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Title 28
EDUCATION

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

Chapter 1. Introduction

§101. Purpose

A. Certification is a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in K-12 schools under the jurisdiction of the Board of Elementary and Secondary Education (BESE). The certification process provides a systematic and nondiscriminatory procedure for the credentialing of teachers and other school personnel.

B. Certification policies and statutes are designed to identify and support high quality teachers in all Louisiana classrooms; promote higher standards in the teaching profession; and provide for growth and development of the teaching profession. The Louisiana Department of Education (LDE) implements and maintains teacher certification procedures as mandated by legislation and BESE policy.

C. Certification policies are adopted and implemented in a manner, and with a timeline, that allows for smooth transition from old to new requirements. Any certification change made by the BESE shall include implementation dates to be specified at the time of recommendation to the BESE for action. In particular, changes in Praxis exam scores will allow for a 12-month period from the date of adoption by the BESE to the effective date.

D. When revised certification policy requirements necessitate a program change at the college level, a notice shall be given to those institutions of higher education that have teacher preparation programs so that catalogs can be revised and incoming freshman can be notified of the changes.

E. This bulletin will serve as a reference for current state policy relative to initial certification and to certification endorsement options for those who wish to become teachers, those who are practicing teachers, personnel from both school districts and institutions of higher education, and anyone else who may seek certification assistance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1782 (October 2006), amended LR 43:1290 (July 2017).

**Chapter 2. Initial Teacher
Certification**

**Subchapter A. Teacher Certification
Areas and Required Competencies**

§201. Overview

A. *Louisiana Revised Statute 17:7* provides for the duties, functions, and responsibilities of the Board of Elementary and Secondary Education (BESE). Specifically, 17:7(6)(a)(i) states that BESE shall prescribe qualifications and provide for certification of teachers in accordance with applicable law, and that such qualifications and requirements shall ensure that certification shall be a reliable indicator of minimum current ability and proficiency of the teacher to educate at the grade level and in the subject(s) to which the teacher is assigned.

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

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

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

D. Certification Areas and Required Competencies

Certification Areas	Required Competencies
Birth to Kindergarten	Subchapter C. General Teacher Competencies Subchapter E. English Language Arts Competencies Subchapter F. Mathematics Teacher Competencies

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Certification Areas	Required Competencies
	Subchapter G. Early Childhood Teacher Competencies
Early Childhood PK-3	Subchapter C. General Teacher Competencies Subchapter E. English Language Arts Competencies Subchapter F. Mathematics Teacher Competencies Subchapter G. Early Childhood Teacher Competencies
Grades 1-5	Subchapter C. General Competencies Subchapter E. English Language Arts Teacher Competencies Subchapter F. Mathematics Teacher Competencies
Grades 4-8 Certification Areas	Required Competencies
English/Language Arts	Subchapter C. General Teacher Competencies Subchapter E. English Language Arts Competencies
Mathematics	Subchapter C. General Competencies Subchapter E, Section 225. Disciplinary Literacy Competencies Subchapter F. Mathematics Teacher Competencies
Science	Subchapter C. General Teacher Competencies Subchapter E, Section 225. Disciplinary Literacy Competencies Subchapter H, Section 241. Science Education
Social Studies	Subchapter C. General Teacher Competencies Subchapter E, Section 225. Disciplinary Literacy Competencies Subchapter H, Section 241. Social Studies Education
Grades 6-12 Certification Areas	Required Competencies
Agriculture	Subchapter C. General Teacher Competencies Subchapter E, Section 225. Disciplinary Literacy Competencies Subchapter H, Section 241 Agriculture Education
Biology	Subchapter C. General Teacher Competencies Subchapter E, Section 225. Disciplinary Literacy Competencies Subchapter H, Section 241 Science Education
Business	Subchapter C. General Teacher Competencies Subchapter E, Section 225. Disciplinary Literacy Competencies Subchapter H, Section 241 Business Education
Chemistry	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Science Education
Chinese	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Foreign Languages Education
English/Language Arts	Subchapter C. General Teacher Competencies Subchapter E. English Language Arts Teacher Competencies

Certification Areas	Required Competencies
Family and Consumer Sciences	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Family and Consumer Sciences Education
French	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Foreign Languages Education
General Science	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243
German	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Foreign Languages Education
Mathematics	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter F. Mathematics Teacher Competencies
Physics	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243
Social Studies	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241
Spanish	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Foreign Languages Education
Speech	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies
Technology Education	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Technology Education
Computer Science	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Computer Science Education
Earth Science	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Science Education
Environmental Science	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Education

Certification Areas	Required Competencies
Journalism	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Journalism Education
Latin	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Foreign Languages Education
Marketing	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 241 Business and Marketing Education
All-Level K-12 Certification Areas	
Grades K-12 Art	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Art Education
Grades K-12 Dance	Subchapter C. General Teacher Competencies Subchapter E, Section 225. Disciplinary Literacy Competencies Subchapter H, Section 243 Dance Education
Grades K-12 Foreign Languages	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Foreign Languages Education
Grades K-12 Music	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Music Education
Grades K-12 Health and Physical Education	Subchapter C. General Teacher Competencies Subchapter E, Section 225 Disciplinary Literacy Competencies Subchapter H, Section 243 Health and Physical Education
Special Education Certification Areas	
Early Interventionist Birth to Five Years	Subchapter H, Section 239.A
Hearing Impaired K-12	Subchapter D. Special Education Teacher Competencies Subchapter H, Section 239.B
Mild to Moderate Disabilities 1-5, 4-8, 6-12	Subchapter D. Special Education Teacher Competencies
Significant Disabilities 1-12	Subchapter D. Special Education Teacher Competencies Subchapter H, Section 239.E
Visual Impairments/Blind K-12	Subchapter D. Special Education Teacher Competencies Subchapter H, Section 239.C

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1783 (October 2006), amended LR 43:1291 (July 2017).

Subchapter B. Testing Required for Certification Areas

§203. PRAXIS Exams and Scores (Formerly §243)

A. A teacher applicant for certification must successfully complete the appropriate written or computer-delivered tests identified in this Section prior to Louisiana teacher certification.

1. Core Academic Skills for Educators². Teacher applicants in all content areas must pass all three Praxis core academic skills tests for educators.

Pre-Professional Skills Test "Paper or Computer Administrations"	Test #	Score	Effective Date
PPST:R—Pre-Professional Skills Test: Reading	0710/5710	176	Effective 7/1/10 to 12/31/13
PPST:W—Pre-Professional Skills Test: Writing	0720/5720	175	
PST:M—Pre-Professional Skills Test: Mathematics	0730/5730	175	

Core Academic Skills for Educators	Test #	Score	Effective Date
Reading	5712	156	Effective 1/1/14
Writing	5722	162	
Mathematics	5732	150	

¹ To differentiate the computer delivered tests, Educational Testing Service has placed the number "5" or "6" preceding the current test code. The Department will accept computer delivered passing test scores for licensure.

² NOTE: An ACT composite score of 22 or an SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) may be used in lieu of Praxis I PPST Exams or Core Academic Skills for Educators in reading, writing and math by prospective teachers in Louisiana.

2. Principles of Learning and Teaching (PLT) Exams

Principles of Learning and Teaching: Early Childhood	0621 or 5621	157	Effective 1/1/12
Principles of Learning and Teaching: K-6	0622 or 5622	160	
Principles of Learning and Teaching: 5-9	0623 or 5623	160	
Principles of Learning and Teaching: 7-12	0624 or 5624	157	

B. Content and Pedagogy Requirements

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Certification Area	Name of Praxis Test	Content Exam Score	Pedagogy: Principles of Learning and Teaching		
			PLT K-6 (#0622 or 5622)	PLT 5-9 (#0623 or 5623)	PLT 7-12 (#0624 or 5624)
Birth to Kindergarten	Early Childhood Content Knowledge (5022/5025 after September 2015)	160 (for 5022)	PLT: Early Childhood 0621 or 5621 (Score 157)		
	Early Childhood Education (5025)	156 (for 5025)			
	OR				
	Education of Young Children (5024)	160			
	OR				
	PreK Education (5531)	155			
Early Childhood PK-3	Elementary Content Knowledge (0014 or 5014) prior to 9/1/15	150	PLT: Early Childhood 0621 or 5621 (Score 157)		
Early Childhood PK-3	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163	PLT: Early Childhood 0621 or 5621 (Score 157)		
	OR				
	Elementary Education: Multiple Subjects (5001)				
	<ul style="list-style-type: none"> • Reading/Language Arts(5002) 157 • Mathematics (5003) 157 • Social Studies (5004) 155 • Science (5005) 159 				
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)				
	<ul style="list-style-type: none"> • Reading/Language Arts(5002) 157 • Mathematics (5003) 157 • Social Studies (5004) 155 • Science (5005) 159 				
Grades 1-5	Elementary Content Knowledge (0014 or 5014) prior to 9/1/15	150	160	---	---
Grades 1-5	Effective 9/1/15 to 8/31/17 Elementary Education: Content Knowledge (5018)	163	160		
	OR				
	Elementary Education: Multiple Subjects (5001)				
	<ul style="list-style-type: none"> • Reading/Language Arts(5002) 157 • Mathematics (5003) 157 • Social Studies (5004) 155 • Science (5005) 159 				
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)				
	<ul style="list-style-type: none"> • Reading/Language Arts(5002) 157 • Mathematics (5003) 157 • Social Studies (5004) 155 • Science (5005) 159 				
Grades 4-8 Mathematics	Middle School Mathematics (0069) Prior to 1/1/14	148	---	160	---
	Middle School Mathematics (5169) Effective 1/1/14	165			
Grades 4-8 Science	Middle School Science (0439) Prior to 6/8/14	150	---	160	---
	Middle School Science (5440) Effective 6/8/14	150			
Grades 4-8 Social Studies	Middle School Social Studies (0089 or 5089)	149	---	160	---
Grades 4-8 English/ Language Arts	Middle School English/Language Arts (0049 or 5049) Prior to 1/1/14	160	---	160	---
	Middle School English (5047) Effective 1/1/14	164			

C. Certification Areas

1. Grades 6-12 Certification

Grades 6-12 Certification Areas					
		Score			PLT 7-12
Agriculture	Agriculture (0700) Prior to 6/8/14	510	---	---	157

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Grades 6-12 Certification Areas					
		Score			PLT 7-12
	Agriculture (5701) Effective 6/8/14	147			
Biology	Biology: Content Knowledge (0235 or 5235)	150	---	---	157
Business	Business Education: Content Knowledge (0101 or 5101)	154	---	---	157
Chemistry	Chemistry: Content Knowledge (0245 or 5245)	151			157
Chinese	Chinese (Mandarin): World Language (5665)	164	PLT7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)		
English	English Language, Literature, and Composition: Content Knowledge (0041 or 5041) Pedagogy (0043) Prior to 1/1/14	160 130	---	---	157
	English Language Arts: Content and Analysis (5039) Effective 1/1/14	168			
Family and Consumer Sciences	Family and Consumer Sciences (0121 or 5121) Prior to 6/8/14	141	---	---	157
	Family and Consumer Sciences (5122) Effective 6/8/14	153			
French	French: World Language (5174)	157	PLT7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)		
General Science	General Science: Content Knowledge (0435 or 5435)	156	---	---	157
German	German: World Language (5183)	157	PLT7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)		
Mathematics	Mathematics: Content Knowledge (0061 or 5061) Effective 6/1/10-12/31/13	135	---	---	157
	Mathematics: Content Knowledge (5161) Effective 1/1/14	160			
Physics	Physics: Content Knowledge (0265 or 5265)	141			157
Social Studies	Social Studies: Content and Interpretation (0086 or 5086)	160	---	---	157
Spanish	Spanish: World Language (5195)	157	PLT7-12 (Score 157) until 6/30/13; After 6/30/13 World languages Pedagogy 0841 (Score 158)		
Speech	Speech Communications (0221 or 5221)	146	---	---	157
Technology Education	Technology Education (0051 or 5051)	159	---	---	157
Computer Science Earth Science Environmental Science Journalism Latin Marketing	At this time, a content area exam is not required for certification in Louisiana.	---	---	---	157

2. All-Level K-12 Certification

All-Level K-12 Certification Areas							
		Score	PLT K-6		PLT 5-9		PLT 7-12
Grades K-12 Art	Art: Content Knowledge (0134 or 5134)	159	160	or	160	or	157
Grades K-12 Dance	None Available**	---	160		160	or	157
Grades K-12 Foreign Languages	Chinese (Mandarin): World Language (5665)	164	PLT K-6 (Score 160) or PLT 5-9 (Score 160) or PL7-12 (Score 157) until 6/30/13; After 6/30/13 World Languages Pedagogy 0841 (Score 158)				
	French: World Language (5174)	157					
	German: World Language (5183)	157					
	Spanish: World Language (5195)	157					
Grades K-12 Music	Music: Content Knowledge (0113 or 5113)	151	160	or	160	or	157
Grades K-12 Health and Physical Education	Phys. Education: Content Knowledge (0091 or 5091) Prior to 6/8/14	146	160		160	or	157
	Health and Physical Education (5857) Effective 6/8/14	160					

**At this time, a content area exam is not required for certification in Louisiana.

D. Special Education Areas

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Area	Content Exam	Score	Pedagogy Requirement	Score
All Special Education Area(s)				
Early Interventionist	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Knowledge and Applications (0354 or 5354) and Principles of Learning and Teaching: Early Childhood (0621 or 5621) Effective 1/1/12	145
	Effective 9/1/15 to 8/31/17	163		157
	Elementary Education: Content Knowledge (5018) OR			
	Elementary Education: Multiple Subjects (5001) • Reading/Language Arts(5002) • Mathematics (5003) • Social Studies (5004) • Science (5005)	157 157 155 159	Special Education: Early Childhood (0691) and Principles of Learning and Teaching: Early Childhood (0621 or 5621) Effective 1/1/14	159 157
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001) • Reading/Language Arts(5002) • Mathematics (5003) • Social Studies (5004) • Science (5005)	157 157 155 159		
Hearing Impaired	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Knowledge and Applications (0354 or 5354) and Education of Deaf and Hard of Hearing Students (0271) Effective 11/1/11	145 160
	Effective 9/1/15 to 8/31/17	163		
	Elementary Education: Content Knowledge (5018) OR			
	Elementary Education: Multiple Subjects (5001) • Reading/Language Arts(5002) • Mathematics (5003) • Social Studies (5004) • Science (5005)	157 157 155 159	Special Education: Core Knowledge and Applications (0354 or 5354) and Special Education: Education of Deaf and Hard of Hearing Students (0272 or 5272) Effective 1/1/14	145 160
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001) • Reading/Language Arts(5002) • Mathematics (5003) • Social Studies (5004) • Science (5005)	157 157 155 159		
Mild to Moderate Disabilities	ALL Candidates must pass a content area exam appropriate to certification level 1-5, 4-8, 6-12 (e.g., Elementary, or core subject-specific exams for middle or secondary grades)		Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543) and PLT specific to grade level (K-6, or 5-9 or 7-12).	153
Significant Disabilities	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Knowledge and Severe to Profound Applications (0545 or 5545)	153
	Effective 9/1/15 to 8/31/17			
	Elementary Education: Content Knowledge (5018) OR	163		
	Elementary Education: Multiple Subjects (5001) • Reading/Language Arts(5002) • Mathematics (5003) • Social Studies (5004) • Science (5005)	157 157 155 159		
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001) • Reading/Language Arts(5002) • Mathematics (5003) • Social Studies (5004) • Science (5005)	157 157 155 159		

Area	Content Exam	Score	Pedagogy Requirement	Score
Visual Impairments/Blind	Elementary Content Knowledge prior to 9/1/15 (0014 or 5014)	150	Special Education: Core Content Knowledge and Applications (0354 or 5354) Effective 11/1/11	145
	Effective 9/1/15 to 8/31/17	163	Special Education: Core Content Knowledge and Applications (0354 or 5354) and Special Education: Teaching Students with Visual Impairments (0282) Effective 1/1/14	145
	Elementary Education: Content Knowledge (5018) OR			163
	Elementary Education: Multiple Subjects (5001)	157		
	• Reading/Language Arts(5002)	157		
	• Mathematics (5003)	155		
	• Social Studies (5004)	159		
	• Science (5005)			
	Mandatory 9/1/17 Elementary Education: Multiple Subjects (5001)	157		
	• Reading/Language Arts(5002)	157		
• Mathematics (5003)	155			
• Social Studies (5004)	159			
• Science (5005)				

E. Administrative and Instructional Support Areas

Certification Area	Name of Praxis Test	Area Test Score
Educational Leader—Level 1	School Leaders Licensure Assessment (1011or 6011)	166
Educational Leader—Level 3	School Superintendent Assessment (6021)	160
Guidance Counselor K-12	Professional School Counselor (0421 or 5421)	156
School Librarian	Library Media Specialist (0311 or 5311)	136

All Praxis scores used for certification must be sent directly from ETS to the State Department of Education electronically, or the original Praxis score report from ETS must be submitted with candidate’s application.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1833 (October 2006), amended LR 36:485 and 488 (March 2010), LR 36:2265 (October 2010), LR 37:551 (February 2011), repromulgated LR 37:556 (February 2011), amended LR 37:3210 (November 2011), LR 39:1461 (June 2013), LR 40:277 (February 2014), LR 40:1680 (September 2014), LR 41:645 (April 2015), LR 41:916 (May 2015), LR 42:233 (February 2016), LR 43:1292 (July 2017), LR 44:264 (February 2018).

§204. 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.

English	12 semester hours
Mathematics	6 semester hours
Sciences	9 semester hours
Social studies	9 semester hours
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.

Birth to kindergarten content knowledge and instruction identified by the State as being required for an Early Childhood/Ancillary Certificate	9 semester credit hours
Infant/Toddler and Preschool/Kindergarten Development	6 semester credit hours
Infant/Toddler and Preschool/Kindergarten Methodology	6 semester credit hours
Language and Literacy Development	3 semester credit hours
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.

Teaching methodology	6 semester hours
Advanced Language Development and Literacy	6 semester hours
Professional Teaching Residency and Seminar I and Professional Teaching Residency and Seminar II	24 semester hours
Flexible hours for the university's use	6 semester hours
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 41:916 (May 2015).

Subchapter C. General Teacher Competencies

§205. Introduction

A. The following teacher preparation competencies apply to all content areas and grade levels for which a teacher candidate may be certified to teach.

B. The competencies identify essential knowledge and skills that align with current expectations for practicing teachers, including but not limited to what a teacher candidate must know and be able to do in order to:

1. communicate and collaborate with students, colleagues, families, and community members to support students' learning and development; and
2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

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 43:1296 (July 2017).

§207. General Competencies

A. The teacher candidate demonstrates, at an effective level, the Louisiana components of effective teaching as defined in Bulletin 130 and the compass teacher rubric.

B. The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

C. The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student.

1. The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.

2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.

3. The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.

D. The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.

E. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher

responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).

F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1296 (July 2017).

Subchapter D. Special Education Teacher Competencies

§209. Introduction

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1297 (July 2017).

§211. Learning Environments

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

B. The teacher candidate sets expectations for personal and social behavior of students with exceptionalities in various settings (e.g., classroom, library, cafeteria, gymnasium, job site) and incorporates these expectations into effective instructional routines, lesson plans, IEP goals and objectives.

1. The teacher candidate provides positive visual, physical, and/or motivational support to individual students

for integration into various settings (e.g., classroom, library, cafeteria, gymnasium, job site).

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

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

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1297 (July 2017).

§213. Curriculum

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

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

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

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

1. The teacher candidate selects, designs, and uses high- and low-technology materials and resources required

to educate individuals whose exceptionalities interfere with communication.

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1297 (July 2017).

§215. Assessment

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

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

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

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

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1297 (July 2017).

§217. Instructional Planning

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

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1298 (July 2017).

Subchapter E. English Language Arts and Literacy Teacher Competencies

§219. Introduction

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

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

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

1. understand and use vocabulary and language, including early literacy (e.g., print awareness, phonological skill, word recognition, incidental reading foundational skills) to make sense of what texts say;

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1298 (July 2017).

§221. Content Knowledge Competencies

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

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

2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains their development orally and in writing based on the interaction of an author's craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and rhetorical devices.

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

4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common

among complex texts, are part of word families, or have multiple meanings.

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

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

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

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

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

2. The teacher candidate uses complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.

3. The teacher candidate knows and appropriately uses the conventions of English language (i.e., grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.

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

5. The teacher candidate explains the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.

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

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

1. The teacher candidate explains the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language (i.e.,

phonological skill, morphology, orthography, semantics, syntax, and discourse); reading (i.e., print awareness, decoding, fluency, and comprehension); spelling and writing development (i.e., pre-literate, early emergent, emergent, transitional, and conventional).

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

3. The teacher candidate explains the principles of teaching word identification and spelling and gives examples illustrating each principle.

4. The teacher candidate explains the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1298 (July 2017).

§223. English Language Arts Content Pedagogy Competencies

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

1. The teacher candidate (applicable only for B-K, PK-3, 1-5) uses knowledge of the progression of phonological awareness skills to select or design and implement sequenced lessons and units that scaffold students' development of phonological awareness and enhance reading and writing development through the use of

a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.

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

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

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

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

6. When appropriate based on age- or grade-level standards, the teacher candidate supports students in selecting texts and assessing the credibility and usability of texts for different purposes.

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

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

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

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

3. The teacher candidate anticipates students' misconceptions or challenges and identifies a variety of grade-level appropriate instructional strategies to scaffold instruction and provide all students with opportunities to read, understand, and express understanding through

conversations and writing using grade-level appropriate language, conventions, spelling, and structure.

C. The teacher candidate selects or designs and implements instructional materials that develops students' ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts (e.g., formal and informal, process and on-demand, different genres for a variety of purposes and audiences).

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

2. The teacher candidate locates models of writing in complex texts (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and selects or designs and implements instruction that develops students' ability to use the models to advance language, structure, and style in their own writing.

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

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

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

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

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

D. The teacher candidate applies knowledge of language, reading, and writing development to select or design and use

a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' ability to read, understand, and demonstrate understanding of a range of grade-level complex texts to inform and adjust planning and instruction.

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

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

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

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

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

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

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 43:1299 (July 2017).

§225. Disciplinary Literacy Competencies

A. The teacher candidate applies knowledge of the theoretical and evidence-based foundations of reading and

writing processes and specific disciplinary literacy expectations as described in academic standards to select or design and implement an integrated and comprehensive curriculum that develops students' understanding of content.

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

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

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

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

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1301 (July 2017).

Subchapter F. Mathematics Teacher Competencies

§227. Introduction

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1301 (July 2017).

§229. Content Knowledge Competencies

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

1. provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language;
2. provides precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms;
3. exhibits an integrated, functional grasp of mathematical concepts and procedures;
4. explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately;
5. models the mathematical dispositions and habits of mind described in the practice standards, including precision of language, logical thought, reflection, explanation, and justification;
6. recognizes and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications;
7. portrays mathematics as sensible, useful, and worthwhile.

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 43:1301 (July 2017).

§231. Content Pedagogy Competencies

A. The teacher candidate applies knowledge of mathematical topics and their relationships within and across

mathematical domains to identify key mathematical ideas and select or design mathematically sound lesson sequences and units of study that develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems.

1. The teacher candidate appropriately sequences content for instruction within a lesson or unit of study and plans appropriate scaffolding to provide opportunities for students to access and master grade-level standards.

2. The teacher candidate anticipates student misconceptions which may arise during a lesson or unit of study, identifies key points in the lesson or unit to check for misconceptions, and identifies appropriate instructional strategies to respond to misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools and representations that make the mathematics of the lesson explicit.

3. The teacher candidate selects or designs standards-based tasks that use varied strategies, including but not limited to real-life applications, manipulatives, models, diagrams/pictures, that present opportunities for instruction and assessment.

4. The teacher candidate selects or designs practice sets that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.

5. The teacher candidate identifies appropriate student groupings, for example pairs or small groups, to develop students' conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.

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

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

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

1. uses appropriate prompting and questioning that allow students to refine their mathematical thinking and build upon one another's understanding of the mathematical content of the lesson;

2. poses challenging problems that offer opportunities for productive struggle and for encouraging reasoning, problem solving, and perseverance in solving problems in the face of initial difficulty;

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

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

5. prompts students to explain and justify work and provides feedback that guides students to produce revised explanations and justifications.

D. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to select or design and use a range of ongoing classroom assessments, including but not limited to diagnostic, formal and informal, formative and summative, oral and written, which determine students' mastery of grade-level standards in order to inform and adjust planning and instruction.

1. The teacher candidate identifies errors, gaps, and inconsistencies in students' knowledge, skills, and mathematical reasoning to remediate or scaffold students' learning during lesson implementation, using, but not limited to, the following strategies:

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

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

c. problem sets.

2. The teacher candidate uses trends in assessment results to plan lesson structure and sequence, instructional strategies, remediation and enrichment opportunities for students.

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 43:1302 (July 2017).

Subchapter G. Early Childhood Teacher Competencies

§233. Introduction

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1302 (July 2017).

§235. Early Childhood Pedagogy Competencies

A. The teacher candidate designs instructional learning outcomes that are written in terms of what children will learn rather than do and include indicators from applicable Louisiana birth to five early learning development standards

(ELDS) domains, and are appropriate for diverse learners (e.g., special education students, ESL students).

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

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

2. exhibits an awareness and sensitivity to children's emotional and learning needs;

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

4. places emphasis on children's perspectives, interests, motivations, and points of view.

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

1. sets clear, age-appropriate expectations for children's behavior;

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

3. promotes children's ability to regulate their own behavior, including but not limited to using a proactive approach and planning to minimize disruptions;

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

5. maximizes children's interest and engagement by being actively involved in the children's learning process; and

6. uses a variety of materials and modalities to gain children's interest and participation in activities.

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

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

2. focuses on promoting children's understanding rather than on rote instruction or memorization;

3. provides feedback that expands children's learning and understanding;

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

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

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

7. models language use and forms through repeating and extending children's responses and through self and parallel talk; and

8. uses a variety of words and language forms that are new and unique to extend children's understanding of these parts of language.

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

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

2. gathers and uses assessment data for the purpose of planning instruction, activities, and experiences that further promote children's development and learning;

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

4. makes decisions based on the progress of children's development with reliability.

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 43:1302 (July 2017).

Subchapter H. Other Certification Area Competencies

§237. Introduction

A. The knowledge and skills needed for teacher candidates who are pursuing certification in the following certification areas are defined in the following standards.

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 43:1303 (July 2017).

§239. Other Special Education Areas

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1303 (July 2017).

§240. Educational Leader Practitioner (Residency) Program

A. State-approved private providers and Louisiana colleges or universities may choose to offer an educational leader practitioner (residency) program for purposes of 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 Chapter 7, §705 for path 1 and path 2.). Educational leader practitioner program providers must submit a program proposal to the Louisiana Department of Education, Division of Certification and Preparation. Programs will be reviewed for adherence to program guidelines, and those meeting guidelines will be recommended to the Board of Elementary and Secondary Education for approval status. The educational leader practitioner program is a streamlined certification path that combines intensive coursework and practical, on-the-job experience.

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 phases 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.

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), 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 33:818 (May 2007), amended LR 38:42 (January 2012), amended LR 38:765 (March 2012), LR 39:1461 (June 2013).

§241. Middle Grades 4-8 Education

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1303 (July 2017).

§243. Secondary Grades 6-12 Education

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

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

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

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

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1303 (July 2017).

§245. All Levels K-12 Education

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

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

C. English as a Second Language Education: Teachers of English to Speakers of Other Languages (TESOL) Standards for Teacher Education Programs

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(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 43:1304 (July 2017).

Chapter 3. Teaching Authorizations and Certifications

Subchapter A. Standard Teaching Authorizations

Editor's Note: The name of the Division of Student Standards and Assessments has been changed to The Division of Student Standards, Assessments, and Accountability.

§301. Overview

A. An individual must have an official teaching authorization to provide instructional or other designated services in the Louisiana K-12 schools. Louisiana issues three categories of teaching authorizations: Standard; Nonstandard; and Ancillary. The first three Subchapters of this Chapter are devoted to these categories; a fourth Subchapter presents a policy entitled "Special Considerations for Teachers Called to Active Military Duty."

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1797 (October 2006).

§303. Introduction

A. There are eight types of standard teaching authorizations issued by the state of Louisiana:

1. professional Level 1, 2, and 3 certificates;
2. type C, B, and A certificates;
3. out-of-state certificate;
4. foreign language special certificate PK-8;
5. practitioner 1, 2, and 3 licenses;
6. world language certificates (WLC);
7. extended endorsement license (EEL); and
8. standard certificates for teachers in non-public schools.

B. A Level 1 certificate is the entry-level professional certificate typically held during the first three years of the teaching career.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1797 (October 2006), amended LR 37:558 (February 2011), LR 38:1951 (August 2012).

§305. Professional Level Certificates

A. Level 1 is the entry-level professional certificate, valid for three years. The level 2 and level 3 certificates are valid for five years.

1. Level 1 Professional Certificate—valid for three years.
 - a. Eligibility requirements:
 - i. Louisiana graduate:
 - (a). successfully complete a state-approved traditional or alternate teacher preparation program;
 - (b). have a minimum 2.50 grade point average (GPA) on a 4.00 scale;
 - (c). present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis

exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification as specified in §203 of this bulletin; and the specialty area exam in the certification area in which the teacher preparation program was completed or in which the initial certificate was; and

(d). be recommended by a state-approved university or private program provider for certification.

