language arts, and mathematics.

1. General Education—39 semester hours. Requirements provide the prospective PK-3 teacher with basic essential knowledge and skills:

a. English—12 semester hours;

b. mathematics—9 semester hours;

c. sciences—9 semester hours;

d. social studies—6 semester hours;

e. arts—3 semester hours.

2. Focus on Early Childhood, Reading/Language Arts, and Mathematics—33 semester hours.

a. Requirements provide a greater depth of knowledge in early childhood education:

i. nursery school and kindergarten coursework—12 semester hours;

ii. reading/language arts (additional content and teaching methodology)—12 semester hours;

iii. mathematics—9 semester hours;

iv. knowledge of the learner and the learning environment, with the emphasis on early childhood—15 semester hours.

b. Requirements provide the prospective PK-3 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child, as follows:

i. child/adolescent development/psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

3. Methodology and Teaching—15 semester hours. Requirements provide the prospective PK-3 teacher with fundamental pedagogical skills:

a. teaching methodology—6 semester hours;

b. student teaching—9 semester hours;

c. flexible hours for the university's use—18 semester hours;

d. total required hours in the program—120 semester hours.

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 43:1319 (July 2017).

§711. Minimum Requirements for Approved Regular Education Programs for Grades 1-5

A. For certification as a teacher in elementary grades 1-5 in the state of Louisiana, the focus is on the areas of reading/language arts and mathematics.

1. General Education—54 semester hours. Requirements provide the prospective elementary grades 1-5 teacher with basic essential knowledge and skills:

a. English—12 semester hours;

b. mathematics—12 semester hours;

c. sciences—15 semester hours;

d. social studies—12 semester hours;

e. arts—3 semester hours.

2. Focus on Reading/Language Arts and Mathematics—21 semester hours.

a. Requirements provide the prospective elementary grades 1-5 teacher with fundamental pedagogical skills:

i. reading/language arts (additional content and teaching methodology—12 semester hours;

ii. mathematics (additional content and teaching methodology—9 semester hours;

iii. knowledge of the learner and the learning environment, with the emphasis on the elementary school student—15 semester hours.

b. Requirements provide the prospective elementary grades 1-5 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child, as follows:

i. child/adolescent development or psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

3. Methodology and Teaching—15 semester hours.

a. Requirements provide the prospective elementary grade 1-5 teacher with fundamental pedagogical skills:

i. teaching methodology—6 semester hours;

ii. student teaching——semester hours;

iii. flexible hours for the university's use—15 semester hours;

iv. total required hours in the program—120 semester hours.

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 43:1319 (July 2017).

§713. Minimum Requirements for Approved Regular Education Programs for Grades 4-8

A. For certification as a teacher in middle grades 4-8 in the state of Louisiana, the focus is on two in-depth teaching areas.

1. General Education—54 semester hours. Requirements provide prospective middle grades 4-8 teachers with basic essential knowledge and skills:

a. English—12 semester hours;

b. mathematics—12 semester hours;

c. sciences—15 semester hours;

d. social studies—12 semester hours;

e. arts—3 semester hours.

2. Focus Area Number 1—19 hours total combined general education and focus area coursework:

a. English—7 or more hours;

b. mathematics—7 or more hours;

c. social studies—7 or more hours;

d. science—4 or more hours.

3. Focus Area Number 2—19 hours total combined general education and focus area coursework:

a. English—7 or more hours;

b. mathematics—7 or more hours;

c. social studies—7 or more hours;

d. science—4 or more hours.

4. Knowledge of the Learner and the Learning Environment, with the Emphasis on the Middle School Student—15 semester hours.

a. Requirements provide the prospective middle grades 4-8 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child:

i. child/adolescent development/psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

5. Methodology and Teaching—24 semester hours. Requirements provide the prospective middle grades 4-8 teacher with fundamental pedagogical skills:

a. teaching methodology—9 semester hours;

b. reading—6 semester hours;

c. student teaching—9 semester hours;

d. flexible hours for the university's use—13-16 semester hours;

e. total required hours in the program—120 semester hours.

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 43:1320 (July 2017).

§715. Minimum Requirements for Approved Regular Education Programs for Grades 6-12

A. For certification as a secondary teacher in grades 6-12 in the state of Louisiana, the focus is on content in the teaching area.

1. General Education—30 semester hours. Requirements provide prospective secondary grades 6-12 teachers with basic essential knowledge and skills:

a. English—6 semester hours;

b. mathematics—6 semester hours;

c. sciences—9 semester hours;

d. social studies—6 semester hours;

e. arts—3 semester hours.

2. Focus Area—a total of 30 hours of combined general education and focus area coursework. These focus hours prepare a prospective secondary teacher of grades 6-12 in the content area essential to the certification area:

a. English, social studies, or mathematics—25 or more hours; or

b. science—22 or more hours; or

c. other focus areas—30 or more hours.

3. Knowledge of the Learner and the Learning Environment, with the Emphasis on the Secondary School Student—15 semester hours.

a. Requirements provide the prospective secondary grades 6-12 teacher with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

i. child/adolescent development or psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

4. Methodology and Teaching—18 semester hours. Requirements provide the prospective secondary grade 6-12 teacher with fundamental pedagogical skills:

a. teaching methodology—6 semester hours;

b. reading—3 semester hours;

c. student teaching—9 semester hours;

d. flexible hours for the university's use—26-35 semester hours;

e. total required hours in the program—120 semester hours.

NOTE: The following areas are approved primary teaching focus areas, to include a minimum of 30 semester hours of credit: Agriculture; Biology; Business; Chemistry; Computer Science; Earth Science; English; Environmental Science; Family and Consumer Sciences; a specific Foreign Language; General Science; Marketing; Mathematics; Physics; Social Studies; Speech; Technology Education.

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 43:1320 (July 2017).

§717. College of Arts/Humanities/Sciences Degree Pathway to Secondary Education Certification (Grades 6-12)

A. This certification structure identifies courses that candidates must complete if pursuing a degree through the college of arts/humanities/sciences, with an education minor, to become certified to teach secondary grades 6-12.

1. General Education—30 semester hours. These requirements provide prospective secondary grades 6-12 teachers with basic essential knowledge and skills:

a. English—6 semester hours;

b. mathematics—6 semester hours;

c. sciences—9 semester hours;

d. social studies—6 semester hours;

e. arts—3 semester hours.

2. Focus Areas: Content Area (semester hours can include general education coursework, if appropriate, and additional coursework)—30 semester hours.

3. Focus Areas: Education—33 semester hours.

a. Knowledge of the Learner and the Learning Environment with the Emphasis on the Secondary School Student—15 semester hours:

i. adolescent development or psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

b. Methodology and Teaching—18 semester hours. Requirements provide the prospective secondary grades:

i. 6-12 teacher with fundamental pedagogical skills:

ii. teaching methodology (six semester hours);

iii. reading (three semester hours);

iv. student teaching (nine semester hours).

4. Flexible hours for the university's use—26-35 semester hours. The number of flexible hours is dependent upon the number of general education courses in English, mathematics, science, and social studies that can be applied toward the major. The number of hours for a content areafocus should be a minimum of 30 hours, and the total curriculum (including flexible hours) should be 120 hours.

5. Total required hours in the program—120 semester hours.

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 43:1321 (July 2017).

§719. Minimum Requirements for Approved Regular Education All-Level Programs for Grades K-12

A. General Education—a minimum of 30 semester hours of credit designed to develop a broad cultural background. The work must be taken in the following five areas:

1. English—6 semester hours;

2. mathematics—6 semester hours;

3. sciences—9 semester hours;

4. social studies—6 semester hours;

5. arts—3 semester hours.

B. Focus area:

1. art—28 semester hours of art coursework;

2. dance—30 semester hours of dance coursework;

3. health and physical education—30 semester hours of health and physical education coursework;

4. vocal music—30 semester hours of vocal music coursework;

5. instrumental music—30 semester hours of instrumental music coursework;

6. vocal and instrumental music—50 semester hours vocal and instrumental music coursework;

7. foreign language—30 semester hours of the language (If French, at least 12 hours must be earned through a two-semester residence in a university abroad or through two summers of intensive immersion study on a Louisiana campus, an out-of-state university, or abroad.).

C. Knowledge of the Learner and the Learning Environment—18 semester hours.

1. Coursework should address needs of the regular and exceptional child and certification grade categories PK-3, 1-5, 4-8, and 6-12:

a. child development;

b. adolescent psychology;

c. educational psychology;

d. the learner with special needs;

e. classroom organization and management;

f. multicultural education.

D. Methodology and Teaching—18 semester hours:

1. reading—3 semester hours;

2. teaching methodology—6 semester hours;

3. student teaching—9 semester hours;

4. flexible hours for university use—4-26 semester hours;

5. total required hours in the program—120 semester hours.

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 43:1321 (July 2017).