- b. Out-of-State Graduate

- i. Eligibility requirements:

(a). possess a minimum of a baccalaureate degree from a regionally accredited college or university;

(b). credentials may be submitted to a credentialing agency that follows the standards of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for evaluation. The original course-by-course evaluation must be submitted directly from the agency on "safe script" paper and must include a statement verifying the comparability of the baccalaureate degree in the field of education.

(c). hold a standard out-of-state teaching certificate; or if no certificate was issued, a letter from the LDE in the state of origin verifying eligibility in that state for a certificate in the certification area(s);

(d). pass all parts of Praxis exam(s) required for Louisiana certification:

(i). present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam in the certification area in which the teacher preparation program was completed or in which the initial certificate was issued;

(ii). if applicant has obtained National Board Certification (NBC) in corresponding areas for which certification is being sought as well as certification/licensure in the state of origin, the examination required for NBC will be accepted to fulfill the testing requirements for certification;

(e). has completed student teaching, an internship, or three years of teaching experience in the candidate's area of certification; and

(f). has not been out of teaching in the five years immediately preceding first employment or application for a Louisiana certificate. A candidate who has not taught in five years may be issued a one-year non-renewable (OS1) certificate while he/she completes six semester hours required for the issuance of a three-year non-renewable (OS) certificate.

ii. A candidate who is certified in another state can qualify for exclusion from the Praxis exam(s) required for Louisiana certification under the following criteria:

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(a). he/she meets all requirements for Louisiana certification except the Praxis exam requirements; has at least four years of successful teaching experience in another state, as determined by the board; and teaches on an out-of-state certificate for one year in a Louisiana approved public or an approved private school system;

(b). the teacher's employing authority must verify that he/she has completed one year of successful teaching experience in a Louisiana approved public or an approved private school and that he/she has been recommended for further employment;

(c). the employing authority must request that he/she be granted a valid Louisiana teaching certificate.

c. Foreign Applicant—(OS) Certificate

i. Eligibility requirements:

(a). bachelor's or higher level degree verified by a regionally accredited institution in the United States. If the institution is located in Louisiana, the dean of the College of Education must recommend the applicant for certification based upon Louisiana requirements. If the institution is located in another state/country, the guidelines prescribed for out-of-state applicants must be followed; or

(b). credentials may be submitted to a credentialing agency that follows the standards of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for evaluation. The original course-by-course evaluation must be submitted directly from the agency on "safe script" paper and must include a statement verifying the comparability of the baccalaureate degree in the field of education

d. Foreign Applicant—Level 1 Certificate

i. Eligibility requirements:

(a). bachelor's or higher level degree verified by a regionally accredited institution in the United States. If the institution is located in Louisiana, the dean of the College of Education must recommend the applicant for certification based upon Louisiana requirements. If the institution is located in another state/country, the guidelines prescribed for out-of-state applicants must be followed; or

(b). credentials may be submitted to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Office of International Education Services or World Education Services for evaluation. The original course-by-course evaluation for certification must come directly from the evaluating agency and must include a statement verifying the comparability of the baccalaureate degree in the field of education; and

(c). present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam(s) in the certification area(s) in which the teacher preparation

program was completed or in which the initial certificate was issued.

B. Level 2 Professional Certificate—valid for five years.

1. Eligibility requirements:

a. hold or meet eligibility requirements for a level 1 certificate;

b. either successfully meet the standards of effectiveness for three years pursuant to state law and Bulletin 130 or receive a waiver of this provision from the LDE, at the request of the employing LEA, if the teacher was unable to meet the standards of effectiveness due to administrative error in the local implementation of the evaluation system any year prior to the 2015-2016 school year; and

c. accrue three years of experience in area(s) of certification in an approved educational setting.

2. If the level 2 certificate is the applicant's first certificate, a state-approved teacher preparation program provider must submit the request.

3. If the level 1 certificated teacher qualifies for advancement to a level 2 certificate, the request for the higher certificate must be submitted directly to the LDE by the employing authority.

C. Level 3 Professional Certificate—valid for five years.

1. Eligibility requirements:

a. hold or meet eligibility requirements for a level 2 certificate;

b. a master's degree from a regionally accredited college or university;

c. five years of experience in area(s) of certification in an approved educational setting.

2. If the level 3 certificate is applicant's first certificate, a state-approved teacher preparation program provider must submit the request.

3. If the level 2 certificated teacher qualifies for advancement to a level 3 certificate, the request for the higher certificate must be submitted directly to the LDE by the employing authority.

D. Renewal/Extension Guidelines for Level 1, Level 2, and Level 3 Certificates

1. Level 1 certificate:

a. valid for three years initially and may be extended thereafter for a period of one year at the request of a Louisiana employing authority. Level 1 certificates are limited to two such extensions. Teachers must successfully meet the standards of effectiveness for the renewal of this certificate pursuant to state law and Bulletin 130.

2. Level 2 and level 3 certificates:

a. valid for five years initially and may be renewed thereafter for a period of five years at the request of a

Louisiana employing authority. For renewal of level 2 and level 3 certificates, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to state law and Bulletin 130;

b. LEAs may request a one-time five-year renewal of the certificate if a teacher was unable to successfully meet the standards of effectiveness due to administrative error in the local implementation of the evaluation system any year prior to the 2015-2016 school year.

E. Non-Practicing Status for Level 1, 2, 3 Certificates

1. The LDE may grant non-practicing status to any teacher who applies within a year of ceasing employment as a teacher or leader evaluated pursuant to state law and Bulletin 130. An exception may be made for a teacher or leader who ended employment prior to November 1, 2015 with at least one evaluation rating in 2012-2013, 2013-2014, or 2014-2015.

2. Non-practicing status shall take effect on the last day of employment in the evaluated role, as verified by the employing LEA.

3. Non-practicing teachers returning to practice may apply through a Louisiana education agency for an extension of their certificate for the number of years remaining in the renewal period of the certificate.

4. Final effectiveness ratings earned while in active status will be retained during non-practicing status and applied to any subsequent renewal or extension.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1797 (October 2006), amended LR 33:433 (March 2007), LR 34:233 (February 2008), LR 34:1611 (August 2008), LR 35:222 (February 2009), LR 37:558 (February 2011), LR 38:1951 (August 2012), LR 40:279 (February 2014), LR 41:2128 (October 2015), LR 43:1304 (July 2017), LR 44:745 (April 2018).

§307. Type C Certificates

A. Effective July 1, 2002, type C certificates are no longer issued for initial certification. The type C certificate is valid for three years. Teachers who hold type B and type A lifetime certificates will continue to hold these certificates. Effective July 1, 2012, type B and type A lifetime certificates will no longer be issued to teachers holding type C certificates applying for advanced certificates. Teachers holding a type C certificate who wish to apply for more advanced certification credentials will be granted a level 2 certificate, upon meeting the standards of effectiveness for at least three years, pursuant to Bulletin 130 and R.S. 17:3902.

B. Type C Certificate

1. Eligibility requirements:

a. successfully complete a state-approved traditional or alternate teacher preparation program;

b. a minimum 2.50 GPA on a 4.00 scale;

c. present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams—the pre-professional skills tests (PPST) in reading, writing, and mathematics; the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam in the certification area(s) in which the teacher preparation program was completed or in which the initial certificate was issued;

d. be recommended by a university or private program provider for certification; or meet the requirements of an out-of-state certified teacher (see below for requirements for the out-of-state certificate).

2. **Renewal Guidelines.** The type C certificate may be renewed for an additional three-year period upon the request of the Louisiana employing authority, subject to the approval of the LDE.

C. Type B Certificate—a lifetime certificate for continuous service, provided the holder does not allow any period of five or more consecutive years of disuse to accrue in which he is not a regularly employed teacher for at least one semester, or 90 consecutive days, and/or the certificate is not revoked by the state Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

a. hold or meet eligibility requirements for a type C certificate;

b. successfully complete the local evaluation plan mandated by state law and Bulletin 130; and

c. three years of experience in area(s) of certification in an approved educational setting.

2. The request for the higher certificate must be submitted directly to the LDE by the employing authority.

D. Type A Certificate—a lifetime certificate for continuous service, provided the holder does not allow any period of five or more consecutive years of disuse to accrue in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days, and/or the certificate is not revoked by the state Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

a. hold or meet eligibility requirements for a type C certificate;

b. successfully complete the local evaluation plan mandated by state law and Bulletin 130;

c. a master's degree from a regionally accredited institution of higher education; and

d. five years of experience in area(s) of certification in an approved educational setting.

2. The request for the higher certificate must be submitted directly to the LDE by the employing authority.

E. Process for Reinstating Lapsed Type C, B, and A Certificates

1. A certificate will lapse for disuse if the holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days.

2. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses (see Chapter 13) during the five-year period immediately preceding request for reinstatement.

3. If the holder did not earn six semester hours or equivalent, the lapsed certificate may be reactivated upon request (at the level that was attained prior to disuse) for a period of one year, during which time the holder must complete reinstatement requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1798 (October 2006), amended LR 37:559 (February 2011), LR 38:3136 (December 2012, LR 43:1306 (July 2017).

§309. Out-of-State (OS) Certificate

A. An out-of-state (OS) certificate, valid for a three year period, is not renewable. It is issued to a teacher who has completed an out-of-state teacher preparation program and either holds or is eligible for a certificate in the state in which the program was completed. The teacher is not initially eligible for a level 1, 2, or 3 Louisiana certificate but meets Louisiana certification requirements with the exception of the Praxis/National Teacher Exam requirements. It provides a transition period that permits the holder to be employed in Louisiana K-12 schools while he/she complies with Louisiana Praxis/NTE requirements or meets Praxis exclusion eligibility requirements. For continued employment as a teacher in a Louisiana school system after the three year period has elapsed, the OS certificate holder must fulfill guidelines for a level 1 or higher-level certificate.

B. Eligibility requirements:

1. baccalaureate degree from a regionally accredited college or university;

2. completed a teacher preparation program in another state;

3. hold a standard out-of-state teaching certificate; or if no certificate was issued, a letter from the state department of education or college of education dean verifying eligibility in that state for a certificate in the certification area(s);

4. completed student teaching or internship in a certification area, or in lieu of student teaching or internship has three years of successful teaching experience in a certification area; and

5. if applicant earned a degree five or more years prior

to the date of application, he/she must have been a regularly employed teacher for at least one semester, or 90 consecutive days, within the five year period immediately preceding first employment in Louisiana or application for a Louisiana certificate. Lacking this experience, he/she must earn six semester hours of credit in state-approved courses (see Chapter 12) during the five year period immediately preceding application. A candidate who has not taught in five years may be issued a one-year non-renewable (OS1) certificate while he/she completes six semester hours required for the issuance of a three-year non-renewable (OS) certificate; and

6. beginning January 1, 2017, the LDE will issue a letter of eligibility for an OS certificate to requesting teachers. The OS certificate will be issued at the request of the Louisiana employing authority.

C. Advancing from OS to Professional Level 1, 2, or 3 Certificate

1. Pass all parts of Praxis exam(s) required for Louisiana certification identified in §203:

a. present appropriate scores on the NTE core battery (common exams) or the corresponding Praxis exams (core academic skills for educators in reading, writing, and mathematics); the principles of learning and teaching (PLT) or other pedagogy exam required for the area(s) of certification; and the specialty area exam in the certification area in which the teacher preparation program was completed or in which the initial certificate was issued;

b. if applicant has obtained national board certification (NBC) in corresponding areas for which certification is being sought as well as certification/licensure in the state of origin, the examination required for NBC will be accepted to fulfill the testing requirements for certification;

c. a candidate who is certified in another state can qualify for exclusion from the Praxis exam(s) required for Louisiana certification under these criteria:

i. he/she meets all requirements for Louisiana certification except the Praxis exam requirements; has at least three years of successful teaching experience in another state, as determined by the board; and teaches on an OS certificate for one year in a Louisiana approved public or an approved private school system;

ii. the teacher's Louisiana employing authority verifies that he/she has completed one year of successful teaching experience in a Louisiana approved public or an approved private school and that he/she has been recommended for further employment; and

iii. the employing authority requests that he/she be granted a valid Louisiana teaching certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1799 (October 2006),

amended LR 33:433 (March 2007), LR 34:1611 (August 2008), LR 35:222 (February 2009), LR 35:894 (May 2009), LR 37:559 (February 2011), LR 37:882 (March 2011), LR 40:280 (February 2014), LR 43:1306 (July 2017).

§311. World Language Certificate (WLC) PK-12

A. This certificate is valid for six years and may be issued to a foreign associate teacher who participates in the LDE Foreign Associate Teacher Program, and who teaches world language and/or immersion in grades PK-12.

B. This certificate allows the holder to receive the same benefits as any other regularly certified teacher.

C. Eligibility guidelines:

1. a bachelor's degree in education or equivalent preparation in education from a foreign country. The status of this degree will be determined by the LDE. If LDE staff cannot make a degree equivalent determination, the candidate's credentials must be evaluated by a credentialing agency that follows the standards of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The original course-by-course evaluation for certification must come directly from the evaluating agency on "safe script" paper and must include a course-by-course evaluation;

2. a teaching certificate in the foreign country for the certification area and/or grade level that the candidate will teach in Louisiana;

3. evidence of two years of successful teaching experience in the country of origin; and

4. a native speaker of the language to be taught.

D. Renewal Guidelines. Valid for six years initially and may be renewed thereafter for a period of six years at the request of a Louisiana employing authority. For renewal of a WLC certificate, candidates must successfully meet the standards of effectiveness for at least three years during the six-year initial or renewal period pursuant to state law and Bulletin 130.

E. Professional Certificate. A professional level 1 certificate may be issued after successful completion of the PRAXIS core academic skills for educators, PRAXIS II content area examination(s), and PRAXIS principles of learning and teaching: K-6, 5-9, or 7-12. The test of English as a foreign language may be used in lieu of the PRAXIS core academic skills for educators. For renewal and reinstatement guidelines of a level 1 certificate, see Chapter 3.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1800 (October 2006), amended LR 33:1618 (August 2007), LR 34:233 (February 2008), LR 35:642 (April 2009), LR 36:486 (March 2010), LR 38:1952 (August 2012), LR 40:280 (February 2014), LR 43:1307 (July 2017), LR 44:745 (April 2018).

§313. Practitioner Licenses

A. Practitioner licenses 1 and 2 may be issued for one school year, renewed annually, and held a maximum of three years while the holder completes an alternate program. Upon completion of the three years of employment on this certificate, the holder must fulfill guidelines for a level 1 or higher-level certificate for continued employment in a Louisiana school system. The practitioner license 3 may be issued for one school year, renewed annually, and held a maximum of four years while the holder completes an alternate program. Upon completion of the four years of employment on this certificate, the holder must fulfill guidelines for a level 1 or higher-level certificate for continued employment in a Louisiana school system.

B. Practitioner License 1—issued to a candidate who is admitted to and enrolled in a state-approved practitioner teacher program.

1. Eligibility requirements:

a. baccalaureate degree from regionally accredited college or university;

b. 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a non-university provider program; or a 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program; and

c. passing scores on Praxis core academic skills for educators and current Praxis content area exam(s). 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. Candidates possessing a graduate degree from a regionally accredited college or university will be exempted from the core academic skills for educators requirement.

NOTE: Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam. Secondary education candidates (grades 6-12) must pass a Praxis core subject area exam. If there is no content Praxis exam adopted by the State in the specific secondary core subject area, candidates must demonstrate content mastery by presenting 30 semester credit hours in the core subject area.

2. The approved teacher preparation program provider must submit the request for the initial practitioner license directly to the LDE. The teacher is restricted to the specific grade level and content area as designated on the practitioner license.

3. Renewal Requirements. The candidate must remain enrolled in the practitioner teacher program and fulfill a minimum of six semester hours of coursework or equivalent contact hours per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

4. Program requirements must be completed within the three-year maximum that the license can be held. For certification purposes, non-university providers and colleges

or universities will submit signed statements to the LDE indicating that the student completing the practitioner teacher program alternative certification path met the following requirements:

a. passed all licensure exams required for certification pursuant to §203;

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

c. demonstrated proficiency in reading and literacy competencies through successfully completing the required number of credit or contact hours in reading and literacy as specified in Bulletin 996 or passing a reading competency assessment. 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). The current required score is 157. (Middle grades 4-8 and secondary grades 6-12 will be required to take the required reading course credit hours or equivalent contact hours until an appropriate reading competency assessment is developed and adopted.); and

d. completed prescriptive plans, if need was determined by the preparation provider.

C. Practitioner License 2—issued to a candidate who is admitted to and enrolled in a state-approved certification-only alternate certification program.

1. Eligibility requirements:

a. baccalaureate degree from regionally accredited college or university;

b. 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a non-university provider program or a 2.20 GPA on a 4.00 scale to enter a college or university program; and

c. passing scores on Praxis core academic skills for educators and current Praxis content area exam(s). 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. Candidates possessing a graduate degree from a regionally accredited college or university will be exempted from the core academic skills for educators requirement.

NOTE: Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam. Secondary education candidates (grades 6-12) must pass a Praxis core subject area exam. 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.

2. The request for the initial practitioner license as well as renewals of the license must be submitted directly to the LDE by the employing authority. The teacher is restricted to the specific grade level and content area as designated on the practitioner license.

3. Renewal Requirements. The candidate must remain

enrolled in the certification-only alternate certification program and fulfill a minimum of nine semester hours of coursework per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

4. Program requirements must be completed within the three-year maximum that the license can be held. For certification purposes, non-university providers and colleges or universities will submit signed statements to the LDE indicating that the student completing the certification-only alternate program met the following requirements:

a. non-education baccalaureate degree from regionally-accredited college or university;

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

c. demonstrated proficiency in reading and literacy competencies through successfully completing the required number of credit or contact hours in reading and literacy as specified in Bulletin 996 or passing a reading competency assessment. 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). The current required score is 157. (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.)

D. Practitioner License 3—issued to a candidate who is admitted to and enrolled in a state-approved master's degree alternate certification program.

1. Eligibility requirements:

a. baccalaureate degree from regionally accredited college or university;

b. 2.50 GPA on a 4.00 scale; and

c. passing scores on Praxis core academic skills for educators and current Praxis content area exam(s). 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. Candidates possessing a graduate degree from a regionally accredited college or university will be exempted from the core academic skills for educators requirement.

NOTE: Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam. Secondary education candidates (grades 6-12) must pass a Praxis core subject area exam. 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.

2. The request for the initial practitioner license as well as renewals of the license must be submitted directly to the LDE by the employing authority. The teacher is restricted to the specific grade level and content area as

designated on the practitioner license.

3. **Renewal Requirements.** The candidate must remain enrolled in the master's degree alternate certification program and fulfill a minimum of nine semester hours of coursework per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

4. Program requirements must be completed within the four-year maximum that the license can be held. For certification purposes, colleges/universities will submit signed statements to the LDE indicating that the student completing the master's degree alternate certification program met the following requirements:

a. passed all licensure assessments required for certification pursuant to §203; and

b. completed all coursework including the residency in the master's degree alternate certification program with a 2.50 or higher grade point average (GPA); and

c. demonstrated proficiency in reading and literacy competencies through successfully completing the required number of credit or contact hours in reading and literacy as specified in Bulletin 996 or passing a reading competency assessment. 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). The current required score is 157. (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.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1800 (October 2006), amended LR 35:221 (February 2009), LR 38:1952 (August 2012), LR 40:280 (February 2014), LR 43:1307 (July 2017).

§314. Extended Endorsement License (EEL)

A. **Extended Endorsement License (EEL)**—issued for one school year, renewable annually, and may be held a maximum of three years while the holder pursues certification in the content area of the license.

B. **Eligibility Requirements**—issued to an individual who meets the following requirements:

1. the individual holds a valid Louisiana teaching certificate of one of the following types: Level 1, Level 2, Level 3, Type A, Type B, Type C, OS; and

2. the individual has passed the current content area exam(s) appropriate for the content area in which the Extended Endorsement License is being requested; and

3. the individual provides a detailed prescription that identifies any additional coursework or exams needed to complete the area/level certification endorsement and that is

signed by the superintendent and the human resources director of the employing local education agency.

C. **Renewal Requirements.** Teacher must successfully complete a minimum of nine credit hours of coursework per year, applicable toward certification in the content area of the license.

1. If fewer than nine hours are required to complete the certification, then all of the remaining hours must be taken.

2. If no credit hours remain to be taken, then the individual must provide evidence of taking the required exams, a minimum of once per year.

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 33:1339 (July 2007).

§315. Standard Certificates for Teachers in Nonpublic Schools

A. A standard certificate with an asterisk (*) following the certificate type is issued to a teacher in a nonpublic school. The asterisk (*) refers to a statement printed at the bottom of the certificate: “If this teacher enters a public school system in Louisiana, he will be required to meet the standards of effectiveness pursuant to state law and Bulletin 130 for issuance of a Level 2 or Level 3 teaching certificate.”

B. **Level 2* (2-asterisk) Certificate**—valid for five years and renewable with continuing learning units (CLUs) of approved professional development during the five-year period immediately preceding request for renewal.

1. **Eligibility requirements:**

a. a Louisiana level 1 certificate;

b. successfully taught for three years in area(s) of certification;

c. completed a teacher evaluation program for three years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the level 2* certificate must be submitted directly to the LDE by the Louisiana employing authority.

3. The level 2* certificate is valid in a nonpublic school setting. If the teacher enters a Louisiana public school he will be required to successfully complete the local evaluation plan mandated by state law and Bulletin 130 regulations.

C. **Level 3* (3-asterisk) Certificate**—valid for five years and renewable with continuing learning units (CLUs) of approved professional development during the five-year period immediately preceding request for renewal.

1. **Eligibility requirements:**

EDUCATION

- a. a Louisiana level 1 or level 2* certificate;
- b. successfully taught for five years in the area(s) of certification;
- c. master's degree from a regionally-accredited college or university; and
- d. completed a teacher evaluation program for three consecutive years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the level 3* certificate must be submitted directly to the LDE by the Louisiana employing authority.

3. The level 3* certificate is valid in a nonpublic school setting. If the teacher enters a Louisiana public school, he will be required to successfully complete the local evaluation plan mandated by state law and *Bulletin 130* regulations.

4. Renewal Guidelines for Level 2* and Level 3* Certificates

a. A teacher must complete 150 continuing learning units (CLUs) of district-approved and verified professional development over the five-year time period during which he/she holds the certificate, or during the five-year time period immediately preceding the request for renewal. The Louisiana employing authority must request renewal of a level 2* or level 3* certificate.

b. A teacher with an existing level 2* or level 3* teaching certificate may renew that certificate based upon completion of NBC during the period of certificate validity, as satisfaction in full of the 150 CLUs required for renewal.

c. If the holder of an expired level 2* or level 3* certificate has not earned the required 150 CLUs of professional development, the expired certificate may be reactivated upon request of the employing authority (at the level that was attained prior to expiration) for a period of one year, during which time the certificate holder must present evidence of successful completion of the required 150 CLUs to the Department of Education. Failure to complete necessary CLUs during the one-year reactivation period will result in an expired certificate that cannot be reinstated until evidence is provided of completed professional development requirements.

d. A continuing learning unit (CLU) is a professional development activity that builds capacity for effective, research-based, content-focused teaching and learning that positively impacts student achievement. As a unit of measure, the CLU is used to quantify an educator's participation in a district- or system-approved, content-focused professional development activity aligned with the educator's individual professional growth plan.

D. Type B* (B-asterisk) Certificate—a lifetime nonpublic school certificate for continuous service, provided the holder does not allow any period of 5 or more

consecutive years of disuse to accrue in which he is not a regularly employed teacher for at least 1 semester, or 90 consecutive days, and/or certificate is not revoked by the Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

- a. a Louisiana type C certificate;
- b. successfully taught for three years in area(s) of certification; and
- c. completed a teacher evaluation program for three consecutive years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the type B* certificate must be submitted directly to the Department of Education by the Louisiana employing authority.

3. The type B* certificate is valid for life of continuous service in a nonpublic school setting. If the teacher enters a Louisiana public/charter school he/she will be required to complete the local evaluation plan mandated by state law and *Bulletin 130* regulations.

E. Type A* (A-asterisk) Certificate—a lifetime nonpublic school certificate for continuous service, provided the holder does not allow any period of 5 or more consecutive years of disuse to accrue in which he is not a regularly employed teacher for at least 1 semester, or 90 consecutive days, and/or certificate is not revoked by the state Board of Elementary and Secondary Education (BESE).

1. Eligibility requirements:

- a. a Louisiana type C, type B, or type B* certificate;
- b. successfully taught for five years in the area(s) of certification;
- c. master's degree from a regionally accredited college or university;
- d. completed a teacher evaluation program for three consecutive years at the same nonpublic school, with the principal as evaluator and the teacher performance rated as satisfactory in the areas of planning, management, instruction, and professional development.

2. The request for the type A* certificate must be submitted directly to the LDE by the Louisiana employing authority.

3. The type A* certificate is valid for life of continuous service in a nonpublic school setting. If this teacher enters a Louisiana public school he/she will be required to successfully complete the local evaluation plan mandated by state law and *Bulletin 130*.

F. Renewal Guidelines for Level 2* and Level 3* Certificates

1. A teacher must complete 150 continuing learning units (CLUs) of district-approved and verified professional

development over the five-year time period during which he/she holds the certificate, or during the five-year time period immediately preceding the request for renewal. The request for the level 2* or level 3* certificate must be submitted directly to the Department of Education by the Louisiana employing authority.

2. If the holder of an expired level 2* or level 3* certificate has not earned the required 150 CLUs of professional development, the expired certificate may be reactivated upon request of the Louisiana employing authority (at the level that was attained prior to expiration) for a period of one year, during which time the certificate holder must present evidence of successful completion of the required 150 CLUs to the Department of Education. Failure to complete necessary CLUs during the one year reactivation period will result in an expired certificate that cannot be reinstated until evidence is provided of completed professional development requirements.

3. A continuing learning unit (CLU) is a professional development activity that builds capacity for effective, research-based, content-focused teaching and learning that positively impacts student achievement. As a unit of measure, the CLU is used to quantify an educator's participation in a district- or system-approved, content-focused professional development activity aligned with the educator's individual professional growth plan.

a. Educators may earn one CLU for each clock hour of active engagement in a high quality professional development activity approved by the employing authority. Each educator is responsible for maintaining required documentation and for reporting earned CLUs in a manner prescribed by the employing authority. Earned CLUs transfer across local education agencies (LEAs).

b. An educator who holds a level 2* or level 3* professional license is responsible for maintaining documentation regarding acquisition of 150 CLUs for purposes of renewal and for completing the necessary paperwork every five years to renew his/her license. Upon submission of the renewal application to the state, the employing authority must provide an assurance statement signed by the superintendent or his/her designee, with the required listing of earned CLUs as documented by the educator seeking licensure.

G. Reinstating Lapsed Levels 2* or 3*, Types B* or A* Certificates

1. If the holder of a level 2*, level 3*, type B*, or type A* certificate allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days, the certificate will lapse for disuse.

2. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses (see Chapter 13) during the five-year period immediately preceding request for reinstatement.

3. If the holder did not earn six semester hours or

equivalent, the lapsed certificate may be reactivated upon request (at the level that was attained prior to disuse) for a period of one year, during which time the holder must complete reinstatement requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1801 (October 2006), amended LR 36:752 (April 2010), LR 37:559 (February 2011), LR 38:1952 (August 2012), LR 43:1309 (July 2017).

§317. Local Education Agency Appeal

A. If a teacher's evaluation demonstrates that the standard for effectiveness, as determined by BESE, has been met, using value-added data or other components of the evaluation, for three years during the initial certification or renewal process, a certificate shall be issued or renewed unless the LDE or BESE receives evidence from the LEA that justifies discontinuation.

B. Similarly, if a teacher's evaluation demonstrates that the standard for effectiveness, as determined by BESE, has not been met, using either value-added data or other components of the evaluation, for three years during the initial certification or renewal process, the LDE/BESE shall not issue or renew a certificate unless evidence of effectiveness is received from the LEA that justifies the issuance of a certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and R.S. 17:3886.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2129 (October 2015).

Subchapter B. Nonstandard Teaching Authorizations

§321. Introduction

A. There are five types of nonstandard teaching authorizations issued in Louisiana: temporary authority to teach (TAT); out-of-field authorization to teach (OFAT); temporary employment permit (TEP); nonpublic temporary certificate (T); and resident teacher certificate (R). Nonstandard authorizations are of a temporary nature but may be renewed under specified guidelines.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1803 (October 2006), LR 43:1311 (July 2017).

§323. Temporary Authority to Teach (TAT)

A. Temporary Authority to Teach (TAT)—issued for one calendar year, while the holder pursues alternate certification program admission requirements or certification requirements. Upon completion of one year of employment on this certificate, for continued employment as a teacher in a Louisiana school system, the holder must fulfill guidelines for a Practitioner License or a higher-level certificate. A TAT cannot be issued to teachers who previously held a

Temporary Employment Permit (TEP) or a standard teaching certificate.

B. An applicant must have a baccalaureate degree from a regionally accredited institution; passing scores on the Praxis core academic skills for educators in reading and writing examinations or appropriate scores on the ACT or SAT and at least a 2.20 GPA. Applicants who meet these eligibility requirements can apply for a TAT through their employing school district.

C. Districts submit the application and provide an affidavit signed by the local superintendent verifying that good faith efforts for recruiting certified personnel have been made, including posting all positions for which TATs are issued on the Teach Louisiana website; that "there is no regularly certified, competent, and suitable person available for the position."