§721. Minimum Requirements for Approved General/Special Education Mild-Moderate Undergraduate Program: An Integrated to Merged Approach[1] for Grades 1-5[2]

A. Students who complete an approved blended general/special education mild/moderate program for elementary grade levels 1-5 are eligible for certification in the areas of mild/moderate and elementary grades 1-5. The program focus is on the areas of reading/language arts and mathematics.

1. General Education—54 semester hours. Requirements provide the prospective elementary grades 1-5 teacher with basic essential knowledge and skills:

a. English—12 semester hours;

b. mathematics—12 semester hours;

c. sciences—15 semester hours;

d. social studies—12 semester hours;

e. arts—3 semester hours.

2. Focus Area: Special Education—21 semester hours:

a. special education content[3]—21semester hours.

3. Knowledge of the Learner and the Learning Environment, with Emphasis on the Elementary School Student—15 semester hours.

a. Requirements provide the prospective elementary grades 1-5 teacher with a fundamental understanding of the learner and the teaching and learning process. Coursework should address the needs of the regular and the exceptional child:

i. child/adolescent development or psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

4. Methodology and Teaching—33 semester hours.

a. Requirements provide the prospective elementary grades 1-5 teacher with fundamental pedagogical skills:

i. reading and literacy content/methodology—12 semester hours;

ii. teaching methodology and strategies (science and social studies must be addressed)—6 semester hours;

iii. math content/methodology—6 semester hours;

iv. student teaching[4]—9 semester hours;

v. flexible hours for the university's use—3 semester hours;

vi. total required hours in the program[5]§126 semester hours.

[1]NOTE: Linda P. Blanton, Marleen Pugach, "Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers," pp. 11-24

[2]NOTE: Students who do not possess basic technology skills should provide coursework or opportunities to develop those skill early in their program.

[3]NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

[4]NOTE: (50 percent of the student teaching must include working with and actual teaching of students with disabilities)

[5]NOTE: In addition to the student teaching experience, students should be provided actual teaching experiences (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

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 43:1322 (July 2017).

§723. Minimum Requirements for Approved General/Special Education Mild-Moderate Undergraduate Program: An Integrated to Merged Approach[1] for Grades 4-8[2]

A. Students who complete an approved blended general/special education mild/moderate program for middle grades 4-8 are eligible for certification in the areas of mild/moderate and the selected middle grades 4-8 content area. The program focus is on special education and one middle school content area.

1. General Education—54 semester hours. Requirements provide the prospective middle grades 4-8 teacher with basic essential knowledge and skills:

a. English—12 semester hours;

b. mathematics—12 semester hours;

c. sciences—15 semester hours;

d. social studies—12 semester hours;

e. arts—3 semester hours.

2. Focus Area, Special Education and One Middle School Content Focus Area—42 semester hours (combined general education and focus area content semester hours should equal 19):

a. middle school content area (English, mathematics, science, or social studies—21 semester hours;

NOTE: General education coursework may be used to create the 21 semester hours.

b. special education content[3]—21 semester hours.

3. Knowledge of the Learner and the Learning Environment, with the Emphasis on the Middle School Student—15 semester hours.

a. Requirements provide the prospective middle grades 4-8 teacher with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

i. child/adolescent development or psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

4. Methodology and Teaching—21 semester hours. These requirements provide the prospective middle grades 4-8 teacher with fundamental pedagogical skills:

1. reading and literacy content/methodology—6 semester hours;

2. teaching methodology and strategies—6 semester hours;

3. student teaching[4]—9 semester hours;

4. flexible hours for the university's use—3-6 semester hours;

5. total required hours in the program[5]—123 semester hours.

[1]NOTE: Linda P. Blanton, Marleen Pugach, "Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers," pp. 11-24

[2]NOTE: Students who do not possess basic technology skills should provide coursework or opportunities to develop those skill early in their program.

[3]NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

[4]NOTE: (50 percent of the student teaching must include working with and actual teaching of students with disabilities)

[5]NOTE: In addition to the student teaching experience, students should be provided actual teaching experiences (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

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 43:1322 (July 2017).

§725. Minimum Requirements for Approved General/Special Education Mild-Moderate Undergraduate Program: An Integrated to Merged Approach[1] for Grades 6-12[2]

A. Students who complete an approved blended general/special education mild/moderate program for secondary grade levels 6-12 are eligible for certification in the areas of mild/moderate and in the selected secondary grades 6-12 content area. The program focus is on special education and one high school content area.

1. General Education—30 semester hours. These requirements provide the prospective secondary grades 6-12 teacher with basic essential knowledge and skills:

a. English—6 semester hours;

b. mathematics—6 semester hours;

c. sciences—9 semester hours;

d. social studies—6 semester hours;

e. arts—3 semester hours.

2. Focus Area, Special Education and One High School Content Focus Area—51 semester hours (combined general education and focus area content semester hours should equal 30):

a. secondary school content area—30 semester hours;

NOTE: General education coursework may be used to create the 30 semester hours.

b. special education focus area[3]—21 semester hours.

3. Knowledge of the Learner and the Learning Environment—15 semester hour.

a. These requirements provide the prospective secondary grades 6-12 teacher with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

i. child/adolescent development or psychology;

ii. educational psychology;

iii. the learner with special needs;

iv. classroom organization and management;

v. multicultural education.

4. Methodology and Teaching—21 semester hours. These requirements provide the prospective secondary grades 6-12 teacher with fundamental pedagogical skills:

a. reading and literacy content/methodology—6 semester hours;

b. teaching methodology and strategies—6 semester hours;

c. student teaching[4]—9 semester hours;

d. flexible hours for the university's use—6-9 semester hours;

e. total required hours in the program[5]—123 semester hours.

[1]NOTE: Linda P. Blanton, Marleen Pugach, "Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers," pp. 11-24

[2]NOTE: Students who do not possess basic technology skills should provide coursework or opportunities to develop those skill early in their program.

[3]NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

[4]NOTE: (50 percent of the student teaching must include working with and actual teaching of students with disabilities)

[5]NOTE: In addition to the student teaching experience, students should be provided actual teaching experiences (in addition to observations) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

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 43:1323 (July 2017).

§727. Minimum Requirements for Approved Early Interventionist Special Education Birth to Five Years Program

A. For Louisiana certification as a teacher for early interventionist: birth to five years, the focus of the program is on early childhood and early interventionist.

1. General Education—48 semester hours. These requirements provide the prospective early interventionist teacher with basic essential knowledge and skills:

a. English—12 semester hours;

b. mathematics—12 semester hours;

c. sciences—12 semester hours;

d. social studies—9 semester hours;

e. arts—3 semester hours.

2. Focus Area: The Young Child—30 semester hours:

a. nursery school and kindergarten—9 semester hours;

b. reading content—3 semester hours;

c. special education content* (with emphasis on infants, toddlers, and preschoolers): foundations in early childhood education and early intervention; physical and medical management; motor speech/language development; sensory and communication differences; understanding and working with families—18 semester hours.

*NOTE: Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

3. Knowledge of the Learner and the Learning Environment, with the Emphasis on Infants, Toddlers, and Preschoolers—15 semester hours.

a. These requirements provide prospective Early Interventionist teachers with a fundamental understanding of the learner and the teaching/learning process. Coursework should address the needs of the regular and the exceptional child:

i. child development/psychology;

ii. learning environments/diversity/behavior analysis;

iii. curriculum;

iv. assessment;

v. interdisciplinary and interagency teaming and consultation.

4. Methodology and Teaching—15 semester hours. These requirements provide the prospective early interventionist teacher with fundamental pedagogical skills:

a. reading methodology—6 semester hours;

b. teaching methodology (early intervention methods infant, toddler, preschool), understanding and facilitating play, teaching mathematics—9 semester hours;

c. student teaching (infant, toddler, preschool areas)—9 semester hours;

d. flexible hours for the university's use—7 semester hours;

e. total required hours in the program—124 semester hours.

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 43:1323 (July 2017).

§729. Minimum Requirements for Approved Teacher Education Program for Speech, Language, and Hearing Specialists

A. For certification as a speech, language, and hearing specialist through a traditional teacher preparation program, emphasis is placed upon general, professional, and special education coursework.

1. General Education—46 semester hours designed to develop a broad cultural background. The work must be taken in the five areas listed below:

a.i. English, including at least 3 semester hours in grammar and 3 semester hours in composition—12 semester hours;

ii. social studies (anthropology, economics, geography, history, political science, sociology, and survey of social science), including at least 3 semester hours in United States history—12 semester hours;

iii. science, including at least 3 semester hours in biological science, 3 semester hours in physical science, and 3 semester hours in anatomy and physiology—12 semester hours;

iv. mathematics—6 semester hours;

v. health and physical education—4 semester hours;

b. universities that wish to require 3 semester hours of computer science should require a minimum of 6 semester hours in mathematics and a minimum of 9 semester hours in science.

2. Professional Education—33 semester hours, which must be taken in the four areas listed below:

a. history of education, introduction to education, foundations of education, and/or philosophy of education—3 semester hours;

b. educational psychology and/or principles of teaching—3 semester hours;

c. student teaching in speech, language, and hearing therapy with individuals from birth to 22 years of age, in public or nonpublic schools—9 semester hours:

i. student teaching must be supervised according to certification requirements for supervisor of student teachers referred to in Bulletin 746 and according to the mandates of R.S. 17:7.1-R.S. 17:7.2;

d. at least 18 hours of professional education, to include the following:

i. adolescent psychology—3 semester hours;

ii. child psychology—3 semester hours;

iii. introduction to exceptional children—3 semester hours;

iv. teaching of reading—3 semester hours.

3. Special Education Requirements for Speech, Language, and Hearing Services (*indicates those courses recommended to be taught at the bachelor's level)

a. Basic requirements:

i. *educational and/or psychological tests and measurements—3 semester hours;

ii. *counseling methods for teaching or psychological counseling—3 semester hours;

iii. *abnormal psychology (e.g., psychology of adjustment, mental hygiene, psychology of the emotionally disturbed)—3 semester hours.

b. Basic professional courses:

i. *American phonetics—3 semester hours;

ii. *anatomy and physiology of the speech and hearing mechanism—3 semester hours;

iii. *normal speech and language acquisition (to include cultural and regional variations)—3 semester hours;

iv. voice science and/or acoustics—3 semester hours;

v. *methods and materials in speech, language, and hearing therapy in public schools—3 semester hours.

c. Hearing and hearing disorders:

i. *general foundations in audiology (including hearing testing)—3 semester hours;

ii. advanced hearing testing—3 semester hours;

iii. *aural rehabilitation—3 semester hours.

d. Speech and language disorders—a minimum of 30 hours, to include the following:

NOTE: No more than six of the following semester hours may be counted in clinical practicum credits.

i. *survey or introduction to communicative disorders—3 semester hours;

ii. *articulation disorders—3 semester hours;

iii. *language disorders—3 semester hours;

iv. *disorders of rhythm (to include stuttering)—3 semester hours;

v. *voice disorders—3 semester hours;

vi. cleft palate, orofacial disorders—3 semester hours;

vii. neurological disorders (cerebral and peripheral neurological disorders—3 semester hours;

viii. aphasia—3 semester hours;

ix. diagnosis and diagnostic practicum with speech and language disorders—3 semester hours;

x. a minimum of 30 semester hours must be earned at the graduate level, excluding 6 semester hours of practicum.

e. A minimum of 375 clock hours of supervised clinical practicum is required, of which at least 100 clock hours must have been earned at the undergraduate level. These hours must include experiences with individuals from birth to 21 years of age and shall include at a minimum the following distribution of hours or the distribution of hours as specified for clinical practicum be the American Speech-Language-Hearing Association (ASHA). A minimum of:

i. 50 hours in diagnosis;

ii. 50 hours in hearing, testing, and auditory rehabilitation;

iii. 75 hours in language disorders;

iv. 30 hours in articulation disorders;

v. 30 hours in rhythm disorders.

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 43:1324 (July 2017).

Subchapter B. Alternate Teacher Preparation Programs

§731. Introduction

A. The following are deadline dates for approved alternate teacher preparation programs that meet requirements described in this Subchapter:

1. by no later than August 31, 2021—last date for candidates enrolled in approved alternate teacher preparation programs that were approved prior to October 1, 2016 to complete 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 43:1325 (July 2017), amended, LR 43:2491 (December 2017).

§733. The Practitioner Teacher Program Alternative Path to Certification (Minimum Requirements)

A. State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a practitioner teacher program for certification in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), or general-special education mild/moderate: an integrated to merged approach for grades 1-5, grades 4-8 and grades 6-12. The practitioner teacher program is a streamlined certification path that combines intensive coursework and full-time teaching.

B. Admission to the Program. Program providers work with district personnel to identify practitioner teacher program candidates who will be employed by districts during the fall and spring semesters for candidates admitted in a summer preparation session and during the spring semester and successive fall semester for candidates admitted in a fall preparation session. For admission, candidates must:

1. possess a non-education baccalaureate degree from a regionally accredited university;

2. have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program;

3. have 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program;

4. pass the Praxis core academic skills for educators in reading, writing, and mathematics. Candidates who already possess a graduate degree will be exempted from this requirement;

5. pass the Praxis content-specific examinations. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area. The provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area;

6. meet other non-course requirements established by college or university.

C. Teaching Preparation (Summer Preparation Session or Fall Preparation Session)

1. All teachers will participate in field-based experiences in school settings while completing the summer/fall courses (or equivalent contact hours).

2. Grades PK-3 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child development or psychology, family and community relationships, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships (12 credit hours or equivalent 180 contact hours).

3. Grades 1-5, 4-8, and 6-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships (9 credit hours or equivalent 135 contact hours).

4. General-Special Education Mild/Moderate. An integrated to merged approach for grades 1-5 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with

disabilities), curriculum based assessment/IEP, vocational transition, foundation of reading, foundations of special education, and child psychology before starting their teaching internships (12 credit hours or equivalent 180 contact hours).

5. General-Special Education Mild/Moderate. An integrated to merged approach for grades 4-8 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, reading and literacy, foundations of special education, child and adolescent psychology before starting their internships (12 credit hours or equivalent 180 contact hours).

6. General-Special Education Mild/Moderate. An integrated to merged approach for grades 6-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on methodology, behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, reading and literacy, foundations of special education, adolescent psychology before starting their internships (12 credit hours or equivalent 180 contact hours).

7. All-level K-12 practitioner teachers will successfully complete courses or equivalent contact hours that focus on child and adolescent psychology, the diverse learner, classroom management and organization, assessment, instructional design, and instructional strategies across grade levels K-12 before starting their teaching internships (9 credit hours or equivalent 135 contact hours).

D. Teaching Internship and First-Year Support (12 credit hours or equivalent 180 contact hours)

1. Practitioner teachers assume full-time teaching positions in districts. During the school year, candidates participate in two seminars (during the fall and during the spring or the spring and fall, depending on entry point) that address immediate needs of the practitioner teacher program teachers, and receive one-on-one supervision through an internship provided by the program providers.

2. For all-level areas (art, dance, foreign language, health and physical education, and music), field experiences should be provided across grades K-12.

3. For general-special education mild/moderate grades 1-5, grades 4-8 and grades 6-12 seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans development and implementation; assessment; collaboration between special education and general education (e.g., co-planning, co-teaching, behavior intervention, accommodations, services/support); collaboration with parents; and data-driven decision making or any other identified needs. Technology will be addressed in all grade levels.

4. For general-special education mild/moderate grades 1-5, grades 4-8 and grades 6-12 seminars will cover instructional strategies in core content areas, state reading competencies with alignment to state literacy plan; numeracy strategies; classroom management; lesson plans development and implementation; assessment; collaboration between special education and general education (e.g., co-planning, co-teaching, behavior intervention, accommodations, services/support); collaboration with parents; and data-driven decision making or any other identified needs. Technology will be addressed in all grade levels.

E. Teaching Performance Review (End of First Year)

1. Program providers, principals, mentors, and practitioner teachers form teams to review first-year teaching performance of practitioner teachers and determine the extent to which the practitioner teachers have demonstrated teaching proficiency.

2. Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12 and All-Level K-12. If weaknesses are cited, teams will identify additional types of instruction to address areas of need. Prescriptive plans that require from one to nine credit hours of instruction, or 15 to 135 equivalent contact hours, will be developed for practitioner teachers.

3. General-Special Education Mild/Moderate Special Education Candidates. If weaknesses are cited, teams will identify additional types of instruction to address areas of need. Prescriptive plans that require from three to nine credit hours of instruction, or 45 to 135 equivalent contact hours, will be developed for practitioner teachers.

F. Prescriptive Plan Implementation (Second Year)

1. Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12 and All-Level K-12 (1 to 9 credit hours, or 15 to 135 contact hours). Candidates who demonstrate areas of need will complete prescriptive plans.

2. General-Special Education Mild/Moderate Special Education (3 to 9 credit hours, or 45 to 135 contact hours). Candidates who demonstrate area of need will complete prescriptive plans. Practitioner teachers will use prescriptive hours to meet the reading competency requirements by completing the same number of semester hours in reading as required for undergraduate teacher preparation programs:

a.i. elementary 1-5 programs—9 hours;

ii. middle grades 4-8 programs—6 hours;

iii. secondary grades 6-12 programs—3 hours; or

b. pass a reading competency assessment.

G. Total hours required in the program:

1. grades PK-3 program—24-33 credit hours (or equivalent 360-495 contact hours);

2. grades 1-5, 4-8, 6-12, all-level (K-12) programs—21-30 credit hours (or equivalent 315-450 contact hours);

3. general-special education mild/moderate grades 1-5, grades 4-8, and grades 6-12 programs—27-33 credit hours (or equivalent 405-495 contact hours).