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1803 (October 2006), amended LR 36:2547 (November 2010), LR 40:280 (February 2014).

§325. Out-of-Field Authorization to Teach (OFAT)

A. Out-of-Field Authorization to Teach (OFAT)—issued for one three-year period while the holder pursues endorsement (add-on) certification requirements. If the teacher is actively pursuing certification in the field and the LDE has designated the area as an area that requires extensive hours for completion, up to two additional years of renewal may be granted.

B. Eligibility requirements:

1. issued to an applicant who holds a valid Louisiana out-of-state certificate;
2. temporary employment permit; or
3. a type C, type B, type A, level 1, level 2, or level 3 teaching certificate but is teaching outside of the certified area(s).

C. OFAT Stipulations

1. Districts must submit the application and provide an affidavit signed by the local superintendent verifying that good faith efforts for recruiting certified personnel have been made, including consulting the Teach Louisiana website; that "there is no regularly certified, competent, and suitable person available for the position;" and that the applicant is the best-qualified person for the position.

2. If the teacher is actively pursuing certification in the field and the Department of Education designates the area as an area that requires extensive hours for completion, up to two additional years of renewal may be granted. Designated areas are as follows:

a. applicants pursuing certification in academically gifted, significant disabilities, early interventionist, hearing impaired, and visual impairments/blind may be granted two

additional years of renewal;

b. applicants pursuing certification in mild/moderate may be granted one additional year of renewal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1804 (October 2006), amended LR 33:2355 (November 2007), LR 35:1487 (August 2009), LR 43:1311 (July 2017).

§326. Temporary Employment Permit (TEP)

A. Temporary Employment Permit (TEP)—issued for one school year, renewable annually, and may be held a maximum of three years while the holder pursues satisfaction of state Praxis requirements. Upon completion of the three years of employment on this certificate, for continued employment in a Louisiana school system, the holder must fulfill guidelines for a level 1 or higher-level certificate.

B. Eligibility Guidelines 1—issued to an applicant who meets all certification requirements with the exception of passing all portions of the NTE commons examination completed prior to February 20, 1985, but who scores within 10 percent of the composite score required for passage of all exams.

NOTE: This was formerly classified as an Emergency Permit.

1. The Louisiana employing authority must submit the application to the LDE.

2. The Louisiana employing authority must submit a signed affidavit to the LDE stipulating that there is no other applicant meeting all certification requirements who is available for employment for a specific teaching position.

3. Granting of this permit shall not waive the requirement that the person successfully complete the exam.

C. Eligibility Guidelines 2—issued to an individual who meets all certification requirements with the exception of passing one of the components of the NTE/Praxis examination(s) completed after February 20, 1985, but who has an aggregate score equal to or above the total required on all NTE/Praxis exams for the area of certification. The individual must submit the application and all required materials to the LDE.

D. Renewal Requirements. An individual can be reissued a permit two times only if evidence is presented that the required exam has been retaken twice within one year from the date the permit was last issued.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1804 (October 2006), amended LR 43:1311 (July 2017).

§327. Nonpublic Temporary Certificate (T)

A. Nonpublic Temporary Certificate (T)—valid for one year; renewable.

B. Eligibility Guidelines. This certificate is granted to teachers practicing in a nonpublic school setting who need temporary credentialing to meet nonpublic school standards.

C. Renewal Guidelines. The holder must earn six semester hours of professional coursework annually. Exception to this policy will be considered in the case of serious medical condition or unavailability of required coursework.

D. Medical Excuse. When serious medical problems of the teacher or immediate family exist, a doctor's statement is required with a letter of assurance from the teacher that the unmet requirements will be completed prior to the beginning of the next school year. See Chapter 14 of this bulletin for the form entitled "'Certification of Teacher' or Family Member's Serious Health Condition" and for definition of "Serious Health Condition" as set forth under the Family and Medical Leave Act of 1993.

E. Required Courses Not Available. Documentation that necessary coursework was not available must be provided in the form of letters of verification from all universities in the accessible geographic area of the teacher. The university letter must verify that the necessary coursework was not offered.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1805 (October 2006).

§328. Resident Teacher Certificate (R)

A. Beginning July 1, 2018, the resident teacher certificate (R) shall be required for individuals completing a one-year residency required for certification in Louisiana pursuant to Bulletin 996.

B. Resident teacher certificates are valid for one school year, are renewable, and may be held a maximum of three years while the holder pursues certification through a BESE-approved preparation program.

C. Eligibility guidelines:

1. enrollment in a BESE-approved traditional, master's degree, or certification-only teacher preparation program;

2. placement in a classroom in a public or approved non-public school 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;

a. resident teachers placed in charter schools must be placed with a teacher of record who has demonstrated effectiveness pursuant to state law and Bulletin 130;

3. passing scores on required core academic skills exams for initial issuance; and

4. passing scores on required content knowledge exams for renewal.

D. The request for the Resident Teacher license as well as renewal requests must be submitted directly to the LDE by the preparation provider.

E. The LDE will begin issuing resident teacher certificates to candidates completing residencies in BESE-approved programs with one-year residencies on July 1, 2017.

F. There shall be no fee charged for the resident teacher certificate's issuance.

G. Holders of the resident teacher certificate may serve as a substitute teacher in their residency school system for up to ten days each semester. Such service shall not impede a teacher candidate's residency performance or ability to successfully complete the preparation 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 43:1312 (July 2017).

Subchapter C. Ancillary Teaching Certificates**§341. Introduction**

A. Ancillary certificates are issued by Louisiana for those who provide teaching, support, administrative, or supervisory services to children in pre-k-12 schools and early learning centers serving children ages birth to five. See Chapter 4 of this bulletin for an explanation of ancillary certificates issued for those who provide support services in pre-k-12 schools and early learning centers serving children ages birth to five. See Chapter 7 of this bulletin for an explanation of ancillary certificates issued for those who provide administrative and supervisory services in pre-k-12 schools. There are six types of ancillary teaching certificates: ancillary artist or talented certificate, early childhood ancillary certificate, nonpublic Montessori teacher certificate, a certificate for family and consumer sciences—occupational programs, Junior Reserve Officers Training Corps instructor (ROTC), and math for professionals certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1805 (October 2006), amended LR 41:917 (May 2015).

§343. Artist or Talented Certificate

A. An ancillary artist or talented certificate is issued to an applicant who has earned an advanced degree in an artistic or talented field, or who has produced evidence of creative accomplishments over an extended period of time.

An ancillary artist or ancillary talented certificate allows the holder to provide artistic and/or creative services in a regular classroom to children at any age level.

B. Artists Certificate (Art, Creative Writing, Drama, Dance, Music, Theatre, Visual Arts)

1. This certificate allowing the certificate holder to provide artist services is valid only for the period and district of employment.

2. Certification is granted only in the specific artist area requested (art, creative writing, drama, dance, music, theatre, or visual arts).

3. Eligibility requirements:

a. a written request from the Louisiana employing authority indicating that the person will be employed once the certification is granted;

b. substantive evidence of artistic and/or creative accomplishment over an extended period of time, submitted in the form of newspaper articles, brochures, catalogs, playbills, programs, magazines, published music, letters from accomplished peers, etc. (photographs, slides and actual artwork are not acceptable).

4. Renewal Guidelines—valid for five years initially and may be renewed thereafter for a period of five years at the request of an LEA. For renewal of the ancillary certificate, candidates must successfully meet the standards of effectiveness for at least three years during the initial certification or renewal period pursuant to Bulletin 130 and R.S. 17:3902. If the holder of this certificate changes school systems, the LEA must request a change of job assignment.

5. The person holding such certification is not eligible for tenure.

C. Talented Certificate (Music, Theatre, or Visual Arts)

1. This certificate allowing the certificate holder to provide talented services is valid only for the period and district of employment.

2. Certification is granted only in the specific talented area requested (visual art, music, or theatre).

3. Eligibility requirements:

a. master's degree in Art, Music, Theatre Liberal Arts, or Theatre Education; or substantive evidence of artistic and/or creative accomplishment over an extended period of time, submitted in the form of newspaper articles, brochures, catalogs, playbills, programs, magazines, published music, letters from accomplished peers, etc. (photographs, slides and actual artwork are not acceptable);

b. written request from the Louisiana employing authority indicating that the person will be employed as a talented teacher once the certification is granted; and

c. the individual must have a minimum of one year of successful experience working with students in the specific arts area and at the level for which employment is being sought.

4. Renewal Guidelines—valid for five years initially and may be renewed thereafter for a period of five years at the request of an LEA. For renewal of the ancillary certificate, candidates must successfully meet the standards of effectiveness for at least three years during the initial certification or renewal period pursuant to Bulletin 130 and R.S. 17:3902. If the holder of this certificate changes school systems, the LEA must request a change of job assignment.

5. Persons holding a talented certificate are not eligible for tenure.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1805 (October 2006), amended LR 38:762 (March 2012), LR 38:3136 (December 2012).

§344. Early Childhood Ancillary Certificate

A. The early childhood ancillary certificate authorizes an individual to teach in a publicly-funded early learning center serving children ages birth to five as defined in R.S. 17:407.33, unless program requirements mandate a professional-level certificate. After June 30, 2019, an individual shall have, at a minimum, an early childhood ancillary certificate to serve as a lead teacher in a publicly-funded early learning center.

B. Early Childhood Ancillary Certificates Issued

1. Eligibility Requirements. An early childhood ancillary certificate shall be issued to an applicant who submits evidence of one of the following to the LDE:

a. a bachelor's degree or higher from a regionally-accredited college or university;

b. a current child development associate (CDA) credential, either infant/toddler or preschool, awarded by the Council for Professional Recognition and a high school diploma or equivalent:

i. after July 1, 2018, all 120 clock hours of coursework for the CDA must be earned from a BESE-approved early childhood ancillary certificate program for initial CDA credentials:

(a). an individual who has completed 36 or more clock hours of coursework for the CDA by July 1, 2018 may complete the remaining coursework for the CDA from any CDA provider;

(b). an individual who has not completed 36 or more clock hours of coursework for the CDA by July 1, 2018 must earn all 120 hours of coursework for the CDA from a BESE-approved early childhood ancillary certificate program;

(c). after July 1, 2018, individuals may submit a request to the department to waive the requirement that all 120 hours of coursework for the CDA be obtained from a BESE-approved early childhood ancillary certificate program if the individual is able to demonstrate

unavailability of enrollment options within a reasonable geographic proximity;

ii. after July 1, 2018, applicants who obtained a CDA or completed coursework from a provider that is not BESE-approved while residing in another state shall submit additional documentation of program components for approval;

iii. coursework counting towards the early childhood ancillary certificate shall include at least 10 training hours in each of the following subject areas:

(a). planning and implementing a safe and healthy learning environment;

(b). advancing children's physical and intellectual development;

(c). supporting children's social and emotional development;

(d). building productive relationships with families;

(e). managing an effective program operation;

(f). maintaining a commitment to professionalism;

(g). observing and recording children's behavior;

(h). understanding principles of child development and learning;

c. an associate degree in an early childhood related field from a regionally accredited college or university;

d. a technical diploma or certificate of technical studies in an early childhood related field from an accredited technical or community college:

i. after July 1, 2018, all coursework for technical diplomas and certificates of technical studies must be earned from a BESE-approved provider;

ii. after July 1, 2018, individuals may submit a request to the department to waive the requirement that coursework be obtained from a BESE-approved early childhood ancillary certificate program if the individual is able to demonstrate unavailability of enrollment options within a reasonable geographic proximity;

e. a career diploma that has been approved by the Louisiana Pathways Career Development System, and in which coursework began prior to July 1, 2018.

2. Renewal Guidelines

a. For individuals meeting eligibility requirements with a CDA, the early childhood ancillary certificate shall be valid for a three-year period. The ancillary certificate may be renewed by the LDE at the request of the applicant's employer with submission of either documentation of a renewed CDA credential, awarded by the Council for Professional Recognition, or documentation of:

i. either 4.5 continuing education units, a 3 credit-hour course, or 45 clock hours of approved training or

professional development in early childhood care and education; and

ii. a minimum of 80 hours of work experience with young children or families with young children within the last three years.

b. For individuals meeting eligibility requirements with a bachelor's degree or higher, associate degree, technical diploma, certificate of technical studies, or career diploma, the early childhood ancillary certificate shall be valid for a three-year period. The certificate may be renewed by the LDE at the request of the applicant's employer with submission of documentation of:

i. either 4.5 continuing education units, a 3 credit-hour course, or 45 clock hours of training in early childhood care and education; and

ii. a minimum of 80 hours of work experience with young children or families with young children within the last three years.

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 41:917 (May 2015), amended LR 43:2135 (November 2017).

§345. Nonpublic Montessori Teacher Certificate

A. Nonpublic Montessori Teacher Certificate

B. Louisiana Montessori teachers will be certified and issued Louisiana Montessori teaching certificates by the Louisiana Department of Education.

C. Eligibility Guidelines

1. For a Type C Montessori Certificate—the teacher shall have completed training from one of the following:

- a. American Montessori Society;
- b. Association Montessori Internationale;
- c. St. Nicholas Training Course of London;
- d. The Montessori World Education Institute;
- e. Montessori Institute of America;
- f. Southwestern Montessori Training Institute;

g. Any other training course jointly approved by the Louisiana Board of Elementary and Secondary Education and the Louisiana Montessori Association.

2. For a type B Montessori certificate:

a. at least one year of successful teaching experience in a Montessori school; and

- b. completed training from one of the following:
 - i. American Montessori Society;
 - ii. Association Montessori Internationale;
 - iii. St. Nicholas Training Course of London;
 - iv. The Montessori World Education Institute;

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- v. Montessori Institute of America;
- vi. Southwestern Montessori Training Institute;
- vii. any other training course jointly approved by the Board of Elementary and Secondary Education and the Louisiana Montessori Association.

3. For type A, junior class A, and junior Montessori certificates:

- a. a bachelor's degree from a regionally accredited college or university;
- b. at least one year of successful teaching experience in a Montessori school; and
- c. completed training from one of the following:
 - i. American Montessori Society;
 - ii. Association Montessori Internationale;
 - iii. St. Nicholas Training Course of London;
 - iv. The Montessori World Education Institute;
 - v. Montessori Institute of America;
 - vi. Southwestern Montessori Training Institute;
 - vii. any other training course jointly approved by the Board of Elementary and Secondary Education and the Louisiana Montessori Association.

D. This certificate is valid for five years initially and may be renewed thereafter for a period of five years at the request of a LEA. For renewal of the ancillary certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S.17:3902.

E. The certificate lapses for disuse if the holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses (see Chapter 13) during the five year period immediately preceding request for reinstatement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1805 (October 2006), amended LR 38:3136 (December 2012).

§346. Family and Consumer Sciences (Occupational Programs)

A. An ancillary certificate issued in family and consumer sciences (occupational programs) authorizes an individual to teach in the areas of child care, clothing service, food service, housing and interior design, and institutional home management.

B. Provisional Certification: Valid for three years.

1. Eligibility requirements:

- a. bachelor's degree in a family and consumer sciences specialty area;
- b. 12 semester hours in professional education courses, to include organization and administration of family and consumer sciences occupational programs; and
- c. minimum of 2,000 hours of successful work experience in the area of occupational certification.

2. Renewal Guidelines—valid for five years initially and may be renewed thereafter for a period of five years at the request of an LEA. For renewal of the ancillary certificate, candidates must successfully meet the standards of effectiveness for at least three years during initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

C. Qualified Certification—valid for five years.

1. Eligibility requirements:

- a. completed requirements for provisional certification; and
- b. three years of teaching experience in family and consumer sciences occupational programs.

2. Renewal Guidelines—valid for five years initially and may be renewed thereafter for a period of five years at the request of an LEA. For renewal of the Ancillary certificate, candidates must successfully meet the standards of effectiveness for at least three years during initial or renewal period pursuant to Bulletin 130 and R.S.17:3902.

3. Reinstatement Guidelines—Reinstatement of a Lapsed Certificate. If the certificate holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester (90 consecutive days), the certificate lapses for disuse. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses during the five year period immediately preceding request for reinstatement (see Chapter 13).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1806 (October 2006), amended LR 38:3137 (December 2012).

§347. Junior Reserve Officers Training Corps Instructor (ROTC)

A. An ancillary certificate issued in ROTC authorizes an individual to teach Junior ROTC.

1. Eligibility requirements:

- a. be retired from active duty in the retired grades of E-6-E-9, WO-1-CWO-5, 03-06; and
- b. official recommendation by appropriate branch of the military service with certification by the appropriate department of defense.

2. Renewal Guidelines—valid for five years initially and may be renewed thereafter for a period of five years at the request of an LEA. For renewal of the Ancillary certificate, candidates must successfully meet the standards of effectiveness for at least three years during initial or renewal period pursuant to Bulletin 130 and R.S.17:3902.

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 34:432 (March 2008), amended LR 34:1610 (August 2008), LR 38:3137 (December 2012).

§348. Math for Professionals Certificate

A. An ancillary math for professionals certificate is issued to an applicant who has an undergraduate degree from a regionally accredited university and/or evidence of a math and/or science work-related background.

B. Math for Professionals certificate is valid for one year and allows an individual to teach one or more mathematics courses on a part-time basis.

1. Eligibility requirements:

a. meets at least one of the following:

i. earned 30 credit hours of mathematics; or

ii. earned a master's degree in mathematics or science content area; or

iii. successful passing of the Praxis Mathematics: Content Knowledge test (5161).

b. recommendation and support of employing school system and current employer. Written request is required from the Louisiana employing authority indicating that the person will be employed in the area being sought once the certification is granted;

c. completion of a district developed classroom readiness/training program, based on state guidelines.

2. Renewal Guidelines. The Louisiana employing school district must request renewal of this certificate for each school year of employment. The certificate would be renewable annually based on successful local evaluations and request of employing school district.

3. The person holding such certification is not eligible for tenure.

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 35:220 (February 2009), amended LR 39:1463 (June 2013), LR 40:281 (February 2014).

Subchapter D. Special Considerations for Teachers Called to Active Military Duty

§361. Introduction

A. A teacher employed on a Louisiana certificate of any type who is called to active military duty will not be penalized for the time spent in active service. He or she must present copies of official documents indicating beginning and ending dates of active military duty when applying for renewal or extension of the certificate.

B. For the period of military service:

1. renewal guidelines specifying required coursework and/or Praxis exams for temporary certificates will be waived;

2. renewal guidelines specifying Continuing Learning Units (CLUs) for Level 2 and Level 3 certificates will be waived; and

3. additional time commensurate with the amount of time spent in active duty will be allowed on the temporary or regular certificate, in terms of the school year(s) or portion thereof spent in active military service.

C. Once the time spent has been restored to an individual who was called to active duty, the renewal guidelines for temporary and/or regular certificates will be effective.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1806 (October 2006).

Chapter 4. Ancillary School Service Certificates

§401. Introduction

A. An individual must have an official authorization from the state to provide services to children in a Louisiana school setting. An ancillary certificate allows a qualified person who is not a certified teacher to provide such services. The holder of an ancillary certificate is authorized to perform only those services that are specifically stated on the certificate in the school systems of Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1807 (October 2006), amended LR 34:432 (March 2008).

Subchapter A. General Ancillary School Certificates

§403. Child Nutrition Program Supervisor

A. Child Nutrition Program Supervisor—valid for life with continuous service.

B. Basic Eligibility Requirements. A master's degree from a regionally accredited institution of higher education.

C. Eligibility Requirements in Areas of Specialty

1. Specialty in Food Service:

a. a minimum of three years of successful experience in home economics education or quantity food service management; and

b. a minimum of 21 semester hours—six semester hours in nutrition related to humans, three semester hours in quantity food preparation, and 12 semester hours in at least four of the following subjects:

- i. quantity food service;
- ii. organization and management;
- iii. quantity food service equipment and layout;
- iv. accounting;
- v. statistics;
- vi. microbiology;
- vii. food service or technology.

2. Specialty in nutrition:

a. a minimum of three years of successful experience in teaching, nutrition education, public health nutrition, clinical or administrative dietetics, cooperative extension, or food service management;

b. graduate and/or undergraduate course work, as follows:

i. nutrition, 18 semester hours—six semester hours in nutrition related to humans, and 12 semester hours may include nutrition, physiology, biochemistry, microbiology, or bacteriology;

ii. foods, nine semester hours;

iii. statistics, research methodology, or evaluative techniques, three semester hours; and

iv. a minimum of 12 semester hours in at least two of the following subjects:

- (a) quantity food preparation or quantity cookery;
- (b) child or adolescent psychology;
- (c) communication and speech;
- (d) educational materials and/or methods;
- (e) personnel or institutional management.

D. Reinstatement of a lapsed Certificate: If certificate holder allows a period of five consecutive calendar years to pass in which he/she is not regularly employed as a child nutrition program supervisor for at least one semester, or 90 consecutive days, he/she must present evidence of having earned six semester hours of credit in state-approved courses (see Chapter 13). The six semester credit hours must be earned during the five year period immediately preceding reinstatement.

E. A special provisional certificate, acting child nutrition program supervisor, may be issued to an individual employed in this capacity.

1. Eligibility Requirements. A baccalaureate or master's degree from a regionally accredited institution of higher education.

2. Renewal Guidelines. Valid for one year and renewable each year thereafter upon presentation of six semester hours of applicable credit toward completion of all requirements for permanent certification as a child nutrition program supervisor.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1807 (October 2006), amended LR 33:280 (February 2007), LR 34:432 (March 2008).

§405. Counselor K-12 (Counselor in a School Setting)

A. Valid for Five Years. Universities that plan to admit new candidates into school counseling programs after December 31, 2012 must provide the Louisiana Department of Education by January 1, 2013 with a copy of the application submitted to the Council for Accreditation of Counseling and Related Educational Program (CACREP) for national accreditation. Universities that submit CACREP applications must be CACREP accredited by July 1, 2015 to admit new candidates into school counseling programs after June 30, 2015. Universities that do not submit CACREP applications by January 1, 2013 may not admit new candidates into their school counseling programs after December 31, 2012. Candidates who are already in the process of working toward certification under the previous guidelines will be given until June 30, 2017 to complete all coursework. Individuals who have completed all courses and degree requirements for the previous policy by June 30, 2017 will be allowed to have this endorsement added to their certificates.

B. Eligibility requirements:

1. completion of a standards based master's degree program in school counseling from a regionally accredited college or university approved by the Council for Accreditation of Counseling and Related Educational Program (CACREP);

2. practicum/internship requirements:

a. a practicum in school counseling to include 100 contacts hours in a school setting; or

b. an internship in school counseling to include 600 contact hours in a school setting;

3. completion of the PRAXIS examination in school guidance and counseling (0421 or 5421).

C. **Renewal Requirements.** For purposes of maintaining a valid counseling endorsement, any school counselor receiving certification after July 1, 2013 is required to either provide verification of a current licensed professional counselor (LPC) license or complete 150 hours of continuing learning units (CLUs) over a five-year time period that are consistent with the individual professional growth plan (IPGP). These CLUs must be standards based and follow the models of the American School Counseling Association (ASCA) and CACREP.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1807 (October 2006), amended LR 38:1400 (June, 2012), LR 39:1463 (June 2013).

§407. Educational Interpreter

A. An Educational Interpreter certificate is issued to individuals who provide sign language interpreting services by facilitating communication within an instructional environment via an enhanced visual and/or tactile mode between and among deaf/hard of hearing and hearing individuals in situations in which those individuals are unable to communicate with one another using a speech and hearing mode.

B. This certificate is issued to individuals who have at least a standard high school diploma or a General Equivalency Diploma (GED) and who meet the guidelines outlined in this document. There are two basic types of certification for Educational Interpreters: Provisional and Qualified.

C. Provisional Educational Interpreter Certificate

1. **Eligibility Requirements**—issued to applicants who fulfill one of the following:

a. complete an accredited interpreter preparation program with a minimum of a certificate of completion;

b. hold certification as a sign language interpreter/transliterator by a national or state organization or certifying body;

c. achieve an advanced level or higher, as measured by the sign language proficiency interview (SLPI) or sign communication proficiency interview (SCPI); or

d. pass the pre-hiring screening of the educational interpreter performance assessment (EIPA).

2. Renewal Guidelines

a. The provisional educational interpreter certificate is valid for one year, may be renewed annually at the request of the Louisiana employing authority, and can be held for a maximum of three years.

b. This certificate is renewable upon completion of 10 contact hours of professional development annually. Course credit leading to a Qualified Certificate may be applied towards the 10 hours. These hours shall be accrued beginning with the issuance of the Provisional Educational Interpreter Certificate.

D. Qualified Educational Interpreter Certificate

1. The Qualified Educational Interpreter certificate is issued at the Elementary and/or Secondary level.

2. **Eligibility requirements:** Issued to applicants who fulfill all of the following:

a. pass the Educational Interpreter Assessment, Written Test;

b. achieve a level of 3.0 on one of the standardized videotape versions of the Educational Interpreter Performance Assessment: American Sign Language (ASL), Manually Coded English (MCE), or Pidgin Signed English (PSE) at the Elementary and/or Secondary level.

3. Renewal Guidelines

a. May be renewed every five years at the request of the Louisiana employing authority upon completion of six semester hours of credit or equivalent continuing professional development (90 Contact hours).

b. The six hours of credit or 90 equivalent clock hours shall be directly and substantively related to one or more of the permits or certificates held by the applicant or related to the applicant's professional competency.

c. These hours shall be accrued beginning the date of issuance of the Qualified Educational Interpreter Certificate.

E. An individual who does not meet the Qualified Certificate requirements may apply for a provisional certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1808 (October 2006), amended LR 33:1616 (August 2007).

§408. Educational Transliterator

A. An Educational Transliterator certificate is issued to individuals who provide cued language transliteration services by facilitating communication within an instructional environment via an enhanced visual and/or tactile mode between and among deaf/hard of hearing and hearing individuals in situations in which those individuals are unable to communicate with one another using a speech and hearing mode.

B. This certificate is issued to individuals who have at least a standard high school diploma or a General Equivalency Diploma (GED) and who meet the guidelines outlined in this document. There are two basic types of

certification for Educational Transliterators: Provisional and Qualified.

C. Provisional Educational Transliterator Certificate

1. Eligibility Requirements: Issued to applicants who fulfill one of the following:

a. hold certification as a cued speech transliterator from a national or state recognized organization or certifying body; or

b. pass the Cued American English Competency Screening.

2. Renewal Guidelines

a. The Provisional Educational Transliterator certificate is valid for one year, may be renewed annually at the request of the Louisiana employing authority, and can be held for a maximum of three years.

b. This certificate is renewable upon completion of ten contact hours of professional development annually. Course credit leading to a Qualified Educational Transliterator Certificate may be applied toward the 10 hours. These hours shall be accrued beginning with the issuance of the Provisional Educational Transliterator Certificate.

D. Qualified Educational Transliterator Certificate

1. Eligibility requirements: Issued to applicants who fulfill the following:

a. pass the Cued Language Transliterator State level Performance Assessment; or attain a level of 3.5 on the Educational Interpreter Performance Assessment-Cued Speech (EIPA-CS); and

b. pass the Cued Language Transliterator State Level Written Assessment.

2. Renewal Guidelines

a. May be renewed every five years at the request of the Louisiana employing authority upon completion of six semester hours of credit or equivalent continuing professional development (90 Contact hours).

b. The six hours of credit or 90 equivalent clock hours shall be directly and substantively related to one or more of the permits or certificates held by the applicant or related to the applicant's professional competency.

c. These hours shall be accrued beginning the date of issuance of the Qualified Educational Transliterator Certificate.

E. An individual who does not meet Qualified Educational Transliterator Certificate requirements may apply for a provisional certificate.

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 33:1617 (August 2007).

§409. School Librarian

A. School Librarian—valid for five years.

1. Eligibility requirements:

a. master's degree in library science from a regionally accredited institution; and

b. passing score on Praxis Library Media Specialist examination (0311 or 5311).

2. Renewal guidelines:

a. complete 150 continuing learning units of district-approved and verified professional development over the five year time period during which the certificate is held;

b. the Louisiana employing authority must request renewal of an ancillary school librarian certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1808 (October 2006), repromulgated LR 33:1617 (August 2007), amended LR 36:489 (March 2010), LR 39:1463 (June 2013).

§410. Orientation and Mobility

A. Orientation and Mobility—Valid as long as holder maintains a current national certification in orientation and mobility.

1. Eligibility requirements:

a. bachelor's or master's degree in orientation and mobility; or

b. completion of an individual plan of study in orientation and mobility at a regionally accredited college or university; and

c. current certification issued by the Academy for Certification of Vision Rehabilitation and Educational Professionals (COMS); or

d. current certification issued by the National Blindness Professional Certification Board (NOMC).

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 35:894 (May 2009).

§411. School Nurse

A. Type C School Nurse—valid for three years.

1. Eligibility requirements:

a. current Louisiana licensure as a registered professional nurse; and

b. minimum of two years experience as a registered nurse.

2. Renewal Guidelines. May be renewed once for a three year period, upon presentation of a copy of current

Louisiana licensure as a registered professional nurse and upon request of Louisiana employing authority.

B. Type B School Nurse—valid for five years.

1. Eligibility requirements:

a. current Louisiana licensure as a registered professional nurse; and

b. three years of experience as a type C school nurse.

2. **Renewal Guidelines.** May be renewed once for a five year period, upon presentation of a copy of current Louisiana licensure as a registered professional nurse and upon request of Louisiana employing authority.