H. Praxis Review (Second Year). Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the Praxis.

I. Program requirements must be met within a three year time period. For certification purposes, private providers and colleges or universities will submit signed statements to the Department of Education indicating that the student completing the Practitioner Teacher Program alternative certification path met the following requirements:

1. passed the core academic skills for educators components of the Praxis;

NOTE: This test was required for admission.

2. completed all program requirements including the internship with a 2.50 or higher GPA (this applies to candidates in a university program);

3. completed prescriptive plans (if weaknesses were demonstrated);

4. passed the Praxis specialty examination for the area(s) of certification:

NOTE: This test was required for admission.

a. all-level K-12 areas (art, dance, foreign language, health and physical education, and music)—subject-specific examination(s) for content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area for admission to the program;

5. passed the pedagogy examination (Praxis);

6. all candidates entering an alternate certification program after May 1, 2004, must demonstrate proficiency in the reading competencies as adopted by the BESE through either of the following:

a. successfully complete the same number of semester hours in reading as required for undergraduate teacher preparation programs:

i. early childhood PK-3, elementary 1-5 or general-special education mild/moderate 1-5 programs—9 hours;

ii. middle grades 4-8 programs or general-special education mild/moderate 4-8—6 hours;

iii. secondary 6-12 all-level K-12 or general-special education mild/moderate 6-12 programs—3 hours;

iv. special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired)—9 hours; or

b. pass a reading competency assessment;

7. the reading competency assessment for early childhood PK-3, elementary 1-5, and special education candidates is identified in Bulletin 746. Middle grades 4-8 and secondary grades 6-12 will be required to take the required reading course credit hours or equivalent contact hours until an appropriate reading competency assessment is developed and adopted.

J. Ongoing support (second and third year) program providers will give support services to practitioner teachers during their second and third years of teaching. Support types may include online support, internet resources, special seminars, etc.

K. Undergraduate, Graduate Courses; Graduate Programs. Universities may offer the practitioner teacher program courses at the undergraduate or graduate-level. Efforts should be made to allow students to use graduate hours as electives if they are pursuing a graduate degree.

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 43:1325 (July 2017).

§735. The Master's Degree Program Alternative Path to Certification (Minimum Requirements)

A. A Louisiana college or university with an approved teacher education program may choose to offer an alternative certification program that leads to a master's degree. The college or university may offer the master's degree program as either a master of education or a master of arts in teaching. Master’s degree programs may offer certification in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, music), early interventionist birth to five years, general-special education mild moderate: an integrated to merged approach for grades 1-5, grades 4-8, and grades 6-12, significant disabilities 1-12, hearing impaired K-12, and visual impairments/blind K-12.

B. For all special education programs, the Council for Exceptional Children (CEC) performance-based standards for accreditation and licensure must be met.

C. Admission to the Program. To be admitted, candidates must:

1. possess a non-education baccalaureate degree from a regionally accredited university;

2. have a 2.50 or higher grade point average (GPA) on a 4.00 scale;

3. pass the Praxis core academic skills for educators in reading, writing, and mathematics (individuals who already possess a graduate degree will be exempted from this requirement);

4. pass the Praxis content-specific examinations. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area for admission to the program. The provider must develop a

process to ensure that candidates demonstrate necessary performance skills in the all-level certification area;

5. meet other non-course requirements established by the college/university.

D. Program Requirements

1. Knowledge of Learner and the Learning Environment (15 credit hours)

a. Grades PK-3, 1-5, 4-8, 6-12—child or adolescent development or psychology; the diverse learner; classroom management/organization; assessment; instructional design and instructional strategies.

b. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5—behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundations of special education and child psychology.

c. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 4-8—behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundation of special education, child/adolescent psychology.

d. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 6-12—behavior management (classroom management of students with disabilities), curriculum based assessment/IEP, vocational transition, foundation of special education, adolescent psychology.

e. All-Level (grades K-12)—coursework across grade levels K-12, as follows:

i. child and adolescent psychology;

ii. the diverse learner;

iii. classroom management/organization;

iv. assessment;

v. instructional design and instructional strategies.

f. Special Education Early Interventionist Birth to Five Years (coursework specific to infants, toddlers, and preschoolers)—child development or psychology; learning environment and behavior analysis; motor, sensory, and communication differences; teaming, physical, and medical management; understanding and working with families; communication and literacy in early intervention.

g. Special Education Significant Disabilities 1-12 (coursework specific to needs of children with significant disabilities)—assessment and evaluation, including IEP and ESYP; communication strategies; behavior support; collaborative techniques and family partnerships; physical support, health and safety; special education law; characteristics of individuals with significant disabilities.

h. Special Education Hearing Impaired K-12 (coursework specific to the needs of hearing impaired students)—assessment and evaluation; special needs of students with disabilities; transition; instructional strategies and planning in the content areas; instructional strategies in literacy; education law, special education law, school structure; technology in schools; diversity in schools.

i. Special Education Visual Impairments/Blind K-12 (coursework specific to the needs of visually impaired students)—educational implications of low vision and blindness; orientation and mobility for the classroom teacher; assessment/evaluation techniques, including functional vision evaluation and reading media assessment; assistive technology for the visually impaired; education law, special education law, school structure; transition.

2. Reading

a. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5: Foundations of Reading, Reading and Literacy—9 credit hours.

b. General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 4-8 and Grades 6-12: Reading and Literacy—6 credit hours.

3. Methodology and Teaching

a. For Grades PK-3, 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, and music): Methods Courses and Field Experiences—12 to 15 credit hours.

b. For General-Special Education Mild/Moderate: Grades 1-5: Methodology, Instructional Strategies in Core Content Areas—3 to 6 hours.

c. For General-Special Education Mild/Moderate: Grades 4-8 and Grades 6-12: Methodology, Instructional Strategies in Specific Core Content Area—6 hours.

NOTE: For All-Level K-12 areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12.

d. For special education Early Interventionist Birth to Five Years (coursework specific to needs of infants, toddlers, and preschoolers)—curriculum; assessment; early intervention methods; understanding and facilitating play; teaching of reading and mathematics.

e. For Special Education Significant Disabilities 1-12 (coursework specific to needs of children with significant disabilities, across grades 1-12)—curriculum development and modifications; transition planning; instructional strategies; inclusive education practices.

f. For Special Education Hearing Impaired K-12 (coursework specific to needs of children with hearing impairments across grades K-12)—language development and linguistic principles in language acquisition; speech development, speech reading, audition training; assessment and evaluation; instructional strategies; audiology, and audiology training; anatomy and physiology of the hearing mechanism; auditory assistive devices; history and psychology of deafness; assistive devices and technology; proficiency in either signed, cued, or oral communication.

g. For Special Education Visual Impairments/Blind K-12 (coursework specific to needs of visually impaired students, across grades K-12)—instructional strategies; Braille code, teaching Braille reading (with proficiency as defined in LA State Competencies); Nemeth code, teaching Braille mathematics; using slate and stylus.

4. Student Teaching or Internship—6-9 credit hours.

NOTE: For all-level K-12 areas of art, dance, foreign language, health and physical education, and music, experiences should be provided across grades K-12.

5. Total hours required in the Grades PK-3, Grades 1-5, Grades 4-8, Grades 6-12, All-Level K-12, Early Interventionist Birth to Five Years, Significant Disabilities 1-12, Hearing Impaired, K-12, and Visual Impairments/Blind K-12 Programs—33-39 credit hours.

a. Total hours required in the General-Special Education Mild/Moderate: An Integrated to Merged Approach for Grades 1-5, Grades 4-8 and Grades 6-12 Programs—33-42 credit hours (electives 0-3 credit hours).

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 43:1327 (July 2017).

§737. Certification-Only Program Alternative Path to Certification

A. State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a certification-only program for certification in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), early interventionist birth to five years, hearing impaired K-12, significant disabilities 1-12, and visual impairments/blind K-12. This program offers flexibility in delivery (e.g., face to face and/or online) and is designed to serve candidates who may not elect participation in or be eligible for certification under either the practitioner teacher alternate certification program or the master's degree alternate certification program.

B. All programs must address the state and national standards, including the performance-based standards for accreditation and licensure (e.g., CEC, NCTE, NCTM, NCSS, NAEYC, etc.).

C. Admission to the Program

1. Screening. The selection process will identify candidates that possess critical thinking skills, proven track records of achievement, a belief that all students can achieve, and a strong desire to teach in schools that educate under-served children.

2. Degree Requirements. Possess a non-education baccalaureate degree from a regionally accredited university.

3. GPA Requirements. The GPA may be calculated using the last 60 hours of coursework earned from a regionally accredited university:

a. have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program;

b. have 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program.

4. Testing requirements:

a. pass the Praxis core academic skills for educators. Candidates who already possess a graduate degree will be exempted from this requirement. An ACT composite score of 22 or a SAT combined verbal/critical reading and math score of 1030 may be used in lieu of Praxis core academic skills for educators exams;

b. pass the Praxis content-specific subject area examination. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area for admission to the program. Provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area.

D. Program Requirements and Structure

1. Eighty contact hours of classroom readiness training will focus on instructional design and delivery as well as classroom environment and classroom management. Candidates will be provided with professional guidance, support and opportunities to observe classroom teachers.

2. Knowledge of the Learner and the Learning Environment—12 hours or equivalent contact hours. All courses/contact hours for regular and special education will integrate effective teaching components, content standards, technology, reading, and portfolio development. Field-based experiences will be embedded in each course or contact hour. Courses/contact hours must address the following:

a. grades PK-3, 1-5, 4-8, 6-12—child/adolescent development or psychology, the diverse learner, classroom management/organization/environment, assessment, instructional design, and reading/instructional strategies that are content and level appropriate;

b. all-level K-12 areas—child psychology and adolescent psychology; the diverse learner; classroom management/organization/environment; assessment; instructional design; and reading/instructional strategies (all coursework/contact hours should address grade levels K-12);

c. special education early interventionist birth to five years (coursework/contact hours specific to infants, toddlers, and preschoolers)—child development or psychology; foundations in early childhood education; teaming, physical, and medical management; understanding and working with families; communication and literacy in early intervention;

d. special education significant disabilities 1-12 (coursework/contact hours specific to needs of children with significant disabilities)—assessment and evaluation; communication strategies; behavior support; collaborative techniques and family partnerships; physical support, health

and safety; special education law; characteristics of individuals with significant disabilities;

e. special education hearing impaired K-12 (coursework/contact hours specific to the needs of hearing impaired students)—assessment and evaluation; special needs of students with disabilities; transition; instructional strategies and planning in the content areas; instructional strategies in literacy; education law, special education law, school structure; technology in schools; diversity in schools;

f. special education visual impairments/blind K-12 (coursework/contact hours specific to the needs of visually impaired students)—educational implications of low vision and blindness; orientation and mobility for the classroom teacher; assessment/evaluation techniques, including functional vision evaluation and reading media assessment; assistive technology for the visually impaired; education law, special education law, school structure; transition.

3. Methodology and Teaching—6 semester hours or equivalent contact hours of content-specific methods courses and field/clinical experiences:

a. for grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), methods courses/contact hours to include case studies and field experiences;

NOTE: For all-level K-12 areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12.

b. for special education early interventionist birth to five years (coursework/contact hours specific to needs of infants, toddlers, and preschoolers)—curriculum; assessment; early intervention methods (including understanding and facilitating play); teaching of reading and mathematics;

c. for special education significant disabilities 1-12 (coursework/contact hours specific to the needs of children with significant disabilities)—curriculum development and modifications; transition planning; instructional strategies; inclusive education practices;

d. for special education hearing impaired K-12 (coursework/contact hours specific to needs of children with hearing impairments, across grades K-12)—language development and linguistic principles in language acquisition; speech development, speech reading, audition training; assessment and evaluation; instructional strategies; audiology and audiology training; anatomy and physiology of the hearing mechanism; auditory assistive devices; history and psychology of deafness; assistive devices and technology; proficiency in either signed, cued, or oral communication;

e. for special education visual impairments/blind K-12 (coursework/contact hours specific to needs of visually impaired students, across grades K-12)—instructional strategies; Braille code, teaching Braille reading (with proficiency as defined in LA state competencies); Nemeth code, teaching Braille mathematics; using slate and stylus.

4. Reading Requirements. Candidates completing an alternate certification program after May 1, 2004, are required to demonstrate proficiency in the reading competencies as adopted by BESE through one of the following options:

a. successfully complete same number of semester hours in reading as required for undergraduate teacher preparation programs:

i. early childhood PK-3 or elementary 1-5 programs—9 hours;

ii. middle grades 4-8 programs—6 hours;

iii. secondary 6-12 or all-level K-12 programs—3 hours;

iv. special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired)—9 hours; or

b. pass a reading competency assessment;

c. the reading competency assessment for early childhood PK-3, elementary 1-5, and special education candidates is the Praxis teaching reading exam (0204 or 5204). (Middle grades 4-8 and secondary grades 6-12 will be required to take the required reading course credit hours or equivalent contact hours until an appropriate reading competency assessment is developed and adopted.);

5. Internship or Student Teaching—6 hours, to include participant-oriented methodology seminars:

a. for all-level K-12 areas (art, dance, foreign language, health and physical education, and music), internship or student teaching experiences should be provided across grades K-12;

b. if the candidate has accumulated three years of successful teaching experience in an approved Louisiana school in the area(s) of certification, the private provider/university may substitute the three years of successful teaching experience for the required internship or student teaching portion of the program. Experience accumulated by elementary education certification candidates must be in core content areas at appropriate grade levels.

6. Mentoring and Support. Participants will receive content and/or pedagogy support during the school year through small group seminar meetings. The support will be provided by a master teacher who has experience teaching in the same or similar content area and grade level. The master teacher should focus on student achievement and instructional strategies with the program candidate. The master teacher can give the candidate one-on-one support and offer specific ways that the teacher can improve instruction techniques.

7. Total Hours Required in the Program—27-33 credit hours or equivalent contact hours (405-495). Program requirements must be met within three years.

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 43:1328 (July 2017).

§739. The State as a Private Provider

A. The LDE may act as a program provider in directing certification efforts of candidates who meet these criteria.

1. Candidate must accumulate three years of successful experience in an approved Louisiana school in the area(s) of certification, which experience can be used by the LDE in lieu of the internship or student teaching portion of the program. Experience accumulated by elementary education certification candidates must be in core content areas at appropriate grade levels.

2. Candidate must have experienced difficulty in completing alternate program requirements, through no fault of his/her own.

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).

Subchapter C. Teacher Preparation Programs

§741. Introduction

A. Effective January 1, 2017, for the purposes of program approval, teacher preparation programs shall meet the requirements described in this Subchapter.

B. Current approved preparation providers must demonstrate alignment of approved traditional and alternate 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 LDE shall publish the assurances and the innovative design application on the LDE website in fall 2017.

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

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).

§743. Minimum Requirements for Traditional Teacher Preparation Programs

A. A traditional teacher preparation program is a baccalaureate degree program that includes a minimum of 120 credit hours of coursework and required practice experiences. Beginning with the 2024-2025 school year, an approved teacher education program shall be no more than 120 credit hours unless designated by the Board of Regents as dual degrees or dual certifications. A portion of the total hours must include the minimum number of credit hours in the teaching of reading and literacy as follows:

1. for certification in Birth-K, PK-3 and 1-5, general-special education mild/moderate 1-5—9 credit hours;

a. beginning July 31, 2022, candidates must spend, at a minimum, 9 credit hours or 135 contact hours engaged in foundational literacy instruction. The instruction must:

i. develop and assess candidate mastery of applicable literacy competencies, which are found in Part CXXXI, *Bulletin 746—Louisiana Standards for State Certification of School Personnel*;

ii. systematically and explicitly address the foundational literacy skills of phonological awareness, phonics, fluency, vocabulary, and comprehension. Each course shall, at a minimum, integrate:

(a). how to effectively teach the foundational literacy skills of phonological awareness, phonics, fluency, vocabulary, and comprehension;

(b). how to differentiate instruction for teaching students with advanced literacy skills and students with significant literacy deficiencies, including dyslexia;

(c). how to implement effective literacy instruction using high-quality instructional materials;

(d). how to administer literacy assessments to students and use the resulting data to improve literacy instruction for students;

iii. systematically and explicitly address behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access literacy instruction.

2. for certification in middle grades 4-8 or general-special education mild/moderate 4-8—6 credit hours;

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

4. for special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired)—9 credit hours.

5. Beginning with the 2024-2025 school year, for all certification areas, candidates must spend three credit hours within the existing credit hour requirements engaged in coursework regarding teaching students with dyslexia, taught by a faculty member who has been provided specialized training in instructing teacher candidates on pedagogical methods for teaching students with dyslexia. The coursework shall include but need not be limited to the following:

a. an overview of the body of scientific work regarding dyslexia, including the history, epidemiology, and

clinical presentation, including early clinical indicators of dyslexia and common, persistent classroom presentation;

b. an overview of evidence-based instruction for individuals with dyslexia including remediation of weaknesses, fortification of strengths, and common accommodations to help mediate between the two; and

c. an introduction to the process of becoming a dyslexia practitioner or dyslexia therapist, pursuant to R.S. 17:392.2.

B. The program shall sequentially develop and assess teacher candidates' mastery of applicable Louisiana teacher preparation competencies codified in Bulletin 746 through a combination of general education, content area, and teaching coursework, assessments, and related practice experiences.