C. Type A School Nurse—valid for five years.

1. Eligibility requirements:

a. current Louisiana licensure as a registered professional nurse;

b. baccalaureate degree in nursing or a health-related field from a regionally accredited college or university; and

c. five years experience as a certified type B school nurse.

2. **Renewal Guidelines.** May be renewed once for a five year period, upon presentation of a copy of current Louisiana licensure as a registered professional nurse and upon request of Louisiana employing authority.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1808 (October 2006), amended LR 36:1998 (September 2010), LR 37:883 (March 2011), LR 38:44 (January 2012), LR 38:2366 (September 2012).

§413. Social Worker

A. Social Worker—issued to individuals with master's degrees in social work or social welfare.

B. Provisional School Social Worker—valid for three years.

1. Eligibility requirements:

a. a licensed master's social worker (LMSW) issued under R.S. 37:2701 et seq.;

b. an individual must work under the supervision of a licensed clinical social worker (LCSW) for a minimum of one hour per week if providing clinical social work services and complete a minimum of 20 continuing professional development/education units (CEUs) each year of the validity of this certificate. Of the 20 CEUs, 10 hours must be related to the provision of school social work services and/or services to children. These CEUs will remain on file at the employing system.

2. **Renewal Guidelines—**nonrenewable.

C. Qualified School Social Worker

1. Eligibility requirements—one of the following:

a. licensed clinical social worker (LCSW), in accordance with R.S. 37:2701 et seq.;

b. certificate as a licensed master's social worker (LMSW), in accordance with R.S. 37:201 et seq.; receive a minimum of one hour per week of supervision by a LCSW, if providing clinical social work services; and have work experience in one or more of the following social work practice settings within the past five years:

i. school setting;

ii. mental health setting;

iii. correction setting;

iv. family/child/community service agency;

v. medical social services in which social services were delivered to families and children;

vi. private clinical practice in which social work services were delivered to adults, children, and families; or

vii. have graduate social worker field experience in the above social work practice settings plus two years of work experience, to be judged by the Louisiana State Board of Certified Social Work Examiners.

2. This certificate is valid provided the holder maintains current Louisiana licensure as a social worker and completes a minimum of 20 continuing professional development/education units (CEUs) in the years of the validity of this certificate. Of the 20 CEUs, 10 hours must be related to the provision of school social work services and/or services to children. These CEUs will remain on file at the employing system. A social worker who changes employing school systems must provide a copy of his/her current Louisiana license to serve as a social worker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1809 (October 2006), amended LR 38:45 (January 2012).

§414. Mental Health Professional Counselor

A. Provisional Mental Health Professional Counselor Certificate—valid for two years.

1. Eligibility requirements:

a. hold current Louisiana licensure as a licensed professional counselor in Louisiana (LPC), in accordance with R.S. 37:1101 et seq.; or

b. hold a current Louisiana licensure as a licensed marriage and family therapist (MFT) in accordance with R.S. 37:1101 et seq.; or

c. hold a current Louisiana licensure as a Licensed clinical social worker (LCSW), in accordance with R.S. 37:2701 et seq.; or

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d. hold a current Louisiana certification as a certified school psychologist, in accordance with R.S. 17:7.1(D); or current Louisiana licensure as a psychologist, in accordance with R.S. 37:2351 et seq.; and

e. have two years of mental health counseling experience or providing school psychological services or school social work services within the last five years working directly with children, as verified by a previous or current employer; and

f. have a written request from the Louisiana employing school system indicating that the person will be employed once the certification is granted.

B. Qualified Mental Health Professional Counselor

1. Eligibility requirements:

a. hold current Louisiana licensure as a Licensed professional counselor in Louisiana (LPC), in accordance with R.S. 37:1101 et seq.; or

b. hold a current Louisiana licensure as a licensed marriage and family therapist (LMFT) in accordance with R.S. 37:1101 et seq.; or

c. hold a current Louisiana licensure as a licensed clinical social worker (LCSW), in accordance with R.S. 37:2701 et seq.; or

d. hold a current Louisiana certification as a certified school psychologist, in accordance with R.S. 17:7.1(D); or current Louisiana licensure as a psychologist, in accordance with R.S. 37:2351 et seq.; and

e. have two years of experience as a provisional mental health professional counselor and the written request of the employing school district.

2. Renewal Guidelines

a. This certificate is valid provided the holder maintains current Louisiana licensure as a LPC, LMFT, LCSW, or psychologist, or holds a current Louisiana certification as a certified school psychologist. A worker who changes employing school systems must provide a copy of his/her current Louisiana license or certificate to serve as a mental health professional counselor.

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 37:881 (March 2011).

§415. Special Education Examiners

A. State statute requires that each school district have assessment teams for the purpose of identifying and evaluating the individual needs of each child with exceptionalities. These teams may include any number of the specialists outlined in this Section.

NOTE: Persons serving on multidisciplinary teams who have competent authority numbers may continue to serve in this capacity.

B. Audiologist

1. Provisional certificate—valid for three years.

a. Eligibility requirements:

i. master's degree in audiology or equivalent, as specified in R.S. 37:2651 et seq.;

ii. must work under supervision of a licensed audiologist.

b. Renewal guidelines: nonrenewable.

2. Qualified Licensed Audiologist—valid for life with continuous service.

a. Eligibility requirements:

i. master's degree in audiology or equivalent, as specified in R.S. 37:2651 et seq.;

ii. current Louisiana licensure as an Audiologist.

b. Renewal guidelines: holder must present current Louisiana credential as a licensed Audiologist.

C. Educational Diagnostician—valid for five years.

1. Eligibility Requirements

a. Hold current national certification as an educational diagnostician (NCED) through the National Certification of Educational Diagnostician Board.

2. Renewal guidelines:

a. may be renewed every five years at the request of the Louisiana employing authority; and

b. complete 150 continuing learning units of district-approved and verified professional development over the five year time period during which the certificate is held; or

c. hold current national certification as an educational diagnostician (NCED) through the National Certification of Educational Diagnostician Board.

3. Reinstatement of a Lapsed Certificate. If certificate holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed as an educational diagnostician for at least one semester, or 90 consecutive days, the certificate lapses for disuse. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses during the five year period immediately preceding the request for reinstatement (see Chapter 13).

D. School Psychologist

1. Standard certificate—valid for five years.

a. Eligibility requirements—one of the following:

i. completion of a school psychology training program that meets requirements of the current Standards for Training and Field Placement Programs in School Psychology established by the National Association of School Psychologists;

ii. evidence of current and continuous certification as a Nationally Certified School Psychologist.

b. Levels

i. Level A—Applicants must meet requirements for the standard certificate and possess a doctoral degree (such as Ph.D., Ed. D., or Psy.D.) from a regionally accredited institution in school psychology or in psychology with a program of study emphasizing child development and knowledge and skills in education and assessment.

ii. Level B—Applicants must meet requirements for the standard certificate and possess a master's or specialist degree from a school psychology training program in a regionally accredited institution.

c. Renewal Guidelines: The standard certificate must be renewed by the expiration date, every five years. A one month grace period is allowed before the certificate is considered lapsed. The certificate may be renewed upon completion of the following:

i. at least one year of experience, or equivalent, as a school psychologist;

ii. one of the following:

(a). six semester hours of additional graduate credit in any of the areas specified in the Standards for Training and Field Placement Programs in School Psychology established by the National Association of School Psychologists;

(b). an equivalent number of Continuing Professional Development/Education Units (9.0 CEU or 90 contact hours) in a variety of activities designed to maintain and expand a school psychologist's skills, and to ensure the provision of quality services;

(c). a combination of graduate credit hours and Continuing Professional Development/Education Units equivalent to six semester hours (each semester hour equals 1.5 Continuing Professional Development/Education Units), for a total of 9.0 Continuing Professional Development/Education Units;

(d). evidence of current and continuous certification as a Nationally Certified School Psychologist since the last date of state certification or renewal.

2. Provisional Certificate—Valid for one year and renewable once for the completion of internship for the standard Level A or B certificate.

a. Eligibility requirements:

i. completed academic preparation in school psychology that meets requirements of current Standards for Training and Field Placement Programs in School Psychology established by the National Association of School Psychologists, except for the internship. The internship shall be completed during the time of the provisional certificate, in accordance with internship requirements in current Standards for Training and Field

Placement Programs in School Psychology established by the National Association of School Psychologists;

ii. holder of a lapsed standard Level A or B certificate who has not met requirements for certification renewal.

b. Renewal Guidelines: May be renewed for one additional year when necessary to complete the internship, and upon written request of applicant and of the director of the training program or intern supervisor.

3. Lapsed School Psychologist certificates may be reinstated upon verification that the following conditions have been met. Credits submitted must have been earned within the five years of the last renewal request. A provisional certificate may be awarded for a one year period, during which time the individual must meet renewal requirements for the standard certificate:

a. at least one year of experience or equivalent as a school psychologist;

b. one of the following:

i. six semester hours of additional graduate credit in any of the areas specified in the Standards for Training and Field Placement Programs in School Psychology established by the National Association of School Psychologists;

ii. an equivalent number of Continuing Professional Development/Education Units (9.0 CEU or 90 contact hours) in a variety of activities designed to maintain and expand a school psychologist's skills, and to ensure the provision of quality services;

iii. a combination of graduate credit hours and Continuing Professional Development/Education Units equivalent to six semester hours (each semester hour equals 1.5 Continuing Professional Development/Education Units), for a total of 9.0 Continuing Professional Development/Education Units;

iv. evidence of current and continuous certification as a Nationally Certified School Psychologist since the last date of State certification or renewal.

E. Supervisor of School Psychological Services—eligibility guidelines:

1. hold valid Louisiana Level A or Level B School Psychologist certification under current requirements; and

2. have at least three years of supervised experience as a school psychologist, of which at least two years have been in Louisiana.

F. Speech Pathology Assistant—valid for three years and renewable.

1. The word *assistant* designates that direct supervision by a certified and licensed speech/language pathologist is required.

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2. Ancillary Speech/Language Pathology Assistant certificates authorize service as a speech pathology assistant only, not as a regular classroom teacher.

3. Eligibility requirements:

a. an earned baccalaureate degree in speech/language pathology from a regionally accredited institution;

b. completed at least 100 clock hours of supervised clinical practicum.

4. Renewal guidelines:

a. may be renewed by request of the Louisiana employing authority;

b. certificate may be changed to "valid for life with continuous service" with verification of three years of service as a speech therapist.

5. Reinstatement of a Lapsed Certificate. If certificate holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed speech pathology assistant for at least one semester, or 90 consecutive days, the certificate lapses for disuse. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses during the five year period immediately preceding the request for reinstatement (see Chapter 13).

G. Speech Pathologist

1. Provisional Certificate in Speech Pathology—valid for three years.

a. Eligibility requirements: master's degree from a regionally accredited college or university in speech pathology.

b. Renewal guidelines: nonrenewable.

2. Qualified Certificate in Speech Pathology—valid for life with continuous service, provided holder maintains current Louisiana license to serve as a speech pathologist. Eligibility Requirements:

a. master's degree from a regionally accredited college or university in speech pathology, as specified under Speech Pathology Guidelines; and

b. a valid Louisiana license to serve as a speech pathologist.

3. Reinstatement of a Lapsed Certificate. If certificate holder allows a period of five consecutive calendar years to pass in which he/she is not regularly employed as a school speech pathologist for at least one semester, or 90 consecutive days, he/she must present evidence of having earned six semester hours of credit in state-approved courses (see Chapter 13). The six semester credit hours must be earned during the five year period immediately preceding reinstatement.

H. Speech Therapist/American Speech and Hearing Association (ASHA)—A person who provides speech

therapy services to students with speech and/or language impairments. Valid for three years.

1. Eligibility requirements—one of the following:

a. verification that applicant holds ASHA Certificate of Clinical Competence;

b. ASHA verification that individual has met requirements for Certificate of Clinical Competence (with possible exception of the clinical fellowship year); or

c. verification from the director of an ASHA-certified training program, in which the applicant has completed a master's degree, that ASHA requirements for the Certificate of Clinical Competence have been met (with the possible exception of the clinical fellowship year).

2. For those persons who have not completed the clinical fellowship year, this designation will be so noted on the certificate.

3. Renewal Guidelines

a. Louisiana employing authority may request renewal of the certificate.

b. Certificate may be changed to "valid for life with continuous service" with verification of three years of service as a speech therapist.

4. Reinstatement of a Lapsed Certificate: If certificate holder allows a period of five consecutive calendar years to pass in which he/she is not regularly employed as a speech therapist in a school setting for at least one semester, or 90 consecutive days, the certificate lapses for disuse. To reinstate a lapsed certificate, the holder must present evidence that he/she earned six semester hours of credit in state-approved courses during the five year period immediately preceding request for reinstatement (see Chapter 13).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1809 (October 2006), amended LR 38:768 (March 2012).

§417. Educational Leader in Special Education Ancillary Certificate

A. The educational leader in special education ancillary certificate authorizes an individual to serve as a supervisor, director, or coordinator of special education in a school or district setting.

B. Issuance. This certificate is issued upon the request of the Louisiana employing authority.

C. Renewal Guidelines. This certificate is valid for a period of five years and may be renewed thereafter at the request of the Louisiana employing authority. Candidates must successfully meet the standards of effectiveness for at least three years during the five-year renewal period pursuant to Bulletin 130 and R.S. 17:3902. Such renewal shall constitute a renewal of the special education ancillary

certificate only and shall not qualify the candidate for the educational leader certificate level 1 (ELC 1), educational leader certificate level 2 (ELC 2), or educational leader certificate level 3.

D. The candidate must:

1. hold one of the below valid Louisiana ancillary certificates:

- a. assessment teacher;
- b. educational consultant;
- c. educational diagnostician;
- d. certified school psychologist (Level B or Level A);
- e. qualified speech pathologist;
- f. speech therapist;
- g. speech-language pathologist;
- h. speech and hearing therapist;
- i. qualified school social worker; or
- j. qualified licensed audiologist;

2. have at least three years of experience working with students in the area of certification;

3. have completed a graduate degree program from a regionally accredited institution of postsecondary education;

4. provide documented evidence of leadership experiences (240 clock hours or more) at the school; and

5. have a passing score on the school leaders licensure assessment (SLLA) or other equivalent assessment as determined by the state board through its rules and regulations.

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 42:1879 (November 2016), LR 43:1312 (July 2017).

Subchapter B. School Therapists

§421. Overview

A. School Art Therapist—Valid as long as holder remains in the same school system

1. Eligibility requirements:

a. evidence of successful completion of accredited art therapy degree program, and current registration/membership in the American Art Therapy Association;

b. requirements of the educational program:

i. three semester hours, Introduction to Education of Exceptional Children;

ii. three semester hours, Psychology of Exceptional Children;

c. 50 percent of preclinical experience must have been directed toward a population aged zero through 21 years, in both institutional and school settings.

2. Renewal Guidelines. The Louisiana employing authority must request renewal at the time of any change of employment systems.

B. Dance Therapist—valid as long as holder remains in same school system.

1. Master's Level

a. Eligibility requirements:

i. master's degree in dance therapy;

ii. requirements of the educational program:

(a) three semester hours, Introduction to Education of Exceptional Children; and

(b) three semester hours, Psychology of Exceptional Children;

iii. current registration or membership in the American Dance Therapy Association.

b. Renewal Guidelines: The Louisiana employing authority must request a renewal at the time of any change of employment systems.

2. Bachelor's Level

a. Eligibility requirements:

i. bachelor's degree in dance therapy;

ii. requirements of the educational program:

(a) three semester hours, Introduction to Education of Exceptional Children; and

(b) three semester hours, Psychology of Exceptional Children.

iii. practicum for two semesters in both a clinical and a school setting. Fifty percent of the practicum must involve work with a population aged zero through 21 years; and

iv. current registration or membership the American Dance Therapy Association.

b. Renewal Guidelines. The Louisiana employing authority must request renewal at the time of any change of employment systems.

C. Music Therapist—valid as long as holder remains in same school system.

1. Eligibility requirements:

a. evidence of successful completion of an accredited music therapy degree program, and registration by the National Association of Music Therapy, Inc.;

EDUCATION

b. meet the following course requirements of the music therapy component of the degree program:

c. three semester hours, Introduction to Education of Exceptional Children;

d. three semester hours, Psychology of Exceptional Children; and

e. recreational music; school music;

f. fifty percent of pre-clinical and clinical experiences should be directed toward a population aged zero through 21 years, in both institutional and school settings.

2. **Renewal Guidelines.** The Louisiana employing authority must request renewal at the time of any change of employment systems.

D. Occupational Therapy

1. **Certified Licensed Occupational Therapist Assistant (COTA)**—valid for five years; renewable.

a. **Eligibility Requirements.** A valid COTA license to practice occupational therapy in Louisiana in compliance with R.S. 37:3001-3014, as administered by the Board of Medical Examiners;

b. a COTA must work under the supervision of a Licensed Occupational Therapist;

c. **Renewal Guidelines.** Applicant must present copy of his/her current licensure, and request by the Louisiana employing authority.

2. **Occupational Therapist Provisional Certification**—valid for two years.

a. **Eligibility Requirements.** A temporary license to practice occupational therapy in Louisiana in compliance with R.S. 37:3001-3014, as administered by the Louisiana State Board of Medical Examiners.

b. **Renewal Guidelines**—nonrenewable.

3. **Occupational Therapist Full Certificate**—valid for five years; renewable.

a. **Eligibility Requirements.** A valid license to practice occupational therapy in Louisiana in compliance with R.S. 37:3001-3014, as administered by the Board of Medical Examiners.

b. **Renewal Guidelines.** Applicant must present copy of current licensure, and request by the Louisiana employing authority.

E. Physical Therapy

1. **Physical Therapist Assistant (PTA)**—valid for five years.

a. **Eligibility Requirements.** A valid PTA license to assist in the practice of physical therapy in compliance with R.S. 37:2401-2424, as administered by the Louisiana State Board of Physical Therapy Examiners.

b. A PTA must work under the supervision of a licensed physical therapist.

c. **Renewal Guidelines.** Applicant must present a copy of his/her current licensure, and request of the Louisiana employing authority.

2. **Physical Therapist Provisional Certification**—valid for two years.

a. **Eligibility Requirements.** A temporary license to practice physical therapy in compliance with R.S. 37:2401-2424, as administered by the Louisiana State Board of Physical Therapy Examiners.

b. **Renewal Guidelines**—nonrenewable.

3. **Physical Therapist Full Certificate**—valid for five years.

a. **Eligibility Requirements:** a valid Louisiana license to practice physical therapy in compliance with R.S. 37:2401-2424, as administered by the Louisiana State Board of Physical Therapy Examiners.

b. **Renewal Guidelines:** Applicant must present a copy of his/her current licensure, and request of the Louisiana employing authority.

F. - F.2.b. Reserved.

G. Certified Behavior Analyst

1. **Assistant Behavior Analyst (BCaBA)**

a. **Eligibility requirements:**

i. bachelor's degree from a regionally accredited college or university;

ii. current assistant level certification issued by the Behavior Analyst Certification Board (BACB) or Comprehensive Application of Behavior Analysis to Schooling Board (CABAS);

iii. the word assistant designates that direct supervision by a BCBA or CABAS is required;

iv. a written request from the Louisiana employing authority indicating that the person will be employed once the certification is granted.

b. **Renewal Guidelines.** This certificate is valid provided the holder maintains current level certification issued by the Behavior Analyst Certification Board (BACB) or Comprehensive Application of Behavior Analysis to Schooling Board (CABAS). A worker who changes employing school systems must provide a copy of his/her current certification issued by BACB or CABAS to serve as a behavior analyst.

2. **Behavior Analyst (BCBA)**

a. **Eligibility requirements:**

i. master's degree from a regionally accredited college or university;

ii. current behavior analyst certification issued by the Behavior Analyst Certification Board (BACB) or Comprehensive Application of Behavior Analysis to Schooling Board (CABAS); and

iii. a written request from the Louisiana employing authority indicating that the person will be employed once the certification is granted.

b. **Renewal Guidelines.** This certificate is valid provided the holder maintains current level certification issued by the Behavior Analyst Certification Board (BACB) or Comprehensive Application of Behavior Analysis to Schooling Board (CABAS). A worker who changes employing school systems must provide a copy of his/her current certification issued by BACB or CABAS to serve as a behavior analyst.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1811 (October 2006), amended LR 34:433 (March 2008), LR 37:884 (March 2011), LR 37:2135 (July 2011).

Chapter 5. Standards for Secondary Career and Technical Trade and Industrial Education Personnel

§501. Introduction

A. Career and technical trade and industrial education (CTTIE) certificates authorize full time or part time employment for instructors of CTTIE classes. The applicant being certified under requirements found in this bulletin may teach CTTIE courses as listed on the Teach Louisiana website (<http://www.teachlouisiana.net>).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1812 (October 2006), amended LR 35:2752 (December 2009), LR 40:1329 (July 2014).

§503. Career and Technical Certificate Types Issued Prior to July 1, 2006

A. Vocational Technical Industrial Education (VTIE) Certificates—Issued prior to July 1, 2004

1. Vocational Temporary (VT)—valid for one year; renewable annually while holder completes required coursework.

2. Vocational Permanent (VP)—lifetime certificate for continuous service.

B. Career and Technical Trade and Industrial Education (CTTIE) Certificates—issued between July 1, 2004, and June 30, 2006.

1. CTTIE Temporary Certificate (CT)—valid for one year; renewable annually while holder completes required coursework.

2. CTTIE Permanent Certificate (CP)—lifetime certificate for continuous-service.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1812 (October 2006), amended LR 35:2752 (December 2009).

§504. Career and Technical Certificate Types Issued between July 1, 2006 and September 1, 2014

A. CTTIE-1 Certificate—valid for one year; renewable for a maximum of five years while holder completes the requirements to transition to a CTTIE-2 certificate. Candidates must successfully meet the standards of effectiveness for the renewal of this certificate pursuant to Bulletin 130 and R.S. 17:3902. The holder may meet the requirements in §506 or §509 to transition to a CTTIE-2.

B. CTTIE-2 Certificate—valid for five years initially and may be renewed thereafter for a period of five years at the request of the employing LEA. For renewal of the CTTIE-2 certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902. To qualify for this certificate, an individual must meet requirements for a CTTIE-1 certificate and have earned the appropriate CTTIE coursework. All educators holding CTTIE-2 certificates shall meet the criteria in §506.C by September 1, 2019. To allow time to meet new eligibility requirements, CTTIE-2 certificates set to expire before September 1, 2019 may be renewed up to but not beyond September 1, 2019 if the candidate successfully meets the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

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 35:2752 (December 2009), amended LR 38:3137 (December 2012), LR 40:1329 (July 2014).

§505. Career and Technical Certificate Types Issued after September 1, 2014 [Formerly §504]

A. CTTIE-1 Certificate—valid for one year; renewable for a maximum of five years while holder completes requirements for CTTIE-2 certificate in §506 and, when required, new instructor workshop. Candidates must successfully meet the standards of effectiveness for the renewal of this certificate pursuant to Bulletin 130 and R.S.17:3902.

B. CTTIE-2 Certificate—valid for five years initially and may be renewed thereafter for a period of five years at the request of the employing LEA. For renewal of the CTTIE-2 certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S.

17:3902. Applicants are not required to hold a CTTIE-1 certification prior to issuance of a CTTIE-2 certificate if they meet the requirements in §506.C.

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 35:2752 (December 2009), amended LR 38:3137 (December 2012), LR 40:1330 (July 2014).

**§506. CTTIE-1 and CTTIE-2 Certificates-Eligibility Requirements
[Formerly §505]**

A. CTTIE-1 and CTTIE-2 certificates are issued to instructors who teach CTTIE courses listed on the "Teach Louisiana" website.

B. CTTIE-1 Eligibility Requirements

1. Applicants shall hold a high school diploma, or have passed an equivalency test approved by the Department of Education.

2. Applicants shall have a minimum of four years of full time work experience or 7,680 hours of experience in the selected career and technical field:

a. at least one year of full time work experience or 1,920 hours of the required work experience must have been acquired within the five calendar years immediately prior to certification;

b. graduates of community and technical colleges will be given credit for two years or 3,840 hours of occupational experience if the training is in the field for which the applicant is applying; and

c. graduates with a bachelor's degree from a regionally accredited college or university will be given credit for two years or 3,840 hours of experience;

d. graduates with an advanced degree from a regionally accredited college or university will be given credit for three years or 5,760 hours of occupational experience;

e. graduates with a technical degree in the selected field and a bachelor's degree from a regionally accredited college or university will be given credit for three years or 5,760 hours of occupational experience;

f. graduates with a bachelor's degree from a regionally accredited college or university and an industry based certification (IBC) in the selected field, or who pass the appropriate national occupational competency testing institute (NOCTI) exam if industry-based certification is not available, will be given credit for three years or 5,760 hours of occupational experience;

g. applicants holding current approved industry-based certification, or who pass the approved NOCTI exam if industry-based certification is not available, will be given credit for two years or 3,840 hours of work experience. An industry-based certification may not be combined with

educational attainment to qualify for a waiver from all required work experience.

3. Applicants with an earned baccalaureate degree and who hold an industry-based certification (IBC) in the selected instructional field may also apply years of teaching experience in that field toward the required work experience.

4. Applicants with prior teaching experience at a postsecondary institution in the selected instructional field may apply those years of teaching at a postsecondary institution toward the required work experience.

5. In addition to CTTIE certification, a current license must be held when a state or national license is required in the workplace. A state or national license will be recognized as an industry-based certification.

6. Applicants shall complete a new instructor workshop, if necessary. New instructor workshop must be completed prior to renewal. The department shall make available a list of new instructor course providers on the "Teach Louisiana" website. Applicants with at least three years of effective K-12 teaching experience as defined by Bulletin 130 or three years of post-secondary teaching experience are not subject to this requirement.

C. CTTIE-2 Eligibility Requirements

1. Applicants shall hold a current, appropriate and recognized industry instructor certificate aligned with the Louisiana Workforce Investment Council IBC list, if applicable as determined by the LDE, or a bachelor's degree from a regionally accredited college or university.

2. Applicant shall complete a new instructor workshop, if necessary. New instructor workshop must be completed prior to renewal. The department shall make available a list of new instructor course providers on the "Teach Louisiana" website. Applicants with at least three years of effective K-12 teaching experience as defined by Bulletin 130 or three years of post-secondary teaching experience are not subject to this requirement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1813 (October 2006), amended LR 35:2752 (December 2009), LR 36:2843 (December 2010), LR 38:2366 (September 2012), LR 40:1330 (July 2014).

**§507. CTTIE Areas of Specialization
[Formerly §505]**

A. Certified Nursing Assistant (CNA) Eligibility Requirements

1. Applicant shall be a professional nursing program graduate with current Louisiana licensure as a registered nurse (RN) or licensed practical nurse (LPN).

2. All instructors shall have a CNA "train the trainer certificate" and meet certified nursing assistant regulations, as mandated by the Department of Health and Hospitals (DHH), Health Standards Section.

3. LPNs may serve as a certified nursing assistant instructor under the direct supervision of a RN. LPNs, under the general supervision of the primary instructor, may provide classroom and skills training instruction and supervision if they have two years of experience in caring for the elderly and/or chronically ill.

B. Certified Nursing Assistant, Program Coordinator—Eligibility Requirements. The program coordinator shall have the following experience and qualifications:

1. current Louisiana licensure as a registered nurse (RN);
2. a minimum of two years of nursing experience, of which at least one year must be in caring for the elderly or chronically ill, obtained through employment in any of the following:
 - a. a nursing facility/unit;
 - b. a geriatrics department;
 - c. a chronic care hospital;
 - d. other long-term care setting; or
 - e. experience in varied responsibilities including, but not limited to, direct resident care or supervision and staff education;
3. completion of VTIE, CTTIE, CNA "train-the-trainer" type program or a master's degree or higher;
4. all instructors must meet requirements mandated by the Louisiana Department of Health and Hospitals (DHH), Health Standards Section;

C. Emergency Medical Technician

1. An emergency medical technician (EMT) instructor must be approved by the Bureau of EMS.

D. Sports Medicine Eligibility Requirements

1. Sports medicine instructors shall have at least a Bachelor of Science degree and have received and maintained a current state and/or national certification as an athletic trainer and meet all CTTIE requirements.
2. Applicants pursuing a master's degree in athletic training that are working as an athletic trainer graduate assistant at a regionally accredited university may count these work experience hours toward meeting the required work hours for the CTTIE application. CTTIE application must include a letter from the director of athletics at the university with the actual number of hours worked as well as assigned duties.

E. Jobs for America's Graduates (JAG) Louisiana Job Specialist eligibility requirements (one of the following):

1. a bachelor's degree from a state-approved and regionally accredited college or university, plus two years of full-time work experience, or 3,840 hours of work experience within four years of date of application; or
2. a valid standard Louisiana teaching or school counselor certification.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1813 (October 2006), amended LR 35:2752 (December 2009), LR 36:2843 (December 2010), LR 38:2366 (September 2012), LR 40:1331 (July 2014).