1. Traditional teacher preparation programs offered by public universities shall meet general education requirements established by the Board of Regents.

2. For the purposes of program approval, an academic major in the certification content area may serve as the basis for alignment to content knowledge competencies.

C. Programs shall include the following practice experiences, which directly align with and sequentially develop the competencies identified in Bulletin 746:

1. actual practice experiences shall be provided in classroom settings prior to the residency year; and

2. a one-year residency shall take place in a public school classroom, approved non-public school classroom, or classroom at a Type III Early Learning Center that has maintained consecutive years of LDE-issued academic approval in the certification area with a teacher of record who holds a valid level 1, 2, 3, type A, or type B teaching certificate in the area for which the candidate is pursuing certification in accordance with LAC 28:CXXXI (Bulletin 746). Beginning September 1, 2020, the teacher of record shall be required to hold a provisional mentor teacher ancillary certificate or a mentor teacher ancillary certificate in accordance with LAC 28:CXXXI (Bulletin 746). The residency may include practice with other teachers in a public or approved non-public school setting. Residents placed in charter schools must be placed with a teacher of record who has demonstrated effectiveness in accordance with LAC 28:CXLVII (Bulletin 130):

a. beginning July 1, 2018, candidates must hold a valid resident teacher certificate in order to be placed in a one-year residency;

b. for certification in B-K, PK-3, 1-5, or 1-5 integrated to merged, candidates must spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities;

c. for certification in K-12, 4-8, 6-12, 4-8 integrated to merged or 6-12 integrated to merged, candidates must spend a minimum of 60 percent of the residency school site's instructional time each week in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities;

d. teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum instructional time requirements but meets a specific workforce need and includes high-quality clinical experiences throughout the program and intensive clinical experiences throughout the residency year;

3. A one-year out-of-state residency placement in a school in a classroom with a teacher of record who holds a valid certificate in the area for which the candidate is pursuing certification may be permitted when the teacher preparation program is approved to operate in the state in which the residency will take place. An out-of-state residency placement must be indicated by the teacher preparation program with the application for the resident teacher certificate.

a. Beginning July 1, 2018, candidates must hold a valid resident teacher certificate in order to be placed in a one-year residency.

b. For certification in B-K, PK-3, 1-5, or 1-5 integrated to merged, candidates must spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities.

c. For certification in K-12, 4-8, 6-12, 4-8 integrated to merged or 6-12 integrated to merged, candidates must spend a minimum of 60 percent of the residency school site's instructional time each week in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities.

d. Teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum instructional time requirements but meets a specific workforce need and includes high-quality clinical experiences throughout the program and intensive clinical experiences throughout the residency year.

4. The residency shall include a combination of the following experiences:

a. instructional goal-setting and planning, including individual education plan (IEP) and individual accommodations plan (IAP) review and implementation;

b. classroom teaching;

c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;

d. parent-teacher conferences and communication; and

e. interactions and collaboration with other teachers.

5. The teacher candidate shall be supervised in all residency experiences by a team comprised of a school-based mentor teacher, the residency school site principal or

designee, and program faculty member. The supervision shall include, at minimum, two formal observations of teaching practice per semester, which shall include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team.

6. Candidates may complete clinical experiences through general education or content courses that integrate content, pedagogy, and practice.

D. The preparation provider shall assess and document evidence of candidates' teaching competency for all candidates completing one-year residencies.

1. Assessments of teaching competency shall be jointly administered by the preparation provider and the residency school site principal or designee.

2. Assessments of teaching competency shall include, but not are not limited to, the following:

a. observations that occur during the residency year; and

b. measures of teacher candidates' impact on all students' learning, which may include student learning targets.

3. Upon completion of the program, a holistic evaluation of the teacher candidate's eligibility for initial licensure shall be made collaboratively by preparation provider faculty, the residency school site principal or designee, and mentor teacher.

E. To be admitted into a traditional teacher preparation program, candidates must meet minimum GPA requirements of 2.20 or higher grade point average (GPA) on a 4.00 scale.

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).

§745. Minimum Requirements for Alternate 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 alternate teacher preparation programs.

1. The practitioner teacher program may be offered by state-approved colleges or universities and non-university providers with an approved teacher education program in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), or integrated to merged approach for grades 1-5, grades 4-8 and grades 6-12:

a. total hours required in grades PK-3 program—24-33 credit hours (or equivalent 360-495 contact hours);

b. total hours required in grades 1-5, 4-8, 6-12, all-level (K-12) programs—21-30 credit hours (or equivalent 315-450 contact hours); and

c. total hours required in general-special education mild/moderate grades 1-5, grades 4-8, and grades 6-12 programs—27-33 credit hours (or equivalent 405-495 contact hours).

2. The master's degree program may be offered by state-approved colleges or universities with an approved teacher education program. Master's degree programs may offer certification in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, music), early interventionist birth to five years, general-special education mild-moderate: an integrated to merged approach for grades 1-5, grades 4-8, and grades 6-12:

a. total hours required in grades PK-3, grades 1-5, grades 4-8, grades 6-12, all-level K-12, early interventionist birth to five years programs—33-39 credit hours; and

b. total hours required in general-special education mild/moderate: an integrated to merged approach for grades 1-5, grades 4-8 and grades 6-12 programs—33-42 credit hours.

3. The certification-only program may be offered by state-approved providers with an approved teacher education program in grades PK-3, 1-5, 4-8, 6-12, all-level K-12 (art, dance, foreign language, health and physical education, and music), early interventionist birth to five years, general-special education mild-moderate: an integrated to merged approach for grades 1-5, grades 4-8, and grades 6-12. Total hours required—27-33 credit hours or equivalent contact hours (405-495).

B. For all alternate teacher preparation programs, a portion of the total hours must include the minimum number of credit hours or equivalent contact hours in the teaching of reading and literacy as follows:

1. for certification in PK-3 and 1-5, general-special education mild/moderate 1-5−−9 credit hours or 135 contact hours;

a. beginning July 31, 2022, candidates must spend, at a minimum, 9 credit hours or 135 contact hours engaged in foundational literacy instruction. The instruction must:

i. develop and assess candidate mastery of applicable literacy competencies, which are found in Part CXXXI, *Bulletin 746—Louisiana Standards for State Certification of School Personnel*; and

ii. systematically and explicitly address the foundational literacy skills of phonological awareness, fluency, vocabulary, and comprehension. Each course shall, at a minimum, integrate:

(a). how to effectively teach the foundational literacy skills of phonological awareness, phonics, fluency, vocabulary, and comprehension;

(b). how to differentiate instruction for teaching students with advanced literacy skills and students with significant literacy deficiencies, including dyslexia;

(c). how to implement effective literacy instruction using high-quality instructional materials;

(d). behavior management, trauma-informed principles and practices for the classroom, and other developmentally-appropriate supports to ensure that students can effectively access literacy instruction;

(e). how to administer literacy assessments to students and use the resulting data to improve literacy instruction for students;

iii. systematically and explicitly address behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access literacy instruction.

2. for certification in middle grades 4-8 or general-special education mild/moderate 4-8—6 credit hours or 90 contact hours;

3. for certification in secondary 6-12, all-level K-12, or general-special education mild/moderate 6-12 programs—3 credit hours or 45 contact hours; and

4. for special education areas (early interventionist, hearing impaired, significant disabilities, or visually impaired)—9 credit hours or 135 contact hours.

5. Beginning with the 2024-2025 school year, for all certification areas, candidates must spend three credit hours within the existing credit hour requirements, or 45 contact hours, engaged in coursework regarding teaching students with dyslexia, taught by a faculty member who has been provided specialized training in instructing teacher candidates on pedagogical methods for teaching students with dyslexia. The coursework shall include but need not be limited to the following:

a. an overview of the body of scientific work regarding dyslexia, including the history, epidemiology, and clinical presentation, including early clinical indicators of dyslexia and common, persistent classroom presentation;

b. an overview of evidence-based instruction for individuals with dyslexia including remediation of weaknesses, fortification of strengths, and common accommodations to help mediate between the two; and

c. an introduction to the process of becoming a dyslexia practitioner or dyslexia therapist, pursuant to R.S. 17:392.2.

C. The program shall sequentially develop and assess teacher candidates' mastery of applicable Louisiana teacher preparation competencies codified in Bulletin 746 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:CXXXI (Bulletin 746).

1. Clinical experiences will be provided in classroom settings prior to the residency year as follows.

a. In all programs, a minimum of 9 credit hours or 135 contact hours of training is required prior to the residency.

2. A one-year residency shall take place in a public school classroom, approved non-public school classroom, or in a classroom at a Type III Early Learning Center that has maintained consecutive years of LDOE-issued academic approval in the certification area the candidate is pursuing. The residency shall include a combination of the following experiences:

a. instructional goal-setting and planning, including IEP and IAP review and implementation;

b. classroom teaching;

c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;

d. parent-teacher conferences and communication; and

e. interactions and collaboration with other teachers.

3. Requests for a one-year out-of-state residency placement may be permitted when the teacher preparation program is approved to operate in the state that the residency will occur. Such requests must be submitted by the teacher preparation program with the application for the resident teacher certificate or prior to the candidate beginning a residency as a teacher of record out-of-state.

4. The teacher candidate shall be supervised in all residency experiences by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and program faculty member.

a. Beginning with the 2020-2021 academic year, candidates enrolled in an alternate teacher preparation program who serve as a teacher of record must be mentored at least 15 percent, or 6 hours per week, of the school's instructional time, during the first year, by a school-based mentor teacher, who may collaborate with other personnel providing mentoring support.

i. The school-based mentor teacher must be credentialed in accordance with LAC 28:CXXXI.350 (Bulletin 746).

ii. The mentorship must include intensive supports, including:

(a). co-teaching;

(b). collaborative planning; and

(c). observation and feedback sessions.

b. The supervision must include, at a minimum, two formal observations of teaching practice per semester, including feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team.

5. Practitioner teacher programs shall require candidates to complete the residency as a teacher of record. Candidates must hold a valid practitioner teacher license pursuant to Bulletin 746.

6. Master's degree or certification-only alternate programs shall allow candidates to complete the residency as a teacher of record or in a classroom under a teacher of record.

a. candidates may complete the residency as a teacher of record and must hold a valid practitioner teacher license pursuant to Bulletin 746; or

b. candidates may complete the one-year residency in a classroom a public or approved non-public school in a classroom in the certification area with a teacher of record who holds a valid level 1, 2, 3, type A, or type B teaching certificate in the area for which the candidate is pursuing certification pursuant to Bulletin 746. The residency may include practice with other teachers in a public or approved non-public school setting. Residents placed in charter schools must be placed with a teacher of record who has demonstrated effectiveness pursuant to state law and Bulletin 130:

i. effective July 1, 2018, candidates must hold a valid resident teacher certificate. The residency may include practice with other teachers in the public or approved non-public school setting;

ii. for certification in PK-3, 1-5, or 1-5 integrated to merged, candidates must spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities; and

iii. for certification in K-12, 4-8, 6-12, 4-8 integrated to merged or 6-12 integrated to merged, candidates must spend a minimum of 60 percent of the residency school site's instructional time each week in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities;

iv. teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum instructional time requirements but meets a specific workforce need and includes high-quality clinical experiences throughout the program and intensive clinical experiences throughout the residency year.

E. The preparation provider shall assess and document evidence of candidates' teaching competency for all candidates completing one-year residencies.

1. Assessments of teaching competency shall be jointly administered by the preparation provider and the residency school site principal or designee.

2. Assessments of teaching competency shall include, but not are not limited to, the following:

a. observations that occur during the residency year; and

b. measures of teacher candidates' impact on all students' learning, which may include student learning targets.

3. Upon completion of the program, a holistic evaluation of the teacher candidate's eligibility for initial licensure shall be made collaboratively by preparation provider faculty, the residency school site principal or designee, and mentor teacher.

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

1. possess a non-education baccalaureate degree from a regionally-accredited university;

2. meet minimum 2.20 or higher undergraduate GPA on a 4.00 scale to enter a teacher preparation program; and

3. pass the required content examinations or meet alternate requirements pursuant to Bulletin 746. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area.

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).

Subchapter D. 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 alternate paths are available to individuals seeking an educational leader certificate level 1; see LAC 28:CXXXI.Chapter 7 (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. Admission to the Program. Program providers work with local educational agency or state/district-approved

charter school personnel to identify educational leader practitioner program candidates who will be employed by the local educational agency or approved charter school (hereinafter referred to as hiring authority). For admission, candidates must:

a. possess a baccalaureate degree from an accredited university;

b. have three years of K-12 teaching experience and demonstrate strong knowledge of instruction through a rigorous screening process by an approved program provider in partnership with one or more hiring authorities;

c. hold or be eligible to hold a valid Louisiana type B or level 2 teaching certificate or have a comparable level out-of-state teaching certificate;

d. meet other non-course requirements established by the approved leader practitioner program:

i. candidates will be chosen using a rigorous selection process designed to determine the potential of candidates as school leaders. The screening process for each cohort will involve a multi-phase process that includes, as a minimum, a written application, recommendations, and interviews.

2. Leader Preparation (First Session)

a. All leader practitioner candidates will participate in an initial institute training that will build skills in the areas of instructional, organizational, and personal leadership. The standards for educational leaders in Louisiana will serve as the basis of the curriculum. The institute will provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research. Topics to be addressed include but are not limited to the following: leading with a vision, using data to lead school improvement, creating and leading effective school teams, building a high-performance learning culture and professional learning communities, and leading and learning with technology. acquired knowledge and skills will be utilized in the planning of residency experiences with a residency supervisor, who is assigned by the program provider. In addition, participants will begin developing their portfolio and educational leadership development plan.

b. The initial session will include a minimum of 135 contact hours (or 9 credit hours).

3. Principal Residency and Support (School Year)

a. Candidates assume positions as administrative interns (with responsibilities equivalent to that of an assistant principal). The hiring authority pays the candidate's salary.

b. Interns will serve in at least two different schools, and will experience a full range of activities associated with all phrases of school administration. In school experiences should provide for a minimum of 125 days in the school.

c. During the school year, candidates participate in weekly sessions provided by the program provider and in four seminars (two during the first semester and two during the second semester) that address immediate needs of the practitioner leader. Weekly sessions and seminars should provide for a minimum of 60 contact hours (or 4 credit hours).

d. Practitioner leaders receive one-on-one supervision through a residency supervisor provided by the program providers.

e. Practitioner leaders will receive support from a school-based principal mentor identified by the hiring authority and the program provider, and a principal coach provided by the program provider. Hiring authorities and providers will collaborate to identify appropriate site for placement of an intern at a school and with a strong principal who serves as the school-based mentor. Additionally, the provider identifies and trains principal coaches (e.g., former principals, retired principals) who support one or more candidates.

4. Leader Preparation (Second Session)

a. All leader practitioner candidates will participate in a follow-up institute training that will continue to build skills in the areas of instructional and organizational leadership. The *Standards for Educational Leaders in Louisiana* will serve as the basis of the curriculum. The institute will provide a balanced curriculum that includes learning opportunities grounded in practical experience, theory, and research. Topics to be addressed include but are not limited to the following: leading a focused drive toward student achievement, organizing the learning environment, and ethical leadership. In addition, program participants will finalize their portfolio and educational leadership development plan.

b. The second session will include 135 contact hours (or 9 credit hours).

i. An approved program provider may choose to provide a portion of the second session curriculum and contact hours during the first session or academic school year.

ii. A minimum of 45 contact hours (or three credit hours) must be provided during the second session.

iii. The provider must provide evidence that the curriculum topics have all been addressed and that the required contact hours/credit hours have been met by the end of the second session.

iv. A minimum of 45 contact hours (or 3 credit hours) may be earned through service as a mentor teacher or content leader in accordance with LAC 28:CXXXI (Bulletin 746), during the first or second session.

5. Practitioner Leader Performance Review (Mid-Year and End of Program)

a. Program providers, mentor principals, and principal coaches form teams to review mid-year performance of practitioner leaders and determine the extent to which the practitioner leader has demonstrated

educational leadership proficiency. If weaknesses are cited, teams will identify additional types of support to address areas of needs.

b. Program providers, mentor principals, and principal coaches form teams to review end-of-program performance of practitioner leaders and determine the extent to which the aspiring leader has demonstrated educational leadership proficiency and readiness for the educational leader level 1 certification.

6. Total Hours Required. Minimum of 330 contact hours of coursework (22 credit hours) and minimum of 125 days serving as practitioner leader (administrative intern).

7. Passage of School Licensure Exam. Have a passing score on the school leaders licensure assessment (SLLA) in accordance with state requirements.

8. Program requirements must be met by the end of the second session. For certification purposes, approved providers will submit signed statements to the Department of Education indicating that the student completing the Educational Leader Practitioner Program performance-based certification path met the following requirements:

a. passed the school leaders licensure assessment;

b. completed all program coursework (sessions and school year) and the residency;

c. completed prescriptive plans (if weaknesses were demonstrated);

d. demonstrate readiness for the educational leader based on performance against the standards for educational leaders in Louisiana and approved program provider indicators of skills needed for educational leader success;

e. completed an educational leadership development plan (an individualized learning plan that outlines areas of development in each of the standards for educational leaders in Louisiana;

f. completed a portfolio demonstrating skills needed to collaborate with teachers and use data to increase student achievement; successfully observe, evaluate, and provide feedback to teachers to improve student achievement; and lead the school or a portion of the school through a change process that helps to build a positive school community.