§509. CTTIE-1 Certificates Renewal Guidelines for certificates initially issued prior to September 1, 2014
[Formerly §507]

A. Holder must earn at least three semester hours or 45 contact hours in approved coursework each year until a minimum number of required semester hours or contact hours have been completed, as follows:

1. with no degree—15 semester hours or 225 contact hours;
2. with an associate degree—12 semester hours or 180 contact hours;
3. with a baccalaureate degree—9 semester hours or 135 contact hours;
4. with a graduate degree—6 semester hours or 90 contact hours;
5. with a valid Louisiana teaching certificate (type A, B, C, level 1, 2, 3 or OS)—3 semester hours or 45 contact hours (new instructor workshop is not required);
6. with 3 years of post-secondary teaching experience—3 semester hours or 45 contact hours (must include the new instructor workshop);

a. renewal guidelines—valid for 5 years initially and may be renewed thereafter for a period of five years at the request of an LEA. For renewal of the CTTIE-2 certificate, candidates must successfully meet the standards of effectiveness for at least 3 years during the 5-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

B. The coursework must be completed from the following approved list:

1. new instructor workshop (mandatory for all instructors who do not hold a valid Louisiana teaching certificate and do not have three years of successful teaching experience);
2. foundations of career and technical education;
3. preparation of career and technical education instructional materials;
4. management of the career and technical education classroom(s)/laboratory(ies);
5. occupational safety and health;
6. testing and evaluation in career and technical education;
7. teaching special needs students in career and technical education;

8. methods of teaching career and technical education;
9. occupational analysis and course development;
10. ethics and diversity in the workplace/classroom;
11. computer technology in the classroom;
12. curriculum planning;
13. career guidance;
14. management of change;
15. basic theory in career and technical education;
16. advanced theory in career and technical education;
17. development of career and technical teacher competency;
18. adolescent psychology;
19. other education pedagogy courses, including online courses, from regionally accredited institutions. Must have prior approval from the employing LEA.

C. If a state or national license is required in the workplace, a current license must be held. A state or national license will be recognized as an industry-based certification.

D. Upon successful completion of the required hours, and upon written request, a VTIE or a CTTIE temporary certificate was converted to a permanent CTTIE certificate until June 30, 2006. After June 30, 2006, certificates for all holders of VTIE, CTTIE, and CTTIE-1 certificates who are completing the required hours will be converted to five year CTTIE-2 certificates upon written request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1814 (October 2006), amended LR 33:2356 (November 2007), LR 35:2753 (December 2009), LR 36:2000 (September 2010), LR 38:3137 (December 2012), LR 40:1331 (July 2014).

§511. Process for Reinstating Lapsed CTTIE-2 Certificates

A. If holder allows a period of five consecutive calendar years to pass in which he/she is not a regularly employed teacher for at least one semester, or 90 consecutive days, the certificate will lapse for disuse.

B. A CTTIE-2 certificate may be reinstated if, holder is able to present evidence that he/she meets the requirements for a CTTIE-2 license.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1814 (October 2006), amended LR 35:2754 (December 2009), LR 36:2001 (September 2010), LR 40:1332 (July 2014).

Chapter 6. Endorsements to Existing Certificates

§601. Introduction

A. Endorsement areas are permanent authorizations added to a teaching certificate. Upon completion of requirements for an additional area of certification, as outlined in this bulletin, the holder of a valid Louisiana teaching certificate may have the endorsement added. For endorsement purposes, the following notes apply.

1. When a generalized reference is made to a Praxis exam, this means the current applicable exam(s) in policy, with the current established passing score(s).

2. Semester hours earned to add certification areas and/or levels to an existing certificate cannot include repeat (or duplicate) coursework.

3. A National Board Certified (NBC) teacher with an existing Louisiana teaching certificate is eligible for the addition (add-on) or endorsement to his/her certificate of the corresponding area for which NBC is held.

4. All coursework used for add-on certification must be for regular credit and not of a remedial or developmental nature and no final grade below a "C" will be accepted for any add-on endorsement purposes.

5. Semester hours earned from a regionally accredited institution or equivalent contact hours from a non-university private provider of teacher and/or educational leader preparation program are acceptable for endorsement purposes. One semester hour is equivalent to 15 contact hours.

6. Non-university private providers of teacher and/or educational leader preparation programs must submit proposals for approval by LDE and BESE, as outlined in Chapter 5 of Bulletin 996: Standards for Approval of Teacher and/or Educational Leader Preparation Programs.

B. A formal request for an additional authorization on a certificate shall be directed to the LDE. An official transcript from a regionally accredited institution verifying successful completion of endorsement requirements (semester hours) or documentation from the non-university private provider verifying successful completion of endorsement requirements (contact hours) shall accompany the request. The final authority for approval of an additional authorization is the LDE.

C. This Chapter has been divided into three Subchapters, as follows:

1. regular education level and area endorsements;
2. special education level and area endorsements; and
3. all other endorsement areas.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1814 (October 2006), amended LR 37:1381 (May 2011), LR 40:2242 (November 2014).

Subchapter A. Regular Education Level and Area Endorsements

§603. Introduction

A. The following requirements must be completed to add an education certification level and/or a certification area to an existing valid teaching certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1815 (October 2006).

§604. Requirements to add Birth to Kindergarten

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

1. successfully teach on an extended endorsement license (EEL) certificate in birth to kindergarten for one year in an approved Louisiana licensed child care facility or publicly-funded early childhood program based on criteria determined by the LDE;

2. passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or

3. 12 semester hours of combined early childhood and kindergarten coursework.

B. The certificated teacher's Louisiana employing authority must verify that he/she has completed one year of successful teaching experience in birth to kindergarten in an approved Louisiana licensed child care facility and recommend the applicant for further employment.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:918 (May 2015).

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

A. Individuals holding a valid elementary certificate (e.g., 1-4, 1-5, 1-6, or 1-8) must achieve one of the following:

1. successfully teach on an extended endorsement license (EEL) certificate in birth to kindergarten for one year in an approved Louisiana licensed child care facility or publicly-funded early childhood program based on criteria determined by the LDE;

2. passing score for Praxis—principles of learning and teaching early childhood (0621 or 5621); or

3. 12 semester hours of combined early childhood and kindergarten coursework.

B. Individuals holding a valid upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary school certificate (e.g., 6-12, 7-12, 9-12), special education certificate (other than early interventionist), or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, music) must achieve the following:

1. passing score for Praxis—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

2. passing score for Praxis—Principles of Learning and Teaching Early Childhood (0621 or 5621) or accumulate 12 credit hours of combined early childhood and kindergarten coursework.

C. Individuals holding a valid early interventionist certificate must achieve the following:

1. passing score for Praxis—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

2. twelve credit hours of combined early childhood and kindergarten coursework; and

3. 9 semester hours of reading coursework or passing score for Praxis—teaching reading exam (0204 or 5204).

D. Individuals holding a valid birth to kindergarten certificate must achieve the following:

1. passing score for Praxis Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001); and

2. nine semester hours of reading coursework or passing score for Praxis—Teaching Reading exam (0204 or 5204).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1815 (October 2006), amended LR 37:883 (March 2011), repromulgated LR 37:1561 (June 2011), amended LR 37:3215 (November 2011), LR 38:44 (January 2012), LR 39:1464 (June 2013), LR 41:648 (April 2015), LR 41:918 (May 2015), LR 41:1270 (July 2015).

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

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3) must achieve the following:

1. passing score for Praxis—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective

9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001);

2. passing score for Praxis—Principles of Learning and Teaching K-6 exam; and

3. nine semester hours of reading or passing score for Praxis—Teaching Reading exam (0204 or 5204).

B. Individuals holding a valid upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1.a. passing score for Praxis—Elementary Education: Content Knowledge (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001); or

b. accumulate:

- i. 12 semester hours of mathematics;
- ii. 12 semester hours of science;
- iii. 12 semester hours of English language arts;
- iv. 12 semester hours of social studies;

2. passing score for Praxis Principles of Learning and Teaching K-6 exam; and

3. nine semester hours of reading.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1815 (October 2006), amended LR 38:44 (January 2012), LR 39:1464 (June 2013), LR 41:648 (April 2015), LR 41:1271 (July 2015).

§609. Requirements to add Middle School (Grades 4-8) Specialty Area Endorsement for English, Mathematics, Science, or Social Studies

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), special education certificate must achieve the following:

1. passing score for Praxis middle school specialty area exam in the specific content area; or accumulate 30 credit hours in the specialty content area; and

2. passing score for Praxis Principles of Learning and Teaching 5-9 exam; and

3. six semester hours of reading or passing score for Praxis Teaching Reading exam (0204 or 5204).

B. Individuals holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12), or an All-Level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. passing score for Praxis middle school specialty area exam in the specific content area; or accumulate 30 credit hours in the specialty content area; and

2. passing score for Praxis Principles of Learning and Teaching 5-9 exam; and

3. six semester hours of reading.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1815 (October 2006), amended LR 37:881 (March 2011), LR 39:1464 (June 2013).

§611. Requirements to add a Secondary (grades 6-12) Specialty Core Content Area (English, Math, Foreign Language, Science, and Social Studies)

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), or special education certificate must achieve the following:

1. passing score for Praxis secondary specialty area exam in the content area; or 30 credit hours in the specialty content area; and

2. passing Praxis score for principles of learning and teaching 7-12 exam; or

3. passing Praxis score for world languages pedagogy (0841) if adding a foreign language after 6/30/13.

B. Individuals holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12) or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music), achieve one of the following:

1. passing score for Praxis secondary specialty area exam(s) required for the content area; or

2. 30 credit hours in the specialty content area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1816 (October 2006), amended LR 36:2266 (October 2010), LR 43:1312 (July 2017).

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

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-

6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), or special education certificate must achieve the following:

1. passing score for Praxis secondary specialty area exam in the content area or 21 credit hours in the specialty content area; or

2. passing Praxis score for principles of learning and teaching 7-12 exam.

B. Individuals holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12) or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve one of the following:

1. passing score for the Praxis secondary specialty area exam; and

2. 21 credit hours in the specialty content area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1816 (October 2006), amended LR 36:2547 (November 2010), LR 43:1313 (July 2017).

§615. Requirements to add an All-Level (K-12) Area (Art, Dance, Foreign Language, Health and Physical Education, and Music)

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve one of the following:

1. passing score for Praxis specialty area exam in the area of endorsement; or

2. 30 semester hours in the specialty area; and

3. for any foreign language add-on after 6/30/13 a passing Praxis score for World Languages Pedagogy (0841) is required.

B. To Add a Second Music Area Endorsement: An individual already certified in either Instrumental Music or Vocal Music may add the second music area with coursework, as follows:

1. to add Instrumental Music, 12 semester hours to include brass, percussion, string, and woodwind instruments; or

2. to add Vocal Music, 12 semester hours to include piano and voice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1816 (October 2006), amended LR 36:2266 (October 2010).

Subchapter B. Special Education Level and Area Endorsements

§621. Requirements

A. The following requirements must be completed to add a special education certification level and/or area to an existing valid teaching certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1816 (October 2006).

§623. Requirements to add Academically Gifted

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or an All-Level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve A-C below:

1. master's degree from an accredited institution of higher education;

2. 15 graduate semester hours of prescribed coursework from the following list, either within a master's degree program or as an add-on to an existing master's degree:

a. characteristics/study of gifted individuals;

b. methods of teaching the gifted;

c. social and emotional needs of the gifted;

d. creative thinking and problem solving or curriculum development for the gifted;

e. educational technology;

3. three semester hours in a practicum for academically gifted; or an internship for college credit in academically gifted; or three years of successful teaching experience in academically gifted.

4. special notes relative to Academically Gifted Certification.

a. Academically gifted certification will be valid only in the teaching area(s) in which the individual is certified.

b. The secondary teacher of academically gifted students who is to award Carnegie Units in the secondary subject area(s) must be certified in the subject area(s) in which Carnegie Units are awarded.

c. Elementary and secondary teachers who are also certified in academically gifted may offer approved special

education elective (enrichment) courses at either the elementary or secondary level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1816 (October 2006).

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

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. passing score for Praxis exams: Principles of Learning and Teaching; Early Childhood (#0621 or 5621) and Special Education: Early Childhood (#0691);
2. 18 credit hours that pertain to infants, toddlers, and preschoolers, as follows:
 - a. foundations in early childhood education and early intervention;
 - b. understanding and working with families of young children;
 - c. assessment in early intervention;
 - d. early intervention methods;
 - e. teaming, physical and medical management in early intervention;
 - f. communication and literacy in early intervention;
3. nine semester hours of reading coursework.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1817 (October 2006), amended LR 37:552 (February 2011), amended LR 37:1382 (May 2011), LR 37:3215 (November 2011), LR 40:281 (February 2014).

§627. Requirements to add Hearing Impaired K-12

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or All-Level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. 21 semester credit hours that pertain to children with hearing impairments, as follows:
 2. introduction to special education;

3. physiological, psychosocial, historical, sociological, and cultural aspects of deafness;

4. language development that includes linguistic principles and assessment strategies in language acquisitions for deaf and hard of hearing;

5. speech and speech reading;

6. educational audiology, auditory assistive devices and technology;

7. instructional strategies and curriculum development for deaf and hard of hearing students;

8. communication methodology.

B. Three semester hours of internship of students with hearing impairments; or three years of successful teaching experience of students with hearing impairments.

C. Proficiency in signed, cued, or oral communication, as evidenced by one or more of the following means:

1. signed—one of the following:
 - a. Intermediate on the Educational Sign Skills Evaluation: Teacher (ESSE:T);
 - b. Advanced on the Signed Communication Proficiency Interview (SCPI);
 - c. Level III of the Educational Interpreter Performance Assessment;

2. cued—mini-proficiency, as measured on the Basic Cued Speech Proficiency Rating Test (BCSPR c1983, Beaupre); or

3. oral—successfully passing an additional course in Methods in Oral/Auditory Education.

4. oral—successfully passing an additional course in Methods in Oral/Auditory Education.

5. oral—successfully passing an additional course in Methods in Oral/Auditory Education.

6. oral—successfully passing an additional course in Methods in Oral/Auditory Education.

D. Passing score for Praxis exams—Special Education: Core Content Knowledge and Applications (#0354 or 5354) Special Education: Education of Deaf and Hard of Hearing (#0272).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1817 (October 2006), amended LR 37:552 (February 2011), LR 40:281 (February 2014).

§629. Requirements to add Mild/Moderate

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or an All-Level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. 15 semester hours of special education coursework, as follows:
 - a. methods/materials for mild/moderate exceptional children;

- b. assessment and evaluation of exceptional learners;
- c. behavioral management of mild/moderate exceptional children;
- d. vocational and transition services for students with disabilities;
- e. practicum in assessment and evaluation of M/M exceptional learners; or three years of successful teaching experience in mild/moderate;

2. passing score for Praxis exams—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543);

3. individuals who have completed all stipulations listed above will have until 7/1/2010 to have this endorsement added to their standard teaching certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1817 (October 2006), amended LR 35:221 (February 2009), LR 35:1485 (August 2009), LR 37:553 (February 2011), LR 39:1464 (June 2013).

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

A. Mild/Moderate: 1-5—Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), or Early Interventionist certificate must achieve the following:

1. 18 semester hours to include the following coursework:

a. Assessment and Evaluation of Students with Disabilities—three semester hours. This course is designed for teachers to learn how to select, adapt, and use instructional interventions and behavioral strategies with students in a variety of settings. Students are required to apply knowledge and skills in a 45-hour field-based experience. Theoretical approaches, screening/identification, educational placement considerations, and assessment and evaluation issues will be addressed;

b. Fundamentals of Instructional Technology—three semester hours—instructional, utility, and management software applications for school use. Development of instructional materials, incorporation of commercially available software into lesson and unit structure. Addresses the use of technology as it relates to UDL (Universal Design for Learning) and how UDL can be used to meet the needs of all students with language development issues;

c. Behavior Support and Intervention—three semester hours. This course should address the knowledge, skills and dispositions necessary for teachers to proactively and systematically address student needs that underlie the presence of problem behaviors in schools and class rooms;

d. Collaborative Teaming—three semester hours. This course should focus on developing effective

partnerships with parents, family members, general educators and related service providers;

e. Instructional Practices in Special Education—three semester hours. This course should provide teachers with the ability to select and utilize appropriate instructional strategies, assistive technologies, and instructional materials to address the strengths and needs of diverse learners in grades 1-5;

f. Reading and Literacy—three semester hours. This course should cover all aspects of state reading competencies at the elementary level, to include literacy intervention for students with disabilities;

2. passing score for Praxis exams—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543).

B. Mild/Moderate: 1-5—Individuals holding a valid upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), all-level special education certificate (Significant Disabilities, Visually Impaired or Hearing Impaired), or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. 18 semester hours to include the following coursework:

a. Assessment and Evaluation of Students with Disabilities—three semester hours. This course is designed for teachers to learn how to select, adapt, and use instructional interventions and behavioral strategies with students in a variety of settings. Students are required to apply knowledge and skills in a 45-hour field-based experience. Theoretical approaches, screening/identification, educational placement considerations, and assessment and evaluation issues will be addressed;

b. Fundamentals of Instructional Technology—three semester hours. Instructional, utility, and management software applications for school use. Development of instructional materials, incorporation of commercially available software into lesson and unit structure. Addresses the use of technology as it relates to UDL (Universal Design for Learning) and how UDL can be used to meet the needs of all students with language development issues;

c. Behavior Support and Intervention—three semester hours. This course should address the knowledge, skills and dispositions necessary for teachers to proactively and systematically address student needs that underlie the presence of problem behaviors in schools and class rooms;

d. Collaborative Teaming—three semester hours. This course should focus on developing effective partnerships with parents, family members, general educators and related service providers;

e. Instructional Practices in Special Education—three semester hours. This course should provide teachers with the ability to select and utilize appropriate instructional strategies, assistive technologies, and instructional materials

to address the strengths and needs of diverse learners in grades 1-5;

f. Reading and Literacy—three semester hours. This course should cover all aspects of state reading competencies at the elementary level, to include literacy intervention for students with disabilities;

2. passing score for Praxis exams—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543), Principles of Learning and Teaching (PLT): K-6, and Elementary Education: Content Knowledge Exam (0014 or 5014) prior to 9/1/15; effective 9/1/15 to 8/31/17 pass Elementary Education: Content Knowledge (5018) or Elementary Education: Multiple Subjects (5001); mandatory 9/1/17 pass Elementary Education: Multiple Subjects (5001).

C. Mild/Moderate: Middle Grades 4-8 and Secondary 6-12. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), or early interventionist certificate must achieve the following:

1. 18 semester hours to include the following coursework:

a. Assessment and Evaluation of Students with Disabilities—three semester hours. This course is designed for teachers to learn how to select, adapt, and use instructional interventions and behavioral strategies with students in a variety of settings. Students are required to apply knowledge and skills in a 45-hour field-based experience. Theoretical approaches, screening/identification, educational placement considerations, and assessment and evaluation issues will be addressed;

b. Fundamentals of Instructional Technology—three semester hours. Instructional, utility, and management software applications for school use. Development of instructional materials, incorporation of commercially available software into lesson and unit structure. Addresses the use of technology as it relates to UDL (Universal Design for Learning) and how UDL can be used to meet the needs of all students with language development issues;

c. Self-Determination and Transition—three semester hours. This course presents self-determination and development, implementation, and evaluation of self-management instructional programs for students. Emphasis is upon using self-management and learning strategies to facilitate self-determination. Provides the teacher with an understanding of the special education transition process as specified by federal and state guidelines and the focus on the design and implementation of transition planning that meets students' physical, affective, cognitive and communicative needs across the contexts of school, community, family life, career and vocation and recreation/leisure;

d. Behavior Support and Intervention—three semester hours. This course should address the knowledge, skills and dispositions necessary for teachers to proactively and systematically address student needs that underlie the presence of problem behaviors in schools and class rooms;

e. Collaborative Teaming—three semester hours. This course should focus on developing effective partnerships with parents, family members, general educators and related service providers;

f. Instructional Practices in Special Education—three semester hours. This course should provide teachers with the ability to select and utilize appropriate instructional strategies, assistive technologies, and instructional materials to address strengths and needs of diverse learners in grades 6-12 with concentration in areas of literacy and numeracy;

2. passing score for Praxis exams:

a. Mild/Moderate (4-8) and (6-12)—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543); and

b. Mild/Moderate (4-8)—Principles of Learning and Teaching (PLT): 5-9 and Middle School Content Exam(s); or

c. Mild/Moderate (6-12)—Principles of Learning and Teaching (PLT): 7-12 and High School Content Exam(s).

D. Mild/Moderate: Middle Grades 4-8 and Secondary 6-12. Individuals holding a valid upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8) must achieve the following:

1. 18 semester hours to include the following coursework:

a. Assessment and Evaluation of Students with Disabilities—three semester hours. This course is designed for teachers to learn how to select, adapt, and use instructional interventions and behavioral strategies with students in a variety of settings. Students are required to apply knowledge and skills in a 45-hour field-based experience. Theoretical approaches, screening/identification, educational placement considerations, and assessment and evaluation issues will be addressed;

b. Fundamentals of Instructional Technology—three semester hours. Instructional, utility, and management software applications for school use. Development of instructional materials, incorporation of commercially available software into lesson and unit structure. Addresses the use of technology as it relates to UDL (Universal Design for Learning) and how UDL can be used to meet the needs of all students with language development issues;

c. Self-Determination and Transition—three semester hours. This course presents self-determination and development, implementation, and evaluation of self-management instructional programs for students. Emphasis is upon using self-management and learning strategies to facilitate self-determination. Provides the teacher with an understanding of the Special Education transition process as specified by federal and state guidelines and the focus on the design and implementation of transition planning that meets students' physical, affective, cognitive and communicative needs across the contexts of school, community, family life, career and vocation and recreation/leisure;

d. Behavior Support and Intervention—three semester hours. This course should address the knowledge, skills and dispositions necessary for teachers to proactively and systematically address student needs that underlie the presence of problem behaviors in schools and class rooms;

e. Collaborative Teaming—three semester hours. This course should focus on developing effective partnerships with parents, family members, general educators and related service providers;

f. Instructional Practices in Special Education—three semester hours. This course should provide teachers with the ability to select and utilize appropriate instructional strategies, assistive technologies, and instructional materials to address strengths and needs of diverse learners in grades 6-12 with concentration in areas of literacy and numeracy;

2. passing score for Praxis exams:

a. mild/moderate (4-8) and (6-12)—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543); and/or

b. Mild/Moderate (6-12)—Principles of Learning and Teaching (PLT): 7-12 and High School Content Exam(s).

E. Mild/Moderate: Middle Grades 4-8 and Secondary 6-12. Individuals holding a valid secondary certificate (e.g., 6-12, 7-12, 9-12), all-level special education certificate (Significant Disabilities, Visually Impaired, or Hearing Impaired), or an all-level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. 18 semester hours to include the following coursework:

a. assessment and evaluation of students with disabilities—three semester hours. This course is designed for teachers to learn how to select, adapt, and use instructional interventions and behavioral strategies with students in a variety of settings. Students are required to apply knowledge and skills in a 45-hour field-based experience. Theoretical approaches, screening/identification, educational placement considerations, and assessment and evaluation issues will be addressed;

b. fundamentals of instructional technology—three semester hours. Instructional, utility, and management software applications for school use. Development of instructional materials, incorporation of commercially available software into lesson and unit structure. Addresses the use of technology as it relates to UDL (Universal Design for Learning) and how UDL can be used to meet the needs of all students with language development issues;

c. self-determination and transition—three semester hours. This course presents self-determination and development, implementation, and evaluation of self-management instructional programs for students. Emphasis is upon using self-management and learning strategies to facilitate self-determination. Provides the teacher with an understanding of the Special Education transition process as

specified by federal and state guidelines and the focus on the design and implementation of transition planning that meets students' physical, affective, cognitive and communicative needs across the contexts of school, community, family life, career and vocation and recreation/leisure;

d. behavior support and intervention—three semester hours. This course should address the knowledge, skills and dispositions necessary for teachers to proactively and systematically address student needs that underlie the presence of problem behaviors in schools and class rooms;

e. collaborative teaming—three semester hours. This course should focus on developing effective partnerships with parents, family members, general educators and related service providers;

f. instructional practices in special education—three semester hours. This course should provide teachers with the ability to select and utilize appropriate instructional strategies, assistive technologies, and instructional materials to address strengths and needs of diverse learners in grades 6-12 with concentration in areas of literacy and numeracy;

2. passing score for Praxis exams:

a. mild/moderate (4-8) and (6-12)—Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543); and/or

b. Mild/Moderate (4-8)—Principles of Learning and Teaching (PLT): 5-9 and Middle School Content Exam(s).

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 35:1485 (August 2009), amended LR 37:553 (February 2011), LR 39:1464 (June 2013), LR 41:648 (April 2015), LR 41:1271 (July 2015).

§631. Requirements to add Significant Disabilities 1-12

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or All-Level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. 21 semester hours that pertain to children with significant disabilities, as follows:

a. assessment and evaluation;

b. curriculum development, modifications, and transition planning;

c. behavior support;

d. instructional strategies;

e. communication;

f. collaborative techniques and family partnerships;

g. characteristics of students with significant disabilities, physical support, health and safety;

2. three semester hours of internship of students with significant disabilities; or three years of successful teaching experience of students with significant disabilities; and

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1818 (October 2006), amended LR 37:555 (February 2011), LR 39:1465 (June 2013).

§633. Requirements to add Visual Impairments/Blind K-12

A. Individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), upper elementary or middle school certificate (e.g., 4-8, 5-8, 6-8), secondary certificate (e.g., 6-12, 7-12, 9-12), special education certificate, or All-Level K-12 certificate (art, dance, foreign language, health, physical education, health and physical education, and music) must achieve the following:

1. 21 semester hours that pertain to children with visual impairments:

a. educational implications of low vision and blindness;

b. orientation and mobility for the classroom teacher;

c. assessment and evaluation techniques, including functional vision evaluation and reading media assessment;

d. assistive technology for students with visual impairments;

e. instructional strategies and materials for students with visual impairments;

f. introduction to Braille, including literary and Nemeth codes;

g. Braille II;

2. three semester hours of internship of students who are visually impaired; or three years of successful teaching experience of students who are visually impaired or blind;

3. a passing score for Praxis Special Education: Core Knowledge and Applications (#0354 or 5354) and Special Education: Teaching Students with Visual Impairments (#0282).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1818 (October 2006), amended LR 37:556 (February 2011), LR 39:1465 (June 2013), LR 40:281 (February 2014).

Subchapter C. All Other Teaching Endorsement Areas

§641. Introduction

A. Information on endorsements for administrative and supervisory areas can be found in Chapter 7 of this bulletin.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1818 (October 2006).

§643. Adapted Physical Education

A. Adapted physical education eligibility requirements:

1. valid Louisiana teaching certificate in physical education;

2. basic requirements—three semester hours in each of the following:

a. motor development and learning;

b. introduction to the study of exceptional children;

c. tests and measurements (physical education, or educational, or psychological);

3. specialized coursework requirements, as follows:

a. introducing physical education for all children with disabilities, three semester hours;

b. behavioral and educational impairment and physical education, two semester hours; plus practicum in behavioral and educational impairment and physical education, one semester hour (for a total of three semester hours);

c. chronic disability and physical education, two semester hours; plus practicum in chronic disability and physical education, one semester hour (for a total of three semester hours); and

d. the physical education curriculum for children with disabilities, three semester hours (Prerequisite: Courses in 1-2 above).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1818 (October 2006).

§645. Adult Education Instructor

A. Eligibility requirements:

1. valid standard Louisiana teaching certificate; and

2. one of the following:

a. five years of adult education experience prior to implementation of certification requirements (September 1982); or

b. 9-12 semester hours, as follows:

- i. introduction to or foundations of adult education, three semester hours;
- ii. practicum in adult education, three semester hours or three years of successful teaching experience in adult education;
- iii. reading instruction in adult education, three semester hours; and
- iv. three semester hours from the following areas:
 - (a). materials, methods, and/or curricular development in adult education;
 - (b). adult learning and development;
 - (c). use of community resources;
 - (d). administration and supervision of adult education;
 - (e). guidance and counseling in adult education;
 - (f). competency-based adult education;
 - (g). independent study, special problems, or issues in adult education.

B. An individual who holds certification both as an adult education instructor and as a parish/city supervisor of instruction may qualify to serve as Administrator and/or Supervisor of Adult 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 32:1818 (October 2006), amended LR 36:485 (March 2010).

§647. Aerospace Education

A. Aerospace education eligibility requirements:

- 1. valid Louisiana teaching certificate;
 - a. one of the following:
 - i. six semester credit hours in approved aerospace education; or
 - ii. valid private pilot's license or higher rating and at least three semester hours of credit in an approved aerospace education workshop.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1819 (October 2006).

§648. Algebra I

A. Eligibility Requirements

- 1. Valid Type B or Level 2 Louisiana teaching certificate (requires 3 years of teaching experience).
- 2. Complete the following professional development programs:
 - a. Algebra I Awareness workshop;

b. Topics for Algebra Leaders and Instructors (TALI) workshop (face-to-face or online); and

c. Algebra I online modules (the entire series) or an approved college-level mathematics course(s) addressing the same content covered in the Algebra I online modules.

3. Pass the Praxis Middle School Mathematics exam (5169).

4. Pass the Praxis—Principles of Learning and Teaching (PLT) 7-12 exam (0624 or 5624) or a college-level course addressing the same content covered on the Praxis exam.

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 34:1386 (July 2008), amended LR 39:1465 (June 2013), LR 40:281 (February 2014).

§649. Bilingual Specialist

A. An elementary, secondary, or all-level certified foreign language teacher may be certified as a bilingual specialist upon completion of the following:

1. Bilingual Methods I (practical training in the teaching of language arts and social studies in a bilingual-bicultural setting)—three semester hours; and

2. Bilingual Methods II (practical training in the teaching of math and science in a bilingual-bicultural setting)—three 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 32:1819 (October 2006).

§651. Child Search Coordinator

A. Eligibility requirements:

1. certification as a teacher, social worker, guidance counselor, school psychologist, psychologist, speech therapist, or other related special education field;

2. master's degree;

3. six semester hours in special education; and

4. three years of experience in the certified or licensed special education area.

B. Persons functioning as Child Search Coordinators prior to September 1, 1989, who are certified/licensed special education personnel are not bound by these requirements and will be certified, provided they are recommended for continuation of employment by the parish supervisor/director of special education and approved by the superintendent of the LEA.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1819 (October 2006).

§655. Computer Literacy**A. Eligibility requirements:**

1. elementary or secondary certificate; and
2. nine semester hours of coursework in educational technology or computer science.

B. For certified business education teachers who completed a data processing course and a word processing course that included computer applications, six semester hours of the requirement for computer literacy certification (A.1.b. and A.1.c.) may be waived.

C. A person who was successfully employed as a teacher of computer education for a minimum of three years prior to September 1, 1986, may be certified in computer literacy and have the authorization added to his/her Louisiana elementary or secondary teaching certificate, entitling him/her to teach computer literacy at the elementary or the secondary level, depending upon the level of certification.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1819 (October 2006).

§657. Cooperative Education

A. Cooperative education eligibility requirements for certification in Cooperative Agriculture Education (CAE), Cooperative Office Education (COE), Cooperative Marketing Education (CME), Cooperative Family and Consumer Sciences (CFCS), or Cooperative Technology Education (CTE):

1. hold a valid Louisiana teaching certificate in the area of Business, Agriculture, Marketing, Family and Consumer Science or Technology Education;
2. have a minimum of one year of teaching experience in Business, Agriculture, Marketing Family and Consumer Science or Technology Education;
3. have completed six semester hours, to include Principles and/or Philosophy of Vocational Education and Cooperative Education Methods (Method and/or Techniques of Teaching Cooperative Education);
4. have a minimum of 1,500 hours of employment in program occupations approved by the Family, Career and Technical Education, Career and Technical Education Section, Louisiana Department of Education or a minimum of 120 hours in a supervised field practicum in the area of occupational certification, offered by a regionally accredited post secondary institution, or other requirements as specified by the industry.

B. Cooperative Education eligibility requirements for Trade and Industrial Cooperative Education (TICE) and Cooperative Health Occupations (CHO) for teachers holding CTTIE certificates:

1. hold a valid Louisiana CTTIE teaching certificate in the area of the CTTIE certification area;

2. have a minimum of one year teaching experience in the CTTIE certification area;

3. have completed six semester hours, to include Principles and/or Philosophy of Career and Technical Education and Cooperative Education Methods (Method and/or Techniques of Teaching Cooperative 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 32:1819 (October 2006), amended LR 34:869 (May 2008).

§659. Counselor K-12 (Counselor in a School Setting)

A. Universities that plan to admit new candidates into school counseling programs after December 31, 2012 must provide the Louisiana Department of Education by January 1, 2013 with a copy of the application submitted to the Council for Accreditation of Counseling and Related Educational Program (CACREP) for national accreditation. Universities that submit CACREP applications must be CACREP accredited by July 1, 2015 to admit new candidates into school counseling programs after June 30, 2015. Universities that do not submit CACREP applications by January 1, 2013 may not admit new candidates into their school counseling programs after December 31, 2012. Candidates who are already in the process of working toward certification under the previous guidelines will be given until June 30, 2017 to complete all coursework. Individuals who have completed all courses and degree requirements for the previous policy by June 30, 2017 will be allowed to have this endorsement added to their certificates.

B. Eligibility requirements:

1. valid Louisiana teaching certificate;
2. completion of a standards-based master's degree program in school counseling from a regionally accredited college or university approved by the Council for Accreditation of Counseling and Related Educational Program (CACREP);
3. practicum/internship requirements:
 - a. a practicum in school counseling to include 100 contacts hours in a school setting; or
 - b. an internship in school counseling to include 600 contact hours in a school setting;
4. completion of the Praxis examination in school guidance and counseling (0421 or 5421).

C. Renewal Requirements. For purposes of maintaining a valid counselor endorsement, any school counselor receiving certification after July 1, 2013 is required to either provide verification of a current license professional Counselor (LPC) license or complete 150 hours of continuing learning units (CLUs) that are consistent with the Individual Professional Growth Plan (IPGP) over a five-year time period. These CLUs must be standards based and

follow the models of the American School Counseling Association (ASCA) and CACREP.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1819 (October 2006), amended LR 33:1618 (August 2007), LR 38:1401 (June, 2012), LR 39:1465 (June 2013).

§661. Driver and Traffic Safety Education

A. Eligibility requirements:

1. valid Louisiana teaching certificate;
2. valid Louisiana driver's license;
3. driving record free of conviction of major accidents and/or repeated traffic violations; and
4. specialized education, as follows:

a. general safety education, three semester hours (basic safety information—home, school, traffic, community, and industrial safety—and general information on the psychology of accident prevention);

b. basic information course in driver education, three semester hours (investigation of problems facing drivers, such as those of pedestrians, cycles, alcohol and drugs, and traffic engineering; and study in the philosophy of driver education as it exists in our society); and

c. curricular innovations and instructional devices, three semester hours (in-depth study of driver education and traffic safety curricular materials, and familiarization with related instructional devices).

B. Conviction of repeated traffic violations or any major crime or accident involved in or related to the operation of a motor vehicle could result in revocation of this endorsement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1820 (October 2006).

§663. Educational Diagnostician (Special Education)

A. Eligibility requirements:

1. a minimum of a master's degree in education earned from a regionally accredited institution of higher education;

2. hold a valid Type B or Level 2 Louisiana teaching certificate, and meet one of the following guidelines:

a. hold generic special education certification, with at least one year of classroom teaching experience in a properly certified area of special education;

b. hold certification in at least two special education disability areas (e.g., mentally retarded, learning disabled), with at least one year of teaching experience in a properly certified area of special education. Academically gifted is not an accepted special education area;

3. reading credit, as follows:

a. elementary/middle grades majors: six semester hours in diagnosis and remediation of reading problems, three semester hours of which may be undergraduate coursework; or

b. secondary/all-level majors: nine semester hours of reading coursework, with six of the semester hours in diagnosis and remediation of reading problems and three of the semester hours in foundations of reading. Three of the required semester hours may be undergraduate coursework;

4. have completed a minimum of 21 semester hours of graduate credit, as follows:

a. applied learning theory, three semester hours;

b. behavioral intervention strategies, including systematic behavioral assessment (this course must include 25 child contact hours), three semester hours;

c. consulting teacher strategies, three semester hours;

d. precision assessment and diagnostic/prescriptive strategies, three semester hours;

e. test theory, three semester hours;

f. educational diagnosis, three semester hours; and

g. supervised internship, to include 100 child contact clock hours*, three semester hours.

*This course must include fieldwork involving the administration, scoring, and interpretation of norm-referenced and criterion-referenced individual educational tests; working with School Building Level Committees; teacher consultation, and implications for educational intervention through the development of the individualized assessment/intervention plan. This course may be completed while employed on a provisional endorsement.

B. Provisional Educational Diagnostician. A one year provisional endorsement as an Educational Diagnostician may be issued if all requirements have been completed, with the exception of the 100-contact-hour internship. The intern employed on a provisional endorsement must work under a certified Educational Diagnostician who has a minimum of five years of field experience in that position. At the time of employment, the Louisiana employing authority must submit verification of the supervision component. Until the internship is completed and the provisional status is removed from the intern's certificate, the supervising Educational Diagnostician shall sign all reports and evaluations involving the intern.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1820 (October 2006).

§665. Educational Technology Areas

A. Educational Technology Facilitation

1. Eligibility requirements:

a. valid Type B or Level 2 Louisiana teaching certificate (requires three years of teaching experience);

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b. complete one of the following options:

i. Option A: a minimum of nine semester hours of graduate credit in educational technology (three semester hours per course):

(a). design and development of multimedia instructional units;

(b). educational telecommunications, networks, and the internet;

(c). technology leadership in schools; or

ii. Option B: a minimum of five online courses, to include:

(a). Intel Teach Elements: Collaboration in the Digital Classroom, which provides teachers with strategies for building collaborative activities using online tools that support connection and sharing in and beyond the classroom;

(b). Intel Teach Elements: Project-Based Approaches, which helps teachers improve their understanding and application of project-based approaches in the twenty-first century classroom;

(c). Intel Teach Elements: Assessment in 21st Century Classrooms, which shows teachers ways to improve assessment of twenty-first century skills with new assessment strategies and tools for assessing twenty-first century skills;

(d). Intel Teach Elements: Thinking Critically with Data, which helps teachers support thinking critically with data quality, display, and interpretation in students' rapidly changing and busy world of information access;

(e). Intel Teach Elements: Educational Leadership for the 21st Century, which helps school principals and district administrators support teacher effectiveness for student achievement through technology integration;

c. a certified teacher who serves as facilitator of educational technology at the building level may petition the Division of Teacher Certification and Higher Education to be granted an Educational Technology Facilitation endorsement if he/she met one of the following qualifications by August 31, 2002:

i. hold certification in computer literacy; earned an additional six semester hours in educational technology courses; and served as a facilitator of educational technology at the school, district, regional, or state level successfully for the past three years as verified by the employing authority; or

ii. served as a facilitator of educational technology at school, district, regional, or state level successfully for the past five years, as verified by the employing authority.

B. Educational Technology Leadership

1. Eligibility requirements:

a. valid Type A or Level 3 Louisiana teaching certificate (requires five years of teaching experience);

b. master's degree from a regionally accredited institution of higher education; and

c. minimum of 21 semester hours of graduate credit, as follows:

i. education technology coursework, nine semester hours:

(a). design and development of multimedia instructional units;

(b). educational telecommunications, networks, and the internet;

(c). technology leadership in schools;

ii. educational technology leadership coursework, 12 semester hours:

(a). technology planning and administration;

(b). professional development for K-12 technology integration;

(c). educational technology research, evaluation, and assessment;

(d). advanced telecommunications and distance education.

2. Persons who have met requirements in Subparagraphs B.1.a and B.1.c of this Section may be issued a non-renewable, non-extendable educational technology leadership provisional certificate that is valid for three years.

3. Certified teachers who served as coordinators of educational technology at the district, regional, and/or state levels may petition the division of teacher certification and higher education to be granted an educational technology leadership certification if they met the following qualifications by August 31, 2002:

a. hold certification in computer literacy; earned an additional nine semester hours in educational technology courses; and served as a coordinator of educational technology above the building level (at the district, regional, or state level) for the past three years, as verified by the employing authority; or

b. served as a coordinator of educational technology above the building level (at the district, regional, or state level) successfully for the past five years, as verified by the employing authority.

C. Online Instruction

1. Eligibility requirements:

a. valid type B or level 2 Louisiana teaching certificate (requires three years of teaching experience) or equivalent out-of-state teaching certificate;

b. complete an online course or combination of online courses focused on the following topics:

- i. best practices in online course delivery;
 - ii. facilitation skills that foster reflective discussions in an online learning environment;
 - iii. effective strategies for assessing learning in the online environment;
 - iv. techniques for using online tools to address student learning needs;
 - v. asynchronous discussion and online course-authoring tools;
 - vi. ethical and legal issues related to the use of online resources;
- c. complete an online teaching intern experience (at least one semester in length) or successfully serve as an instructor/facilitator of an online course (at least six weeks in length).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1820 (October 2006), amended LR 34:2033 (October 2008), LR 38:766 (March 2012).

§666. Elementary Mathematics Specialist

Note: Valid for serving as an instructional coach in mathematics in grades PK-6.

A. In January 2010 the Association of Mathematics Teacher Educators (AMTE) adopted standards for elementary math specialists. These standards are included in *Standards for Elementary Math Specialists: A Reference for Teacher Credentialing and Degree Programs*. (See the Teach Louisiana website for further information on these standards.) These standards served as the basis for the elementary mathematics specialist certification.

B. This certification will be available to individuals holding a valid early childhood certificate (e.g., PK-K, PK-3), elementary certificate (e.g., 1-4, 1-5, 1-6, 1-8), or middle school mathematics certificate (e.g., 4-8, 5-8, 6-8), or a secondary mathematics certificate (6-12, 7-12). The following must be achieved:

1. three years of successful teaching experience to include the teaching of mathematics;
2. completion of 21 graduate hours of coursework which must be reflective of the Specialized Mathematics Content for Teaching as outlined in the AMTE standards. The 21 graduate hours are listed below:
 - a. three semester hours of number and operations;
 - b. three semester hours of algebra and functions;
 - c. three semester hours of geometry and measurement;
 - d. three semester hours of data analysis and probability;

e. three semester hours in mathematics pedagogical content knowledge which must include learners and learning, teaching, curriculum, and assessment;

f. three semester hours of leadership which must cover topics of leadership knowledge and skills; and

g. a three semester hour practicum to include leadership challenges and issues which mathematics leaders encounter. Candidates complete thirty-five hours of field experience shadowing a mathematics specialist and/or completing job-like activities in addition to participating in various projects, readings, and discussions as a member of a class.

C. If a teacher is certified to teach in any range of grades for PreK-6, then he/she may be the math teacher of record and assign grades to students in his/her certified grades. A secondary certified math teacher is allowed to teach math in grades 6-12 and/or serve as a math coach in grades PK-6. The EMS endorsement can be used to verify specialized knowledge in mathematics.

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 37:2135 (July 2011).

§667. English as a Second Language

A. Eligibility requirements:

1. valid standard teaching certificate; and
2. successful completion of the following coursework:
 - a. Methods for Teaching English as a Second Language, three semester hours (theories and practical approaches and techniques for teaching English as a second language to elementary, secondary, and adult education students);
 - b. Introduction to Language and Culture, three semester hours (the relationship of language acquisition to social and cognitive development);
 - c. Structure of the English Language, three semester hours (a study of the distinctive sound patterns and grammatical systems of American English); and
 - d. Curriculum Design for the Multicultural Classroom, three semester hours (adapting curricula for the multi-ethnic classroom as well as a review of existing English as a second language materials—elementary, secondary, and adult education levels).

B. English as a Second Language certification will be valid only in the teaching area(s) in which an individual is certified and in teaching English as a Second Language I, II, III, and IV elective courses.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1821 (October 2006).

§668. Instructional Coaching

A. Eligibility Requirements:

1. valid Type B, Level 2, or higher Louisiana teaching certificate;
2. completion of 12 graduate hours to include the following areas:
 - a. advancing teacher leadership institute, three semester hours;
 - b. promoting instructional coaching institute, three semester hours;
 - c. school improvement and research, three semester hours;
 - d. internship, three semester hours (university and school districts will collaborate to insure meaningful and practical experiences in actual school settings during the course of the educational leadership 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 38:767 (March 2012).

§669. Montessori Teacher Certification

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

1. American Montessori Society;
2. Association Montessori Internationale;
3. St. Nicholas Training Course of London;
4. The Montessori World Education Institute;
5. Montessori Institute of America;
6. Southwestern Montessori Training Institute;
7. Any other course jointly approved by the State Board of Elementary and Secondary Education and the Louisiana Montessori Association.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1821 (October 2006).

§671. Reading Specialist

A. This certification will be valid for teaching and/or supervision of reading in grades 1-12.

B. Eligibility requirements:

1. valid Type B or Level 2 Louisiana teaching certificate;
2. advanced degree from a regionally accredited institution; and

3. included in or beyond the advanced degree of study must be 12 graduate hours of course work in reading education, including:

- a. three semester hours of foundations or survey of reading instruction;
- b. six semester hours of diagnosis and correction of reading difficulties, including a testing/tutorial practicum under the supervision of qualified personnel; and
- c. reading in the content areas, three 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 32:1822 (October 2006).

§673. School Librarian

A. School library service eligibility requirements:

1. valid Louisiana elementary or secondary teaching certificate;
2. 18 semester hours in library science, as follows:
 - a. elementary and/or secondary school library materials, nine semester hours;
 - b. organization, administration, and interpretation of elementary and/or secondary school library service, six semester hours; and
 - c. elementary and/or secondary school library practice, three semester hours; or three years of successful experience as a school librarian.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1822 (October 2006), amended LR 33:1618 (August 2007).

Chapter 7. Administrative and Supervisory Credentials

§701. Overview

A. An individual who serves as an administrator and/or supervisor in Louisiana schools is required to obtain the appropriate credential for the area of assignment. A teacher already certified in Louisiana can have an educational leader certificate issued to provide administrative or supervisory services in a Louisiana school system.

B. This Chapter is divided into three parts, as follows:

1. educational leadership certification structure;
2. administrative and supervisory endorsements that were superseded by the educational leadership certification structure, including a Section showing educational leadership title equivalencies; and
3. all other supervisory endorsements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1822 (October 2006), amended LR 38:3138 (December 2012).

Subchapter A. The Educational Leadership Certificate

§703. Introduction

A. The educational leadership certification structure provides for four levels of leader certification: teacher leader; educational leader level 1; educational leader level 2; and educational leader level 3. The teacher leader certificate is an option for a teacher to be identified as a teacher leader; it is not a state required credential for a specific administrative position. The educational leader level 1 certificate is an entry-level certificate for individuals seeking to qualify for school and/or district leadership positions (e.g., assistant principals, principals, parish or city supervisors of instruction, supervisors of child welfare and attendance, special education supervisors, or comparable school/district leader positions). An individual moves from a level 1 to a level 2 certificate after successfully meeting standards of effectiveness for three years pursuant to Bulletin 130 and R.S. 17:3902, and completing the required years of experience. The level 3 certificate qualifies an individual for employment as a district superintendent.

B. Educational leadership preparation programs and induction programs are aligned with the following state and national standards:

1. standards for educational leaders in Louisiana;
2. Interstate School Leaders License Consortium [ISLLC] standards for school leaders; and
3. Educational Leadership Constituent Council [ELCC] standards for advanced programs in educational leadership, the standards used by the National Council for the Accreditation of Colleges of Teachers Evaluation [NCATE] for university program reviews.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1822 (October 2006), amended LR 33:819 (May 2007), LR 38:42 (January 2012), LR 38:3138 (December 2012), LR 39:1465 (June 2013).

§705. Educational Leader Certificate Level 1 (EDL 1)

A. This is the certificate needed by those who fill school and district educational leadership positions (e.g., assistant principal, principal, parish or city supervisor of instruction, supervisor of child welfare and attendance, special education supervisor, or comparable school/district leader positions). This certificate is issued upon the request of the LEA once the individual is hired to serve as an educational leader. An educational leader certificate level 1 may be obtained through either a master's degree pathway or through one of three alternate pathways.

1. Master's Degree Pathway. To receive an entry-level EDL 1, the candidate must:

a. 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 and three years of teaching experience in his/her area of certification;

b. complete a competency-based graduate degree preparation program in the area of educational leadership from a regionally accredited institution of higher education; and

c. have a passing score on the school leaders licensure assessment (SLLA), in accordance with state requirements.

2. Alternate Pathway 1. The alternate pathway 1 is for persons who already hold a master's degree and are seeking to receive an EDL 1. The candidate must:

a. 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 and three years of teaching experience in his/her area of certification;

b. have previously completed a graduate degree program from a regionally accredited institution of higher education;

c. meet competency-based requirements, as demonstrated by completion of an individualized program of educational leadership from a regionally accredited institution of higher education. An individualized program will be developed based on a screening of each candidate's competencies upon entering into the graduate alternative certification program; and

d. have a passing score on the school leaders licensure assessment (SLLA) in accordance with state requirements.

3. Alternate Pathway 2. The alternate pathway 2 is for persons who already hold a master's degree in education and are seeking to receive an EDL 1. The candidate must:

a. 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 and three years of teaching experience in his/her area of certification;

b. have previously completed a graduate degree program in education from a regionally accredited institution of higher education;

c. provide documented evidence of leadership experiences (240 clock hours or more) at the school and/or district level; and

d. have a passing score on the school leaders licensure assessment (SLLA) in accordance with state requirements.

4. Alternate Pathway 3. The alternate pathway 3 is for persons who already hold a baccalaureate degree from a regionally accredited institution of higher education and are seeking to receive an EDL 1 through a competency-based

educational leader practitioner (residency) program (See Bulletin 996, Chapter 7). The candidate must:

- a. 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 and three years of teaching experience in his/her area of certification;
- b. demonstrate strong knowledge of instruction through a rigorous screening process by an approved program provider;
- c. complete a competency-based educational leader practitioner/residency preparation program in the area of educational leadership from a state-approved private provider or a regionally accredited institution of higher education; and
- d. have a passing score on the school leaders licensure assessment (SLLA) in accordance with state requirements.

5. EDL 1 Extensions/Renewals

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

b. Individuals who hold an educational leader add-on endorsement issued prior to July 1, 2012 and are employed in a leadership capacity will be required to meet the standards of effectiveness pursuant to Bulletin 130 and R.S. 17:3902 for three years out of the five year renewal period in order to renew their endorsement.

6. Districts may require participation in an education leader induction administered by the LEA.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1823 (October 2006), amended LR 33:819 (May 2007), LR 38:43 (January 2012), LR 38:3138 (December 2012), LR 39:1465 (June 2013), LR 43:1313 (July 2017).

§706. Educational Leader Certificate Level 2 (EDL 2) [Formerly §707]

A. To receive an EDL 2, the individual must:

1. hold a valid EDL 1 certificate, Louisiana provisional principal certification, or comparable level out-of-state educational leader certificate;
2. have three years of teaching experience in his/her area(s) of certification;
3. participate in an education leader induction administered, if required by the LEA; and
4. either meet the standards of effectiveness as an educational leader for three years pursuant to Bulletin 130 and R.S. 17:3902 or receive a waiver of this provision from the LDE, at the request of the employing LEA, if the educational leader was unable to meet the standards of

effectiveness any year prior to the 2015-2016 school year due to administrative error in the local implementation of the evaluation system.

B. **Renewal Requirements.** An EDL 2 is valid for five years initially and may be extended thereafter for a period of five years at the request of an LEA. For renewal of EDL 2 certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

1. Individuals who hold an educational leader add-on endorsement issued prior to July 1, 2012 and are employed in a leadership capacity will be required to meet the standards of effectiveness pursuant to Bulletin 130 and R.S. 17:3902 for three years out of the five-year renewal period in order to renew their endorsement.

2. LEAs may request a one-time five-year renewal of the certificate, if the educational leader was unable to successfully meet the standards of effectiveness any year prior to the 2015-2016 school year due to administrative error in the local implementation of the evaluation system.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1823 (October 2006), amended LR 33:820 (May 2007), LR 38:43 (January 2012), LR 38:3138 (December 2012), LR 39:1465 (June 2013), LR 41:2129 (October 2015).

§708. Educational Leader Certificate Level 3 (EDL 3) [Formerly §709]

A. This certificate is required in order to serve as a school system superintendent or assistant superintendent.

1. Eligibility requirements:

a. valid EDL 2 or one of the Louisiana administrative/supervisory certifications that preceded the educational leadership certification structure;

b. five years of teaching experience in his/her area of certification;

c. five years of successful administrative or management experience in education at the level of assistant principal or above. The assistant principal experience would be limited to a maximum of two years of experience in that position; and

d. passing score on the school superintendent assessment (SSA), in keeping with state requirements.

2. **Renewal Requirements.** An EDL 3 is valid for five years initially and may be extended thereafter for a period of five years at the request of an LEA. For renewal of an EDL 3 certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

3. Individuals who hold an educational leader add-on endorsement issued prior to July 1, 2012 and are employed in a leadership capacity will be required to meet the standards of effectiveness pursuant to Bulletin 130 and R.S. 17:3902 for three years out of the five-year renewal period in order to renew their endorsement.

4. LEAs may request a one-time five-year renewal of the certificate if the educational leader was unable to successfully meet the standards of effectiveness any year prior to the 2015-2016 school year due to administrative error in the local implementation of the evaluation system.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1824 (October 2006), amended LR 38:3139 (December 2012), LR 41:2129 (October 2015).

§709. Non-Practicing Status for Educational Leader Certificates

A. In order to retain evaluation ratings toward certification renewal, the LDE may grant non-practicing status to any educational leader who applies prior to voluntarily ceasing to continue employment with the LEA.

B. Non-practicing educational leaders returning to practice may apply through a Louisiana education agency for an extension of their certificate for the number of years they were not practicing, not to exceed five years.

C. Any final evaluation ratings while in active status will be retained during non-practicing status and applied to any subsequent renewal or extension.

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 41:2129 (October 2015).

§710. Turnaround Specialist Certificate (TSC)

A. The Louisiana School Turnaround Specialist Program (LSTS) is a leadership development program designed to strengthen the organizational and instructional leadership skills of currently certified and experienced principals to prepare them to lead low-performing schools to higher student achievement.

1. To receive a TSC the individual must meet all of the following requirements:

a. hold a valid level 2, level 3, type B, type A, or out-of-state (OS) teaching certificate with three years of teaching in the certified area and certification as an elementary/secondary principal, principal, or educational leader;

b. successfully complete the LSTS Program;

c. meet all achievement targets which are a part of the LSTS program;

2. Renewal Requirements. A TSC is valid for five years initially and may be extended thereafter for a period of five years at the request of an LEA. For renewal of a TSC certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

3. Individuals who hold an educational leader add-on endorsement issued prior to July 1, 2012 and are employed in a leadership capacity will be required to meet the standards of effectiveness pursuant to Bulletin 130 and R.S. 17:3902 for three years out of the five year renewal period in order to renew their endorsement.

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 35:645 (April 2009), amended LR 38:3139 (December 2012).

§711. Teacher Leader Endorsement (Optional)

A. As part of the educational leader certification structure, there is an option for a teacher to become certified as a teacher leader. This optional endorsement allows principals the opportunity to afford leadership experiences to teachers at the school level and recruit potential educational leader candidates for their school districts. Teacher leader is the certification authorization needed by those who fill school site leadership roles (e.g., serving as a school curriculum coordinator, chairperson or content teacher, serving as the school improvement team chairperson, serving as the lead teacher in developing and scheduling a special activity at the school site, serving as the lead teacher in the school's preparation for a technical assistance visit etc.).

B. Eligibility requirements:

1. valid type B, level 2, or higher Louisiana teaching certificate;

2. completion of a state-approved teacher leader program that requires, at minimum, the equivalent of six graduate hours, or 90 contact hours, including a combination of face-to-face and field-based professional development activities that:

a. may include the use of a cohort approach;

b. provides support from and monitoring by current outstanding administrators serving as mentors and/or facilitators;

c. includes an electronic component (online and/or compressed video) to ensure each participant's access to key resources and to build a statewide network of qualified administrator candidates that could include the development of cohorts; and

d. requires the development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with national and state leader standards.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1824 (October 2006), amended LR 35:1232 (July 2009), LR 38:3139 (December 2012).

§712. Local Education Agency Appeal

A. If an educational leader's evaluation demonstrates that the standard for effectiveness, as determined by BESE, has been met, using value-added data or other components of the evaluation, for three years during the initial certification or renewal process, a certificate shall be issued or renewed unless the LDE or BESE receives evidence from the LEA that justifies discontinuation.

B. Similarly, if an educational leader's evaluation demonstrates that the standard for effectiveness, as determined by BESE, has not been met, using either value-added data or other components of the evaluation, for three years during the initial certification or renewal process, the LDE/BESE shall not issue or renew a certificate unless evidence of effectiveness is received from the LEA that justifies the issuance of a certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and R.S. 17:3886.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2130 (October 2015).

Subchapter B. Out-of-State Administrative Certification Structure

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

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

1. Eligibility requirements:

a. a valid out-of-state certificate as a principal or comparable educational leader certificate;

b. a minimum of two years of successful experience as a principal or assistant principal in another state, as verified by the previous out-of-state school district(s);

c. must have been regularly employed as an assistant principal or principal for at least one semester, or 90 consecutive days, within the five year period immediately preceding first employment in Louisiana. Lacking this, the applicant must earn six semester hours of credit in state-approved courses during the five year period immediately preceding issuance of the OSP1.

d. An applicant who has not been regularly employed for at least one semester, or 90 consecutive days, within the five year period immediately preceding first employment in Louisiana may be issued a one-year non-renewable (OSP) certificate while he/she completes six

semester hours required for the issuance of a three-year non-renewable (OSP 1) certificate.

2. Districts may require participation in an education leader induction administered by the LEA.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1824 (October 2006), amended LR 35:2325 (November 2009), LR 38:43 (January 2012), LR 39:1465 (June 2013).

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

A. An out-of-state principal level 2 (OSP2) is valid for five years initially and may be extended thereafter for a period of five years at the request of an LEA.

1. Eligibility requirements:

a. a valid OSP1 certificate;

b. completion of Louisiana PRAXIS requirements (School Leaders Licensure Assessment (1010) Prior to 12/31/09 or School Leaders Licensure Assessment (1011) Effective 1/1/10 OR qualify for PRAXIS/NTE exclusion [as set forth in R.S. 17:7.1(A)(7)] by fulfilling the following:

i. minimum of four years of successful experience as a principal in another state, as verified by the previous out-of-state school district(s);

ii. completes one year of employment as an assistant principal or principal in a Louisiana public school system while holding the three-year OSP 1 certificate; and

iii. the local superintendent (or designee) of the employing Louisiana public school system has recommended him/her for continued administrative employment in the following school year;

c. participation in an education leader induction if required by the LEA;

d. successfully meeting the standards of effectiveness as an educational leader during the validity period of the OSP1 certificate.