9. On-Going Support (second and third year). Program providers will give support services to educational leaders who have completed the practitioner leader program and are serving as school leaders during their second and third years in the program.

10. Professional License. Upon completion of all requirements of the program, the candidate will receive an educational leader level 1 license.

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).

§749. Minimum Requirements for Early Childhood Ancillary Certificate Programs

A. Early childhood ancillary certificate programs must result in one of the following:

1. a technical diploma or certificate of technical studies in an early childhood-related field from an accredited technical or community college; or

2. training hours and professional portfolio requirements that can be used to complete a child development associate (CDA) credential, either in family child care, infant/toddler, or preschool, awarded by the Council for Professional Recognition.

B. An early childhood ancillary certificate program must be comprised of a minimum of 120 training hours in early childhood education.

C. The program must sequentially develop and assess teacher candidates' mastery of applicable Louisiana teacher preparation competencies in accordance with LAC 28:CXXXI, Bulletin 746, 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:CXXXI, Bulletin 746:

1. actual practice experiences must be provided in classroom settings; and

2. a minimum of two observations using the *Classroom Assessment Scoring System* (*CLASS®*) must be completed for each candidate.

E. The preparation provider must assess and document evidence of candidates' teaching competency for all candidates.

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), LR 48:1092 (April 2022).

Chapter 9. The Components of Effective Teacher Preparation

Subchapter A. Standard A: Candidates Provide Effective Teaching for All Students

§901. Planning
[Formerly §401]

A. Candidates at both the initial and advanced levels of the teacher education program provide effective instruction and assessment for all students.

1. The teacher education program provides candidates[1] at both the initial and advanced levels with knowledge and skills in the following planning processes:

a. specifying learner outcomes;

b. developing appropriate activities which lead to the outcomes;

c. planning for individual differences;

d. identifying materials and media for instruction;

e. specifying evaluation strategies for student achievement; and

f. developing Individualized Education Plans (IEPs) as needed.

Unacceptable	Acceptable	Target
Candidates recognize the components of planning and know that they are expected to meet the learning needs of each student.	Candidates demonstrate knowledge of the steps in developing plans to meet the learning needs of each student.	Candidates develop and implement plans as needed to meet the learning needs of each student.

[1]Candidates. Individuals admitted to or enrolled in programs for the First preparation of teachers. Candidates are distinguished from students in P-12 school.

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 28:1734 (August 2002), amended LR 30:2457 (November 2004), LR 35:2329 (November 2009), LR 37:563 (February 2011).

§903. Management [Formerly §403]

A. The teacher education program provides candidates at both the initial and advanced levels with knowledge and skills in the management component, which includes maintaining an environment conducive to learning, maximizing instructional time, and managing learner behavior.

Unacceptable	Acceptable	Target
Candidates understand various approaches to classroom/ behavior management.	Candidates create a positive learning environment, maximize instructional time, and manage learner behavior.	Candidates create a positive learning environment, maximize instructional time, and manage learner behavior, making adjustments as necessary to meet the learning needs of each student.

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 28:1734 (August 2002), amended LR 30:2457 (November 2004), LR 35:2329 (November 2009), LR 37:564 (February 2011).

§905. Instruction [Formerly §405]

A. The teacher education program provides candidates at both the initial and advanced levels with skills for delivering effective instruction, presenting appropriate content, providing for student involvement, and assessing and facilitating student growth.

Unacceptable	Acceptable	Target
Candidates recognize the components of instruction that meet the learning needs of each student.	Candidates demonstrate use of instructional components that meet the learning needs of each student.	Candidates demonstrate effective instruction that results in positive learning outcomes for each student.

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 28:1734 (August 2002), amended LR 30:2457 (November 2004), LR 35:2329 (November 2009), LR 37:564 (February 2011).

§907. Curriculum [Formerly §407]

A. The teacher education curricula provide candidates at both the initial and advanced levels with knowledge and skills to effectively incorporate the Louisiana content standards and grade level expectations in instructional delivery.

Unacceptable	Acceptable	Target
Candidates understand the basic components of the Louisiana Content Standards and Grade Level Expectations.	Candidates demonstrate knowledge of the Louisiana Content Standards and Grade Level Expectations in lessons for each content area they are preparing to teach.	Candidates implement instruction and assessment reflective of content standards, grade level expectations, local curricula, and each student's needs.

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 28:1734 (August 2002), amended LR 30:2457 (November 2004), LR 31:2427 (October 2005), LR 35:2329 (November 2009), LR 37:564 (February 2011).

§909. Curriculum—Reading (Specifically but not Exclusively for K-3 Teachers) [Formerly §409]

A. The teacher education program provides candidates at both the initial and advanced levels with knowledge and skills in the Louisiana reading competencies and the curriculum process.

Unacceptable	Acceptable	Target
Candidates understand the components of the Louisiana Reading Competencies.	Candidates utilize the Louisiana Reading Competencies in K-12 classrooms.	Candidates effectively utilize the Louisiana Reading Competencies in K-12 classrooms to impact learning.

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 28:1734 (August 2002), amended LR 30:2457 (November 2004), LR 31:2427 (October 2005), LR 35:2330 (November 2009), LR 37:564 (February 2011).

§911. Curriculum—Mathematics (Specifically but not exclusively for K-3 teachers) [Formerly §411]

A. The teacher education program provides candidates at both the initial and advanced levels with knowledge and skills in the curriculum process.

Unacceptable	Acceptable	Target
Candidates understand the elements of reform mathematics.	Candidates use reform mathematics content and pedagogy in providing instruction.	Candidates effectively use reform mathematics content and pedagogy in instruction and assessment, including the use of manipulatives and/or the application of content to real life situations, resulting in improved student learning.

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 28:1735 (August 2002), amended LR 30:2458 (November 2004), LR 35:2330 (November 2009), LR 37:564 (February 2011).

§913. Technology [Formerly §413]

A. The teacher education program provides candidates at both initial and advanced levels with skills to plan and deliver instruction that integrates a variety of software, applications, and related technologies appropriate to the learning needs of each student.

Unacceptable	Acceptable	Target
Candidates understand how to use technology.	Candidates create and use instruction and assessment that integrate technology into the curriculum.	Candidates effectively integrate technology into the curriculum with instruction and assessment that result in improved student learning.

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 28:1735 (August 2002), amended LR 30:2458 (November 2004), LR 35:2330 (November 2009), LR 37:564 (February 2011).

§915. Professional Development [Formerly §415]

A. The teacher education program provides candidates at both the initial and advanced levels with information and skills for planning professional self-development.

Unacceptable	Acceptable	Target
No evidence exists that candidates were exposed to the need for ongoing professional development.	Candidates plan and pursue professional development activities required by the university and/or first employing school system.	Candidates develop an individualized professional development plan based upon their self-assessment, reflection, and long term professional goals.

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 28:1735 (August 2002), amended LR 30:2458 (November 2004), LR 35:2330 (November 2009), LR 37:564 (February 2011).

§917. School Improvement [Formerly §417]

A. The teacher education program provides candidates at both the initial and advanced levels with preparatory experiences in school improvement that includes taking an active role in school decision-making and creating relevant partnerships.

Unacceptable	Acceptable	Target
Candidates understand the processes of school improvement.	Candidates review and are familiar with school improvement efforts at the school and district levels.	Candidates participate in school improvement efforts by serving on committees and forming partnerships with community groups.

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 28:1735 (August 2002), amended LR 30:2458 (November 2004), LR 35:2330 (November 2009), LR 37:565 (February 2011).

Subchapter B. Standard B: Candidates and/or Graduates of Teacher Education Programs Participate in the Accountability and Testing Process

§919. School and District Accountability System [Formerly §419]

A. The teacher education program provides candidates at both the initial and advanced levels with knowledge and skills regarding the utilization of the Louisiana School and District Accountability System (LSDAS).

Unacceptable	Acceptable	Target
Candidates understand the basic components of the LSDAS.	Candidates investigate documents, data, and procedures used in LSDAS.	Candidates take an active role in the school growth process as related to the LSDAS.

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 28:1735 (August 2002), amended LR 30:2458 (November 2004), LR 35:2330 (November 2009), LR 37:565 (February 2011).

§921. Testing [Formerly §421]

A. The teacher education program provides candidates at both the initial and advanced levels with information on the Louisiana Educational Assessment Program (LEAP 21) to

enhance their testing and measurement practices related to learning and instruction.

Unacceptable	Acceptable	Target
Candidates understand the basic components of the Louisiana Educational Assessment Program (LEAP 21).	Candidates plan and implement instruction that correlates with LEAP 21.	Candidates interpret LEAP 21 test data and apply results to impact student achievement positively.

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 28:1735 (August 2002), amended LR 30:2458 (November 2004), LR 35:2331 (November 2009), LR 37:565 (February 2011).

Chapter 13. Identifications of Acronyms

§1301. Acronyms [Formerly §601]

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.

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