2. **Renewal Requirements.** For renewal of OSP2 certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1825 (October 2006), amended LR 35:2325 (November 2009), LR 36:882 (March 2011), LR 38:43 (January 2012), LR 38:3139 (December 2012), LR 39:1466 (June 2013).

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

A. This special out-of-state superintendent (OSS) certificate is valid only for the employing Louisiana public school district requesting its issuance. It is valid for five

years from date of first appointment as a superintendent and is renewable every five years.

1. Eligibility requirements:

a. employed by a Louisiana public school system to serve as a superintendent or an assistant superintendent;

b. a valid teaching certificate from another state with authorization to serve as a school superintendent;

c. a master's degree from a regionally accredited institution of higher education;

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

e. five years of successful teaching experience in a properly certified field.

2. Renewal Requirements. For renewal of an OSS certificate, candidates must successfully meet the standards of effectiveness for at least three years during the five-year initial or renewal period pursuant to Bulletin 130 and R.S. 17:3902.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1825 (October 2006), amended LR 38:3140 (December 2012).

Subchapter C. Administrative and Supervisory Endorsements Superseded by the Educational Leadership Certification Structure

§741. Introduction

A. The effective date for implementation of redesigned leadership programs is July 1, 2006. After June 30, 2006, universities cannot admit candidates into a leadership/administration program that has not undergone the redesign and review process. Since some individuals will already be in the process of working toward one of the older leadership certifications (e.g., Principal, Supervisor, Superintendent), those individuals will be given a transition time to complete all coursework. Consequently, some universities may be admitting students into a redesigned educational leadership program and at the same time allowing students to pursue coursework that meets old certification requirements. Individuals who have completed all courses, testing requirements, and degree requirements under the position specific policy prior to 12/31/08 will be allowed until 12/31/2013 to accrue the five years of experience for the administrative certifications listed below:

1. Elementary School Principal;
2. Secondary School Principal;
3. Parish or City School Superintendent;

4. Parish or City School Supervisor of Instruction;

5. Parish or City School Supervisor/Director of Special Education;

6. Special School Principal;

7. Supervisor of Child Welfare and Attendance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1825 (October 2006), amended LR 35:1231 (July 2009).

§743. Elementary School Principal

A. Eligibility requirements:

1. Type A or Level 3 Louisiana teaching certificate for the elementary school;

2. master's degree from regionally accredited institution of higher education;

3. five or more years of classroom teaching at elementary school level;

4. score of 620 on the Educational Administration and Supervision Area Exam of the NTE (mandatory for individuals seeking initial certification as a principal on or after August 16, 1986);

5. minimum of 30 semester hours of graduate credit, as follows:

a. educational administration and instructional supervision, nine semester hours:

i. Foundations of or Introduction to Educational Administration, or Theory of Educational Administration;

ii. Elementary School Principal;

iii. Principles of Instructional Supervision in the Elementary School;

b. professional education, 21 semester hours:

i. eighteen semester hours:

(a). Educational Research (three);

(b). History or Philosophy of Education (three);

(c). Elementary School Curriculum (three);

(d). School Law (three);

(e). School Finance (three);

(f). School Personnel Administration (three);

ii. three semester hours of educational administration electives to be selected from the following:

(a). School-Community Relations;

(b). School Facilities;

(c). Program Development and Evaluation (either in professional education or in areas outside of professional education).

B. Persons who meet requirements of Item A above are eligible for a provisional elementary school principal endorsement. Upon employment as a principal or assistant principal, an individual with provisional principal endorsement must enroll in the two year Principal Internship Program.

C. A regular elementary school principal endorsement will be added to the standard Type A certificate upon satisfactory completion of the two year Principal Internship Program.

D. Persons holding provisional or regular principal endorsements at the elementary school level may serve as principal of an elementary, middle, secondary, or combination grade-level school.

E. Elementary school assistant principals are required to meet the same standards as elementary school principals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1825 (October 2006).

§745. Secondary School Principal

A. Eligibility requirements:

1. valid Type A or Level 3 Louisiana teaching certificate for the secondary school;

2. master's degree from regionally accredited institution of higher education;

3. five or more years of classroom teaching at secondary school level;

4. score of 620 on the Educational Administration and Supervision Area Exam of the NTE (mandatory for individuals seeking initial certification as a principal on or after August 16, 1986);

5. minimum of 30 semester hours of graduate credit, as follows:

a. Educational Administration and Instructional Supervision, nine semester hours:

i. Foundations of or Introduction to Educational Administration, or Theory of Educational Administration (three);

ii. Secondary School Principal (three);

iii. Principles of Instructional Supervision in the Secondary School (three);

b. Professional Education, 21 semester hours:

i. 18 semester hours, to include three semester hours from each of the following:

(a). Educational Research;

(b). History or Philosophy of Education;

(c). Secondary School Curriculum;

(d). School Law;

(e). School Finance;

(f). School Personnel Administration;

ii. three semester hours of educational administration electives to be selected from the following courses:

(a). School-Community Relations;

(b). School Facilities;

(c). Program Development and Evaluation (either in professional education or in areas outside of professional education).

B. Persons who meet the requirements of Item A above are eligible for a provisional secondary school principal endorsement. Upon employment as a principal or assistant principal, an individual with provisional principal endorsement must enroll in the two year Principal Internship Program under the auspices of the Administrative Leadership Academy.

C. A regular secondary school principal endorsement will be added to the standard Type A certificate upon satisfactory completion of the two year Principal Internship Program.

D. Persons holding provisional or regular principal endorsements at the secondary school level may serve as principal of an elementary, middle, secondary, or combination grade-level school.

E. Secondary school assistant principals are required to meet the same standards as elementary school principals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1826 (October 2006).

§747. Parish or City School Superintendent

A. Eligibility requirements:

1. valid Type A or Level 3 Louisiana teaching certificate;

2. five years of successful school experience (state, parish, or city) as superintendent, assistant superintendent, supervisor of instruction, principal, or assistant principal in a State-approved system, or experience certified as equivalent to any of these by the Board of Elementary and Secondary Education. Assistant principal experience is limited to a maximum of two years of experience in that position;

3. master's degree from regionally accredited institution of higher education;

4. 48 semester hours of graduate credit:

a. 30 semester hours in educational administration and supervision of instruction, as follows:

i. 18 semester hours, to include three semester hours in each of the following areas:

- (a). Foundations of (Introductory) Educational Administration; or Theory of Educational Administration;
- (b). School Law;
- (c). Principles of Instructional Supervision (Elementary or Secondary);
- (d). School Community Relations;
- (e). Principalship (Secondary or Elementary School);
- (f). School Finance;

ii. 12 semester hours of electives in educational administration and instructional supervision from the following areas:

- (a). School Facilities;
- (b). School Personnel Administration;
- (c). Group Dynamics;
- (d). Office and Business Management;
- (e). Clinical Supervision or Internship or Practicum in Educational Administration or Instructional Supervision;
- (f). Program Development and Evaluation (in professional education or areas outside professional education).

5. professional education, 12 semester hours to include three semester hours in each of the following:

- a. Educational Research;
- b. History or Philosophy of Education;
- c. Elementary School Curriculum;
- d. Secondary School Curriculum;

6. electives from cognate fields outside of professional education, six semester hours, related to educational administration and supervision in business, political science, psychology, sociology, or speech.

B. Assistant superintendents who supervise any part of the instructional program are required to meet the same standards as superintendents.

C. Assistant superintendents for non-instructional areas (finance, management, facilities planning, and ancillary programs) shall be certified as a school superintendent or meet the following requirements:

1. a minimum of five years of demonstrated successful administrative experience at a managerial level in education and/or related fields, either in the public or private sector;

2. master's degree from a regionally accredited institution of higher education in educational administration, business administration, public administration, or a related area of study including but not limited to accounting, finance, banking, insurance and law;

3. responsibilities assumed by this category of administrators must be related to non-instructional programs, and experience obtained while at that level may not be used for meeting the certification requirements for superintendent.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1826 (October 2006).

§749. Parish or City School Supervisor of Instruction

A. Eligibility requirements:

1. valid Type A or Level 3 Louisiana Teaching Certificate;

2. master's degree from regionally accredited institution of higher education; and

3. minimum of 33 semester hours of graduate credit, to include:

a. 15 semester hours in Educational Administration and Supervision:

i. Foundations and Theory of Educational Administration (three);

ii. Principles of Instructional Supervision (six);

iii. Elementary School Curriculum (three);

iv. Secondary School Curriculum (three);

b. Professional Education, 15 semester hours:

i. Educational Research (three);

ii. History or Philosophy of Education (three);

iii. School Law (three);

iv. six semester hours of electives from Instructional Evaluation, Statistics, Testing and Measurement, Learning Theory, or Program Development and Evaluation (in professional education or area/s outside professional education);

c. three semester hours to be selected from Practicum in Instructional Supervision or Internship in Instructional Supervision. Internship or clinical experience as an elementary or secondary school principal or instructional supervisor may be substituted for this requirement.

B. Persons who meet requirements of Paragraphs A.1, 2, and Subparagraph 3.a may be issued a non-renewable, non-extendable supervisor of instruction provisional certificate valid for 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 32:1827 (October 2006).

§751. Parish or City School Supervisor/Director of Special Education

A. Eligibility requirements:

1. valid Type A or Level 3 Louisiana teaching certificate with certification as a special education teacher;
2. five years of successful professional experience, at least three of which must have been in special education;
3. master's degree from regionally accredited institution of higher education;
4. minimum of 33 semester hours of graduate credit:
 - a. six semester hours of special education administration, with three semester hours in each area of special education administration that address the following competencies:
 - i. administration and organization of special education;
 - ii. special education compliance;
 - b. professional education, 24 semester hours of instructional supervision, to include three semester hours in each of the following:
 - i. Foundations and Theory of Educational Administration;
 - ii. Educational Research;
 - iii. History and Philosophy of Education;
 - iv. School Law;
 - v. School Finance;
 - vi. Curriculum;
 - vii. Principles of Instructional Supervision;
 - viii. three semester hours of electives to be selected from Instructional Evaluation, Statistics, Testing and Measurement, Learning Theory, or Program Development and Evaluation (in professional education or areas outside professional education);
 - c. three semester hours in either Practicum in Special Education Administration or Internship in Special Education Administration.

B. Persons who have met the requirements of Paragraphs A.1-3, three semester hours from A.4.a, and 12 semester hours from A.4.b may be issued a non-renewable, non-extendable Supervisor/Director of Special Education provisional certificate, valid for 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 32:1827 (October 2006).

§753. Special School Principal

A. Special School Principal Eligibility Requirements

1. Certification requirements for elementary or secondary school principal must be completed. The same certification standards as those required of principals apply if an individual is serving as an assistant principal;

2. graduate training in special education, including at least one course in administration/supervision of special education, and generic certification in one or more areas of exceptionalities served by that school; and

C. five years of successful professional experience, at least three years of which must have been in special 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 32:1828 (October 2006).

§755. Supervisor of Child Welfare and Attendance and/or Visiting Teacher

A. Eligibility requirements:

1. valid Type A or Level 3 Louisiana teaching certificate;

2. master's degree from regionally accredited institution, including 15 semester hours of professional education at the graduate level to include three semester hours in each of the following areas:

- a. principles of guidance and counseling;
- b. supervision of child welfare and attendance and/or visiting teacher work;
- c. school law;
- d. social psychology;
- e. psychology of child growth and development or human growth and development.

B. Social Workers licensed under R.S. 37:2701 et seq. may be certified as visiting teachers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1828 (October 2006).

Subchapter D. Educational Leadership Title Equivalencies

§761. Title Equivalencies

Administrative Guidelines from Bulletin 741	Certification Endorsement Prior to Educational Leader Licensure Structure	Certification under Educational Leader Licensure Structure
Superintendent	School Superintendent	Educational Leader Level 3
Assistant Superintendent	School Superintendent	Educational Leader Level 3
Special Education Supervisor	Parish/City Supervisor/Director of Special Education	Educational Leader Level 1
		Educational Leader Level 2

Child welfare and Attendance Supervisor	Supervisor of Child welfare and Attendance and/or Visiting Teacher	Educational Leader Level 1 Educational Leader Level 2
Principal or Assistant Principal	Provisional Elementary Principal Elementary Principal Provisional Secondary Principal Secondary Principal Provisional Principal Principal Combination School Principal	Educational Leader Level 1 Educational Leader Level 2
Supervisor	Parish/City Supervisor of Instruction	Educational Leader Level 1 Educational Leader Level 2

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1828 (October 2006).

Subchapter E. All Other Supervisory Endorsements

§781. Introduction

A. In addition to those areas of supervision/administration embraced within the Educational Leader Certification Structure, the following supervisory endorsements are available to candidates holding a Louisiana teaching certificate:

1. Supervisor of School Libraries;
2. Supervisor of Parish or City Materials and Media Centers;
3. Supervisor of 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 32:1828 (October 2006).

§783. Supervisor of School Libraries—Eligibility Requirements

A. Supervisor of school libraries eligibility requirements:

1. Type A or Level 3 Louisiana certificate authorizing school library service;
2. five or more years of successful experience as a school librarian;
3. master's degree in library science from a regionally accredited institution, including 12 semester hours of graduate training in library science and a minimum of 21 semester hours of undergraduate credit in library science.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1828 (October 2006).

§785. Supervisor of Parish or City Materials and/or Media Centers

A. Supervisor of parish or city materials and/or media centers eligibility requirements:

1. Type A or Level 3 Louisiana teaching certificate;
2. advanced degree from a regionally accredited institution;
3. 15 semester hours of graduate course work in non-book media:
 - a. utilization of audiovisual materials (three);
 - b. media design and production (three);
 - c. administration of media programs (three);
 - d. six semester hours of electives from courses such as photography, educational television, programmed instruction, media research, advanced production techniques, and communication theory.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1828 (October 2006).

§787. Supervisor of Student Teaching

A. This is no longer a required endorsement that must appear on a certificate.

B. To qualify to perform this supervisory service, a teacher must meet one of the following eligibility criteria:

1. valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment;
2. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching;
3. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program; or
4. valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1829 (October 2006), amended LR 37:2136 (July 2011).

Chapter 8. Certification Appeal Process

§801. Overview

A. The certification appeal process is available to an individual who has applied for certification and has been

denied the requested certification due to the absence of certification requirements. The process provides such an individual the opportunity to have their appeal evaluated by the Teacher Certification Appeals Council (TCAC). The TCAC will evaluate all appeals and submit a written report of its findings to BESE. The decision of the TCAC is final.

B. Pursuant to *Louisiana Revised Statute* 17:7(6)(f), the TCAC shall consist of nine members recommended by the state superintendent of education and approved by BESE as follows. Council members shall serve four-year terms.

1. Three council members shall be college of education faculty members, each of whom shall represent a postsecondary education institution participating in both traditional and alternative certification programs. The Louisiana Association of Colleges for Teacher Education, the Louisiana Association of Independent Colleges and Universities, and the Louisiana Association of Teacher Educators shall each submit a list of three nominees. The superintendent shall recommend one college of education faculty member from each such list.

2. Three council members shall be classroom teachers. The Associated Professional Educators of Louisiana, the Louisiana Association of Educators, and the Louisiana Federation of Teachers shall each submit a list of three nominees. The superintendent shall recommend one classroom teacher from each such list.

3. Three council members shall be certified school or system administrators. The Louisiana Association of School Executives, the Louisiana State Association of School Personnel Administrators, and the Louisiana Association of School Superintendents shall each submit a list of three nominees. The superintendent shall recommend one administrator from each such list.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1829 (October 2006), amended LR 36:487 (March 2010), LR 43:1314 (July 2017).

§803. Appeal Process

A. An applicant who is denied certification but who believes that he/she has legitimate grounds for an appeal, may submit a certification appeal application to the LDE. Only an individual who has been evaluated and denied certification through the LDE is eligible to file an appeal. The following restrictions apply.

1. An appeal cannot be initiated until an applicant has submitted a complete certification application to the Department of Education, Division of Certification, Leadership, and Preparation; the application is reviewed by a certification specialist; and the applicant is notified that he/she is denied the requested certification.

2. The certification office must receive an appeal application within 90 days from the date that the certification request was denied.

3. Appeals will not be considered for individuals who:

- a. lack NTE/Praxis requirements for initial certification; or
- b. lack a grade point average of 2.50 for initial certification; or
- c. lack reading requirements per R.S. 17:7.1(A)(4)(a); or
- d. lack 50 percent or more of courses or preparation program requirements required for certification; or
- e. lack the degree required for certification; or
- f. lack a degree from a regionally accredited college or university; or
- g. are requesting issuance or renewal of a non-standard teaching certificate;
- h. have not met the standards of effectiveness for three years pursuant to Bulletin 130 and R.S. 17:3902.

4. Appeals relating to the issuance or renewal of certificates based on the standards of effectiveness must follow the grievance procedure through the LEA as identified in Bulletin 130.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1829 (October 2006), amended LR 36:487 (March 2010), LR 38:3140 (December 2012), LR 43:1314 (July 2017).

§805. Application Packet

A. An individual seeking an appeal of his/her certification decision is advised to read carefully all information about completing the Certification Appeal Application before beginning the process. The complete application packet is located on the Teach Louisiana website. If there are questions regarding the appeal packet, an applicant can contact the Division of Certification, Leadership, and Preparation at 225-342-3490.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1829 (October 2006), amended LR 36:2843 (December 2010).

Chapter 9. Actions Related to the Suspension/Denial and Revocation of Louisiana Certificates

§901. Overview

A. Teaching certificates can be denied, suspended, or revoked for certain criminal offenses, for the submission of fraudulent documentation, or for participating in cheating. Certificates shall also be suspended for individuals who have earned three years of ineffective evaluations within a certification renewal period pursuant to Bulletin 130 and R.S. 17:3902. This Chapter presents those circumstances

plus the circumstances under which certificates can possibly be reinstated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1830 (October 2006), amended LR 38:3140 (December 2012), LR 44:264 (February 2018).

§903. Definitions

A. For the purposes of this policy:

Applicant—any person applying for a Louisiana teaching authorization of any kind.

Board—the Board of Elementary and Secondary Education as a whole and/or any of its standing committees.

Cheating—as determined by the LDE in accordance with *Bulletin 118—Statewide Assessment Standards and Practices*, cheating is a testing irregularity committed by a teacher or leader in order to alter student or school assessment results or by inappropriately accessing secure test materials in violation of Bulletin 118, §5303. The determination is made by the LDE in consultation with the LEA, as specific in Bulletin 118.

Convicted or Conviction—any proceedings in which the accused person pleads guilty or no contest, and those proceedings that are tried and result in a judgment of guilty.

Department—the Louisiana Department of Education.

Fraudulent Document—any paper, instrument, or other form of writing that is false, altered, or counterfeit and that is used as a subterfuge or device to induce the issuance of a certificate.

Offense or Crime—those listed in R.S. 15:587.1(C) and any felony offense whatsoever.

Teaching Certificate or Certificate—any license, permit, or certificate issued by the Division of Teacher Certification and Higher Education of the Department of Education.

B. The following crimes are reported under R.S. 15:587.1:

1. R.S. 14:2(B), R.S. 14:30, R.S. 14:30.1, R.S. 14:31, 14:32.6, 14:32.7, 14:32.8, R.S. 14:41 through R.S.14:45, R.S. 14:74, R.S. 14:80 through R.S. 14:86, R.S. 14:89, R.S. 14:89.1, R.S. 14:89.2, R.S. 14:92, R.S. 14:93, R.S. 14:93.3, R.S. 14:106, R.S. 14:282, R.S. 14:286, R.S. 15:541, R.S. 40:966(A), R.S. 40:967(A), R.S. 40:968(A), R.S. 40:969(A), and R.S. 40:970(A) or convictions for attempt or conspiracy to commit any of those offenses;

2. those of a jurisdiction other than Louisiana which, in the judgment of the bureau employee charged with responsibility for responding to the request, would constitute a crime under the provisions cited in this Subsection, and those under the federal criminal code having analogous elements of criminal and moral turpitude. (Federal criminal code provisions are in title 18 of U.S.C.A.) Specifically:

R.S. 14:2(B)	Crimes of violence
*R.S. 14:30	First degree murder
*R.S. 14:30.1	Second degree murder
*R.S. 14:31	Manslaughter
*R.S. 14:32.6	First Degree Feticide
*R.S. 14:32.7	Second Degree Feticide
*R.S.14:32.8	Third Degree Feticide
*R.S.14:41	Rape
*R.S. 14:42	1st Degree Rape
*R.S. 14:42.1	2nd Degree Rape
*R.S. 14:43	3rd Degree Rape
*R.S. 14:43.1	Sexual battery
*R.S. 14:43.1.1	Misdemeanor sexual battery
*R.S. 14:43.2	2nd degree sexual battery
*R.S. 14:43.3	Oral sexual battery
* R.S. 14:43.4	Female genital mutilation
*R.S. 14:43.5	Intentional exposure to the AIDS virus
*R.S. 14:44	Aggravated kidnapping
*R.S. 14:44.1	Second degree kidnapping
*R.S. 14:45	Simple kidnapping
R.S. 14:74	Criminal neglect of family
R.S. 14:79.1	Criminal abandonment
*R.S. 14:80	Felony Carnal knowledge of a juvenile
*R.S. 14:81	Indecent behavior with a juvenile
*R.S. 14:81.1	Pornography involving juveniles
*R.S. 14:81.2	Molestation of a juvenile or a person with a physical or mental disability
*R.S. 14:81.3	Computer-aided solicitation of a minor
*R.S. 14:81.4	Prohibited sexual conduct between educator and student
*R.S. 14:82	Prostitution (In some instances)
*R.S. 14:82.1	Prostitution; Persons under seventeen; Additional offenses
R.S. 14:82.1.1	Sexting
R.S. 14:82.2	Purchase of commercial sexual activity
R.S. 14:83	Soliciting for prostitutes
R.S. 14:83.1	Inciting prostitution
R.S. 14:83.2	Promoting prostitution
R.S. 14:83.3	Prostitution by massage
R.S. 14:83.4	Massage; sexual content prohibited
*R.S. 14:84	Pandering
R.S. 14:85	Letting premises for prostitution
*R.S. 14:86	Enticing persons into prostitution
*R.S. 14:89	Crime against nature
*R.S. 14:89.1	Aggravated crime against nature
R.S. 14:89.2	Crime against nature by solicitation
*R.S. 14:92	Contributing to the delinquency of juveniles (In some instances)
*R.S. 14:93	Cruelty to juveniles
R.S. 14:93.2.1	Child desertion
*R.S. 14:93.3	Cruelty to the infirm
*R.S. 14:106	Obscenity
R.S. 14:282	Operation of places of prostitution
R.S. 14:283.1	Voyeurism
*R.S. 14:283	Video Voyerism
R.S. 14:284	Peeping Tom
*R.S. 14:286	Sale of minor children
R.S. 15:541	Sex offenses
R.S. 40:966(A)	Penalty for distribution or possession with intent to distribute narcotic drugs listed in Schedule I; Manufacture; Distribution
R.S. 40:967(A)	Prohibited acts; Schedule II, penalties; Manufacture; Distribution
R.S. 40:968(A)	Prohibited acts; Schedule III; penalties; Manufacture; Distribution
R.S. 40:969(A)	Prohibited acts; Schedule IV; penalties; Manufacture; Distribution
R.S. 40:970(A)	Prohibited acts; Schedule V; penalties; Manufacture; Distribution

*Certificate issuance/reinstatement will never be considered for crimes marked with an asterisk.

C. Convictions that are set aside pursuant to articles 893 or 894 of the *Louisiana Code of Criminal Procedures*, expunged, or which are pardoned subject to Louisiana first offender pardon laws nonetheless, shall be treated as convictions for the purpose of denial or revocation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1830 (October 2006), amended LR 34:2559 (December 2008), LR 38:763 (March 2012), LR 44:265 (February 2018).

§905. Denial of Certificates for Criminal Offenses, for the Submission of Fraudulent Documentation, or for Participation in Cheating

A. An application for a Louisiana teaching certificate or an application for the renewal of an expired Louisiana teaching certificate shall be denied if the department determines that the individual applying for the certificate has been convicted of any offense listed in R.S. 15:587.1(C) or any felony offense whatsoever or has submitted fraudulent documentation, or has participated in cheating. A person convicted of an offense as defined herein or has submitted fraudulent documentation, or has participated in cheating may apply for a certificate after three years have elapsed from date of entry of final conviction, or from date of the submission of fraudulent documentation, or from the date of the report regarding the participation in cheating.

B. An application for a Louisiana teaching certificate or an application for a renewal of an expired teaching certificate shall be denied if the individual applying for the certificate has ever had any professional license/certificate denied, suspended, revoked, or voluntarily surrendered.

C. An application for a Louisiana teaching certificate or an application for a renewal of an expired Louisiana teaching certificate shall be denied if the individual is currently being reviewed or investigated for purposes of such action as stated in §905.B or if such action is pending.

D. The applicant shall be notified by certified mail and by any other appropriate means of notice that his/her certificate has been denied. The applicant shall provide copies of any documents that verify his/her identity, refute the existence of a criminal conviction, verify the accuracy of fraudulent documentation as submitted, or verify the accuracy of the report regarding the participation in cheating, as submitted. If a conviction or information upon which the certificate has been denied is reversed, such action should be communicated to the department through documentation provided by the applicant.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1830 (October 2006), amended LR 44:266 (February 2018).

§906. Procedures and Rules for Issuance of a Denied Certificate

A. Issuance will never be considered for teachers who have been convicted of a felony for the following crimes:

1. R.S. 14:283, 14:30, 14:30.1, 14:31, 14:32.6, 14:32.7, 14:32.8, 14:41, 14:42, 14:42.1, 14:43, 14:43.1, 14:43.1.1, 14:43.2, 14:43.3, 14:43.4, 14:43.5, 14:44, 14:44.1, 14:45, 14:78, 14:78.1, 14:80, 14:81, 14:81.1, 14:81.2, 14:81.3, 14.81.4, 14:82 (in some instances), 14:82.1, 14:84, 14:86, 14:89, 14:89.1, 14.92 (in some instances), 14:93, 14:93.3, 14:106, and 14:286.

B. Issuance of certificates shall not be considered until at least three years have elapsed from the date of entry of final conviction or submissions of fraudulent documentation, or the date of investigation results regarding the participation in cheating, which resulted in certification suspension, revocation, or denial.

C. An applicant may apply to the board for the issuance of his/her Louisiana teaching certificate after the lapse of time indicated above and under the following conditions.

1. There have been no further convictions, submission of fraudulent documentation, or participation in cheating.

2. In criminal cases, there has been successful completion of all conditions/requirements of any parole and/or probation. The applicant must provide relevant documentation. The applicant must provide a current state and FBI criminal history background check from state police that is clean and clear and evidence that there has been successful completion and relevant documentation of all conditions/requirements of any parole or probation.

D. Applicant Responsibilities

1. Contact the office of the Board of Elementary and Secondary Education and request a records review for issuance of the certificate that was denied due to the submission of fraudulent documentation, due to conviction for a crime listed in R.S. 15:587.1 or for any felony, or due to participation in cheating.

2. Provide each applicable item identified above in Subsection C, evidence that all requirements for certification have been successfully completed, and further documentation evidencing rehabilitation. It is recommended that the applicant provide letters of support from past/present employers, school board employees and officials, faculty, and administrative staff from the college education department, law enforcement officials or from other community leaders.

E. State Board Responsibilities

1. The board will consider the request for issuance and documentation provided. The board is not required to conduct a records review for any of the asterisked crimes and may summarily deny a request for issuance of certificate for any of the asterisked crimes.

2. When the board or its designees conduct an issuance records review, board staff shall notify the applicant

of a date, time, and place when a committee of the board shall consider the applicant's request. Only the written documentation provided prior to the records review will be considered.

3. The Board of Elementary and Secondary Education reserves the right to accept or reject any document offered as evidence of rehabilitation and the right to determine if adequate rehabilitation has occurred and will itself determine if and when an applicant is eligible for issuance of a teaching certificate.

4. The board may deny a request for a records review for any applicant who:

- a. failed to disclose prior criminal convictions or expungements;
- b. falsified academic records.
- c. has been found to have participated in cheating in the administration of standardized tests; or
- d. received further criminal convictions or participated in cheating.

5. The committee of the board shall make a recommendation to the full board regarding whether the teaching certificate should be issued to the applicant. Board staff shall notify the applicant of the action of the board.

6. The action of the board is a final decision and can only be appealed to a court of proper jurisdiction in accordance with law.

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 36:1999 (September 2010), amended LR 38:763 (March 2012), LR 44:266 (February 2018).

§907. Suspension and Revocation of Certificates for Criminal Offenses

A. A Louisiana teaching certificate shall be suspended and revoked if the individual holding the certificate has been convicted of any offense listed in R.S. 15:587.1(C) (see section I.B) or any felony offense whatsoever. If the Louisiana teaching certificate of an individual is expired, and the individual has been convicted of a felony offense, this information shall be reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse by the LDE. Such individuals will be notified per the process outlined in this Section.

B. When the department is notified that any teacher has been convicted of a specific crime:

1. Department staff shall attempt to contact the teacher to inform him/her that the department has information regarding a criminal conviction and is proceeding under this policy to suspend the certificate.

2. The teacher shall have 10 working days from the date of notification to provide verification that he/she has not

been convicted of a criminal offense. This opportunity for response is intended as a check against mistaken identity or other incorrect information and the requested verification may be provided through a telephone conversation or written correspondence.

3. if the teacher cannot be reached or if his/her employment status cannot be determined, suspension of the certificate shall proceed, as will all other steps in the process outlined in this policy;

4. if the department determines that there is evidence that a teacher has been convicted of a criminal offense, the certificate issued to that teacher shall be suspended. The board, the teacher, and the employing school system shall be notified that the teaching certificate has been suspended pending official board action per revocation proceedings;

5. the teacher shall be notified by certified mail or by any other appropriate means of notice that his/her certificate has been suspended and that the certificate will be revoked unless the teacher can provide documentation that he/she was not convicted of the crime. The teacher shall provide copies of any documentation that verifies his/her identity and refutes the existence of a criminal conviction;

6. if the conviction upon which a teaching certificate has been suspended or revoked is reversed, such action shall be communicated to the board through documentation provided by the applicant. The board may receive such information and order reinstatement of the teaching certificate;

7. upon official action by the board, any teacher whose certificate has been revoked shall be notified of such action. The correspondence shall include instructions for and identification of the date when the individual may apply to the board for reinstatement of his/her certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1831 (October 2006), amended LR 44:266 (February 2018).

§908. Suspension and Revocation of Certificate/Endorsement Due to Participation in Cheating

A. A Louisiana teaching or educational leadership certificate shall be suspended and revoked if the individual holding the certificate has been found by the LDE to have participated in cheating, as defined in §903.A of this Bulletin. If the Louisiana teaching certificate of an individual is expired, and the individual has been found to have participated in cheating, this information shall be reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse by the LDE. Such individuals will be notified per the process outlined in this Section.

B. When the department has determined that any teacher or administrator has been found to have participated in cheating, the following process shall take place.

1. Department staff shall attempt to contact the teacher or administrator to inform him/her that the department has information regarding his/her participation in cheating and is proceeding under this policy to suspend the certificate.

2. The teacher or administrator shall have 10 working days from the date of notification to provide verification that he/she has not been found to have participated in cheating. This opportunity for response is intended as a check against mistaken identity or other incorrect information and the requested verification may be provided through a telephone conversation or written correspondence.

3. If the teacher or administrator cannot be reached, suspension of the certificate shall proceed, as will all other steps in the process outlined in this policy.

4. If the department determines that a teacher or administrator was found to have participated in cheating, the teacher or administrator certificate shall be suspended. The board, the teacher, and the employing school system shall be notified that the teacher or administrator certificate has been suspended pending official board action per revocation proceedings.

5. The teacher or administrator shall be notified by certified mail and by any other appropriate means of notice that his/her certificate has been suspended and that the certificate will be revoked unless the teacher/administrator can provide documentation that he/she was not found to have participated in cheating.

6. If the department subsequently determines that the teacher or administrator did not participate in cheating, such action shall be communicated to the department and/or the board through documentation provided by the department. The board may receive such information and may order reinstatement of the teacher or administrator certificate.

7. Individuals who do not hold a current Louisiana teaching/educational leadership certificate or who do not hold a Louisiana teaching/educational leader certificate and who have been found to have participated in cheating in the administration of standardized tests shall be reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse by the LDE. Such individuals will be notified per the process outlined in this Section.

8. If the investigation concludes no findings of participating in cheating and the board has taken no formal action to revoke the teaching certificate, the department is authorized to release the suspension with the appropriate documentation, notifying the board of the action taken and providing supporting documentation.

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 38:3140 (December 2012), amended LR 44:267 (February 2018).

§909. Suspension and Revocation of Certificates due to Fraudulent Documentation Pertaining to Certification

A. A Louisiana teaching certificate shall be suspended or revoked if a teacher presents fraudulent documentation pertaining to his/her certificate to the state Board of Elementary and Secondary Education or the Department of Education. If the Louisiana teaching certificate of an individual is expired, and the individual has submitted fraudulent documents pertaining to certification, this information shall be reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse by the LDE. Such individuals will be notified per the process outlined in this Section.

B. The department shall investigate prior to determining that a teacher has submitted fraudulent documentation pertaining to his/her teaching certificate. Upon confirmation of the information investigated, the department shall notify the teacher by certified mail that his/her certificate has been suspended pending official board action per revocation proceedings.

C. Such records review shall be limited to the issue of whether or not the document submitted was fraudulent. The teacher shall provide the board with any documentation that will refute the fraudulent nature of the document.

D. The committee of the board shall make a recommendation to the full board, based on documentation received from the department and the teacher, whether the teaching certificate should be revoked. The decision of the board shall be transmitted to the local school board and to the teacher affected.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1831 (October 2006), amended LR 38:764 (March 2012), LR 44:267 (February 2018).

§911. Procedures and Rules for Reinstatement of Certificates Suspended or Revoked due to Criminal Convictions, Submission of Fraudulent Documents, Participation in Cheating, or Reinstatement of Expired Certificates Deemed Ineligible for Reinstatement Due to Criminal Convictions, Submission of Fraudulent Documents, or Participation in Cheating

A. Reinstatement will never be considered for teachers who have been convicted of a felony for the following crimes:

1. R.S. 14:283, 14:30, 14:30.1, 14:31, 14:32.6, 14:32.7, 14:32.8, 14:41, 14:42, 14:42.1, 14:43, 14:43.1, 14:43.1.1, 14:43.2, 14:43.3, 14:43.4, 14:43.5, 14:44, 14:44.1, 14:45, 14:78, 14:78.1, 14:80, 14:81, 14:81.1, 14:81.2, 14:81.3, 14:81.4, 14:82 (in some instances), 14:82.1, 14:84, 14:86, 14:89, 14:89.1, 14:92 (in some instances), 14:93, 14:93.3, 14:106, and 14:286.

B. Reinstatements of certificates shall not be considered until at least three years have elapsed from the date of entry of final conviction, submission of fraudulent documentation, or the date of investigation results regarding the participation in cheating, which resulted in certification suspension, revocation, or denial.

C. An applicant may apply to the board for reinstatement of his/her Louisiana teaching certificate after the lapse of time indicated above and under the following conditions.

1. There have been no further convictions, submissions of fraudulent documentation, or investigations regarding participation in cheating.

2. In criminal cases, there has been successful completion of all conditions/requirements of any parole and/or probation. The applicant must provide relevant documentation. The applicant must provide a current state and FBI criminal history background check from state police that is clean and clear and evidence that there has been successful completion and relevant documentation of all conditions/requirements of any parole and probation.

D. Applicant Responsibilities

1. Contact the office of the Board of Elementary and Secondary Education and request a records review for reinstatement of the certificate.

2. Provide each applicable item identified above in Subsection C, evidence that all requirements for certification have been successfully completed, and further documentation evidencing rehabilitation. The applicant is recommended to provide letters of support from past/present employers, school board employees and officials, faculty, and administrative staff from the college education department, law enforcement officials, or from other community leaders.

E. State Board Responsibilities

1. The board will consider the request for reinstatement and documentation provided. The board is not required to conduct a reinstatement records review and may summarily deny a request for issuance/reinstatement.

2. If the board or its designees decide to conduct a reinstatement records review, board staff shall notify the applicant of a date, time, and place when a committee of the board shall consider the applicant's request. Only the written documentation provided prior to the records review will be considered.

3. The Board of Elementary and Secondary Education reserves the right to accept or reject any document as evidence of rehabilitation and the right to determine if adequate rehabilitation has occurred and will itself determine if and when an applicant is eligible for reinstatement of a teaching certificate.

4. The board may deny any request for issuance by any applicant who:

a. failed to disclose prior criminal convictions or expungements;

b. falsified academic records;

c. has been found to have participated in cheating in the administration of standardized tests; or

d. received further criminal convictions or participated in cheating.

5. The committee of the board shall make a recommendation to the full board regarding whether the teaching certificate issued to the applicant should be issued, reinstated, suspended for an additional period of time, or remain revoked. Board staff shall notify the applicant of the board action.

6. The action of the board is a final decision and can only be appealed to a court of proper jurisdiction in accordance with law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1831 (October 2006), amended LR 34:2560 (December 2008), LR 36:1999 (September 2010), LR 38:764 (March 2012), LR 44:268 (February 2018).

Chapter 10. Definitions

§1001. Terms

Alternate Teacher Preparation Program—a pathway designed for candidates with a minimum of a baccalaureate degree earned at a regionally accredited institution. An alternate program combines professional knowledge with field experiences, including a one year supervised internship in a school setting. For admission to an alternate program, applicants must demonstrate content mastery.

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

Baccalaureate—a term used to denote an undergraduate degree or program (e.g., bachelor of arts, bachelor of science).

Certification—a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in the schools under the jurisdiction of the state Board of Elementary and Secondary Education (BESE).

Continuing Learning Unit (CLU)—a professional development activity that builds capacity for effective, research-based, content-focused teaching and learning that positively impacts student achievement. As a unit of measure, the CLU is used to quantify an educator's participation in a system-approved content-focused professional development activity aligned with the educator's individual professional growth plan.

Core Subject Areas—English, reading, language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography.

Endorsement—a permanent certification authorization

added to an existing teaching certificate.

Graduate—a term used to denote a degree, coursework, or program beyond the baccalaureate degree level (e.g., masters of education, masters of arts in teaching).

Industry Based Certification—a certificate that provides evidence that an individual has successfully demonstrated skill competencies in a specific set of work related tasks, single occupational area, or a cluster of related occupational areas (e.g., certified landscape technician, ASE certification, licensed cosmetologist).

Non-Education Baccalaureate Degree—a baccalaureate degree earned through a regionally-accredited institution of higher education that does not result in eligibility for teacher certification in the state in which the program is approved to operate.

Non-Standard Certificate—a one-year temporary authorization that can be issued three times to an applicant who is pursuing full credentialing as a teacher. To have this certificate re-issued for year 2 and for year 3, an applicant must meet specified renewal requirements.

Paraprofessional—an employee who provides instructional support in a program supported with Title I, Part A funds.

Post-Baccalaureate (or old) Alternate Certification Program—a program offered prior to July 1, 2002, that provided opportunities for individuals with a minimum of a baccalaureate degree to become certified public school teachers. Applicants seeking certification under this program submitted an official transcript for evaluation to a Louisiana college or university that had an approved teacher education program.

Regionally Accredited—a term used to denote the status of public recognition that a regionally recognized accrediting agency grants to an educational institution or program that meets the agency's standards and requirements.

Regularly Employed—a term used to denote an individual who is a full-time or part-time employee of a school system, and who is not hired on a day-to-day basis.

Standard Certificate—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

Teacher—an employee of a city or parish school board or of a BESE special school who holds a teaching certificate and whose legal employment requires certification under the regulations of BESE.

Teacher Education Program Completer—an individual who satisfies all requirements of a traditional teacher preparation undergraduate degree program or of an approved alternate teacher preparation program.

Teaching Certificate—a license, permit, or certificate issued by the Department of Education to an individual who has met all state requirements for certification as a teacher.

Temporary License—a teaching authorization held for a short period that is not a standard certificate (see *non-standard certificate* above).

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

Undergraduate—a term used to denote a degree, coursework, or program at the baccalaureate degree level (e.g., bachelor of arts, bachelor of sciences).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1833 (October 2006), amended LR 37:560 (February 2011), LR 43:1314 (July 2017).

§1003. Acronyms

BESE—Board of Elementary and Secondary Education.

CLU—continuing learning unit (professional development).

CTTIE—career and technical trade and industrial education.

INTASC—Interstate New Teacher Assessment and Support Consortium.

LCET—Louisiana components of effective teaching.

NASDTEC—National Association of State Directors of Teacher Education and Certification.

NCATE—National Council for Accreditation of Teacher Education.

OFAT—out-of-field authority to teach, a non-standard license.

TAT—temporary authorization to teach, a non-standard license.

TEP—temporary employment permit, a non-standard license.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1833 (October 2006), amended LR 37:560 (February 2011), LR 43:1315 (July 2017).

Chapter 11. State Guidelines Related to Qualifications for Paraprofessionals and Continuing Learning Units

§1101. General Provisions

A. This Chapter is divided into two sections:

1. paraprofessional qualifications; and
2. continuing learning units (CLUs)

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 33:2053 (October 2007), amended LR 43:1315 (July 2017).

§1103. Highly Qualified Policy for Teachers

A. The requirement that teachers be highly qualified applies to any public elementary, middle, or secondary school teacher. The Louisiana Department of Education (LDE) is the state agency/entity responsible for prescribing qualifications and providing for the certification of teachers under authority of R.S. 17:7.1.

B. The Louisiana Department of Education collaborated with the Board of Elementary and Secondary Education and the Board of Regents on state activities under the No Child Left Behind (NCLB) Act of 2001 related to "highly qualified teachers." All teachers hired on or after the first day of the 2002-2003 school year to work in programs supported by Title I funds and who teach core academic subjects must be highly qualified. Under NCLB, all teachers of core academic subjects must have met highly qualified status by the end of the 2005-2006 school year.

C. Statutory Requirements for Certification. To obtain initial Louisiana certification, an individual must hold at least a baccalaureate degree, have earned a minimum grade point average of a cumulative 2.50, and have demonstrated subject knowledge and teaching skills in the certification area by passing rigorous exams required in Louisiana.

D. Academic Major. In Louisiana, for the purpose of NCLB, teachers who completed an academic content major are highly qualified in that content area.

E. Advanced Certification. For the purpose of NCLB, Advanced Certification is defined as having a master's degree or higher degree in the content area. Teachers who have highly qualified status under this option must meet all applicable state laws.

F. Advanced Credentialing. Advanced Credentialing is defined as successful completion of a rigorous credentialing process that is based on a high objective uniform standard. The National Board of Professional Teaching Standards uses a process for certifying its candidates that meets this standard.

G. Applicability. The requirement that teachers be highly qualified applies to all public elementary and secondary school teachers assigned to core academic subjects. Special education teachers providing instruction in core academic areas, including those who teach students identified as academically gifted, must also meet highly qualified requirements.

H. Core Academic Subjects. As defined in the mandate, core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Louisiana defined "arts as a core academic subject" to

include all secondary visual and performing arts courses for which Carnegie units (high school credits) are awarded.

I. Standard Teaching Certificates

1. Louisiana issues standard teaching certificates to persons who have completed a state-approved teacher education program (traditional or alternate approach) and who earned a degree from a regionally accredited institution of higher education or an approved private provider. See Chapter 3 of this bulletin for a description of the following teaching authorizations:

- a. Level 1 Professional Certificate;
- b. Level 2 Professional Certificate;
- c. Level 3 Professional Certificate;
- d. Type C Certificate;
- e. Type B Certificate;
- f. Type A Certificate; and
- g. Out-of-State Certificate.

2. For a complete description of the Practitioner Licenses (PL1, PL2, PL3, and PL4) issued by the state to persons enrolled in a state-approved alternate teacher education program, see Chapter 3 of this bulletin. Because alternate routes meet requirements established in the federal mandate, teachers who meet admission criteria for alternate program enrollment are identified as highly qualified.

J. Nonstandard Teaching Certificates

1. See Chapter 3 of this bulletin for a description of nonstandard teaching authorizations, as follows:

- a. Temporary Authority to Teach;
- b. Out-of-Field Authorization to Teach; and
- c. Temporary Employment Permit.

2. Teachers holding a temporary certificate do not meet the NCLB "highly qualified teacher" definition because they have not demonstrated subject matter competency under NCLB legislation.

K. Technical Assistance and Support. The Louisiana Department of Education provides technical assistance and support to local education agencies to ensure faithful implementation of the NCLB mandate. Technical assistance and support includes but is not limited to the following activities:

1. providing each candidate on a temporary license with a "feedback sheet." A certification specialist or certification counselor who receives the request for certification evaluates the transcripts (if available) and prepares a feedback sheet, based on the information submitted to the state by the district representative;

2. monitoring of certification folders per the NCLB consolidated monitoring process;

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3. collaborating with the Board of Regents (BOR) and college/university personnel to determine ways college/university programs might assist the state by addressing areas of need (e.g., if special education programs are needed in certain geographic areas, SDE staff will collaborate with university personnel and BOR to facilitate provision of such programs);

4. prescribing the shortest route to certification, handled at the state level by certification specialists and at the local level by certification counselors;

5. using a two pronged approach to recruit candidates to pursue teaching as a career:

a. a human resources component, through the regional certification counselors;

b. a technological component, through the Teach Louisiana website at www.teachlouisiana.net.

L. Louisiana Definition: Highly Qualified Teacher. For purposes of NCLB Highly Qualified requirements, a "new" teacher is defined as an individual who is who is new to the teaching profession. A "not new" teacher is defined as an individual with one or more years of teaching experience earned while holding a standard teaching certificate. Teaching experience earned while holding a temporary, provisional, or emergency authorization (e.g., a Temporary Authority to Teach [TAT]) does not qualify.

1. New elementary teacher:

a. holds a standard elementary school education certificate, a special education certificate that includes elementary school grades, or a special foreign language certificate to teach a specific foreign language in grades K-8;

b. has passed the Louisiana content-specific elementary education licensing exam;

c. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis.

2. Not new elementary teacher:

a. holds a standard elementary school education certificate, a special education certificate that includes elementary school grades, or a special foreign language certificate to teach a specific foreign language in grades K-8;

b. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis;

c. has demonstrated content mastery by one of the following means:

i. passed the Louisiana content-specific elementary education licensing exam;

ii. by the end of the 2005-2006 school year, qualifies under the High Objective Uniform State Standard of Evaluation (HOUSSE) Plan for Not New Elementary Teachers, as follows:

(a) hold a current National Board for Professional Teaching Standards (NBPTS) certification in early childhood, middle childhood, or in a content area basic to the elementary school (e.g., Early Language Arts, Early Mathematics) and is teaching in the NBPTS area of certification;

(b) has at least 12 semester hours of credit in each of the four core disciplines (English/language arts, including reading and writing; math; science; and social studies);

(c) a teacher who does not meet the requirements of Subparagraphs (a)-(b) above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes 90 continuing learning units (CLUs) by the end of the 2005-2006 school year, with the beginning of the 2001-2002 school year as the beginning date for earning CLUs;

(d) a teacher's previous work experience as a fully certified teacher may be credited as CLUs at the rate of three CLUs for each year of successful experience in the content area, with a maximum of 45 CLUs earned through work experience;

(e) the Local Education Agency (LEA) is responsible for maintaining documentation for educators seeking "highly qualified" status, as defined by NCLB, through the HOUSSE option (90 CLUs), as follows:

(i) identifying teachers in their employment using the HOUSSE option;

(ii) providing an annual update on each identified teacher's status (progress) toward earning the required 90 CLUs;

(f) see the Section at the end of this Chapter entitled "Continuing Learning Units (CLUs)."

3. New middle school teacher:

a. holds a standard certificate for middle school education; middle school English/language arts, mathematics, science, or social studies; a special education area that includes middle school grades; a secondary academic content area; or a special foreign language certificate to teach a specific foreign language in grades K-8;

b. has demonstrated content mastery by one of the following means:

i. has the equivalent of an academic major in a content area appropriate to the middle school level, for every core academic subject the individual teaches;

ii. has passed the Louisiana content-specific licensing exam required for a middle school academic content area or for a secondary (grades 6-12) academic content area that is appropriate to the middle school level, for every core academic subject the individual teaches;

iii. has earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

c. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis.

4. Not new middle school teacher:

a. holds a standard teaching certificate appropriate for grades 6-8 (e.g., Elementary Education 1-8, Upper Elementary Education 5-8, Middle School Education); a special education area that includes middle school grades; a secondary academic content area; or a special foreign language certificate to teach a specific language in grades K-8;

b. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis;

c. has demonstrated content mastery by one of the following means:

i. passed the Louisiana content-specific licensing exam required for a middle school academic content area or for a secondary (grades 6-12) academic content area that is appropriate to the middle school level, for every core academic subject the individual teaches;

ii. has the equivalent of an academic major in a content area appropriate to the middle school level, for every core academic subject the individual teaches;

iii. earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

iv. holds a current National Board for Professional Teaching Standards (NBPTS) certification in a core content area and is teaching in the NBPTS area of certification;

v. by the end of the 2005-2006 school year, qualifies under the High Objective Uniform State Standard of Evaluation (HOUSSE) Plan for Not New Middle School Teachers:

(a). a "not new" teacher who does not meet the requirements of Subparagraphs a-c above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes 90 Continuing Learning Units (CLUs) by the end of the 2005-2006 school year, with the beginning of the 2001-2002 school year as the beginning date for earning CLUs;

(b). a "not new" teacher's previous work experience as a fully certified teacher may be credited as CLUs at the rate of three CLUs for each year of successful experience in the content area, with a maximum of 45 CLUs earned through work experience;

(c). the Local Education Agency (LEA) is responsible for maintaining documentation for educators seeking "highly qualified" status, as defined by NCLB, through the HOUSSE option (90 CLUs):

(i). identifying teachers in their employment using the HOUSSE option; and

(ii). providing an annual update on each identified teacher's status (progress) toward earning the required 90 CLUs;

(d). see the Section at the end of this Chapter entitled "Continuing Learning Units (CLUs)."

5. New secondary teacher:

a. holds a standard certificate for every core academic subject the individual teaches;

b. has demonstrated content mastery by one of the following means:

i. has the equivalent of an academic major for every core academic subject the individual teaches;

ii. has passed the Louisiana content-specific licensing exam for every core academic subject the individual teaches;

iii. has earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

c. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis.

6. Not new secondary teacher:

a. holds a standard certificate for every core academic subject the individual teaches;

b. does not presently have certification or licensure requirements waived on an emergency, temporary, or provisional basis;

c. has demonstrated content mastery by one of the following means:

i. passed the Louisiana content-specific licensing exam for every core academic subject the individual teaches;

ii. has the equivalent of an academic major for every core academic subject the individual teaches;

iii. earned a master's degree in a pure content area (not in education) for every core academic subject the individual teaches;

iv. holds a current National Board for Professional Teaching Standards (NBPTS) certification in a core content area and is teaching in the NBPTS area of certification;

v. by the end of the 2005-2006 school year, qualifies under the High Objective Uniform State Standard of Evaluation (HOUSSE) Plan for Not New Secondary Teachers:

(a). a "not new" teacher who does not meet the requirements of Subparagraphs a-c above is considered highly qualified if he/she is state certified and teaching in the area of certification and if he/she completes 90 Continuing Learning Units (CLUs) by the end of the 2005-2006 school year, with the beginning of the 2001-2002 school year as the beginning date for earning CLUs;

(b). a "not new" teacher's previous work experience as a fully certified teacher may be credited as CLUs at the rate of three CLUs for each year of successful experience in the content area, with a maximum of 45 CLUs earned through work experience;

(c). the Local Education Agency (LEA) is responsible for maintaining documentation for educators seeking "highly qualified" status, as defined by NCLB, through the HOUSSE option (90 CLUs):

(i). identifying teachers in their employment using the HOUSSE option; and

(ii). providing an annual update on each identified teacher's status (progress) toward earning the required 90 CLUs;

(d). see the Section at the end of this Chapter entitled "Continuing Learning Units (CLUs)."

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 33:2053 (October 2007), amended LR 35:643 (April 2009).

§1105. Paraprofessional Qualifications

A. Definition of Paraprofessional

1. For the purposes of title I, part A, a paraprofessional is an employee who provides instructional support in a program supported with title I, part A funds. This includes paraprofessionals working in any of the following capacities:

a. providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

b. assisting with classroom management, such as organizing instructional and other materials;

c. providing instructional assistance in a computer laboratory;

d. conducting parental involvement activities;

e. providing support in a library or media center;

f. acting as a translator;

g. providing instructional support services under the direct supervision of a teacher [title I, section 1119(g)(2)].

2. Individuals functioning as interpreters/transliterators, who are providing communication assistance only (not instructional support), are not considered paraprofessionals under title I if they possess one of the following educational interpreter certificates:

a. ancillary provisional certificate;

b. ancillary grandfather certificate; or

c. qualified ancillary certificate.

3. Individuals who work in food services, cafeteria or

playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under title I.

C. Requirements for Title I Paraprofessionals. All Title I paraprofessionals hired on or before January 8, 2002, and working in a program supported with title I funds must have met the following requirements by January 8, 2006. All title I paraprofessionals hired after January 8, 2002, must meet the following requirements to be hired:

1. possess a secondary school diploma or its recognized equivalent (e.g., graduate equivalency examination—GED). This includes paraprofessionals who serve as translators or who conduct parental involvement activities;

2. satisfy one of the following:

a. pass a state approved assessment for paraprofessionals;

b. obtain an associate (or higher) degree at a higher education institution;

c. complete two years of full-time study at an institution of higher education.

D. Louisiana Pathways for Paraprofessionals to Meet Federal Requirements. The U.S. Department of Education specifies that paraprofessionals should be able to demonstrate knowledge of and the ability to assist in instruction in the areas of reading, writing, and math, or in "school readiness." Paraprofessionals are expected to have a working knowledge of these academic areas. Louisiana offers all paraprofessionals three ways to meet federal requirements.

1. State Test. A paraprofessional who passes the Educational Testing Service (ETS) para-pro assessment will meet state and federal requirements to be classified as a "highly qualified paraprofessional." A paraprofessional who is "not new to the profession" who passes the ACT work keys assessment and who has successful observations will meet state and federal requirements to be classified as a "highly qualified paraprofessional."

2. Two Years of Full-Time Study (48 Semester Credit Hours). State, district, and post-secondary education personnel collaborated in identifying course requirements for paraprofessionals (within a state approved institution of higher education) that would assist paraprofessionals when instructing students in the areas of reading, writing, math, and school readiness.

3. Associate Degree. State, district, and post-secondary education personnel collaborated in identifying course requirements for paraprofessionals (within a state-approved institution of higher education) that would assist paraprofessionals when instructing students in the areas of reading, writing, math, and school readiness.

E. State-Approved Institutions of Higher Education. State-approved higher education institutions may offer coursework to paraprofessionals. To be approved by the

state, institutions must be accredited by a nationally recognized accrediting entity or granted pre-accreditation status. Newly developed public institutions that are formally seeking accreditation through the Southern Association for Colleges and Schools may obtain pre-accreditation status from the state. A list of approved institutions is available from the Department of Education upon request.

F. Louisiana Definition: Highly Qualified Paraprofessional

1. New to the Profession. A paraprofessional must satisfy one of the following:

- a. passed the ETS para-pro assessment;
- b. has 2 years of full-time study (48 semester credit hours) from the recommended list of state-approved institutions of higher education or from a regionally accredited institution(s) of higher education. A total of 15 hours of general education course requirements include English composition (3), English/reading (6), and mathematics (6). For the remaining 33 hours of coursework, acceptance of credit for a course shown on a transcript from an approved higher education institution is left to school district discretion in addressing the needs of the specific job;
- c. has associate of arts or associate of applied science degree from a state-approved or regionally-accredited institution of higher education.

2. Not New to the Profession. A paraprofessional must satisfy one of the following:

- a. passed the ETS para-pro assessment;
- b. has 2 years of full-time study (48 semester credit hours) from the recommended list of state-approved institutions of higher education or from a regionally accredited institution of higher education. A total of 15 hours of general education course requirements include English composition (3), English/reading (6), and mathematics (6). For the remaining 33 hours of coursework, acceptance of credit for a course shown on a transcript from an approved higher education institution is left to school district discretion in addressing the needs of the specific job;
- c. has associate of arts or associate of applied science degree from a state-approved or regionally-accredited institution of higher education;
- d. has successfully completed the ACT, Inc., work keys skills assessments and on-the-job observation.

G. Curriculum-based Pathways for Paraprofessionals. General education and teacher preparation coursework must address the K-12 state content standards, Louisiana components of effective Teaching, National Council for the Accreditation of Teacher Education (NCATE) standards, and Praxis expectations. In addition to the ETS para-pro assessment, the state specified three curriculum-based pathways for paraprofessionals to meet federal requirements, as follows:

1. total of 48 credit hours:

a. general education courses—15 semester hours:

- i. English composition—3 hours;
- ii. English/reading—6 hours;
- iii. mathematics—6 hours;

b. paraprofessional courses—for the remaining 33 semester hours, acceptance of credit for a course shown on a transcript from an approved institution of higher education is left to school district discretion in addressing needs of a specific job:

i. guidelines for prescriptive plan requiring additional coursework—school districts should consider at least three hours of reading and at least 12 hours from a list of available paraprofessional courses, as follows:

- (a). strategies for teaching and learning;
- (b). assessment of learning;
- (c). classroom and behavior management;
- (d). addressing the needs of exceptional children.

ii. discipline-specific electives may include as many as 12 hours of developmental (remedial) courses;

2. associate of applied science degree—60+ credit hours:

a. general education courses—15 semester hours:

- i. English composition—3 hours;
- ii. humanities—3 hours;
- iii. math: algebra—3 hours;
- iv. natural sciences—3 hours;
- v. social and behavioral science—3 hours;

b. teacher preparation courses—child/adolescent development—3 hours;

c. paraprofessional courses—30 semester hours:

- i. introduction to paraprofessional education—3;
- ii. applied literacy development—3;
- iii. strategies for teaching and learning—3;
- iv. applied assessment of learning—3;
- v. applied classroom behavior management—3;
- vi. addressing the needs of exceptional children—3;
- vii. application of computer technology—3;
- viii. family, school, and community relations—3;
- ix. health and safety in schools—3;
- x. paraprofessional practicum—teaching, learning, and record keeping—3;

3. associate of arts degree—60+ credit hours:

- a. general education courses—54 semester hours:
 - i. English composition—6 hours;
 - ii. humanities: English literature—6 hours;
 - iii. math: algebra, etc.—12 hours;
 - iv. natural sciences—15 hours;
 - v. social and behavioral science—12 hours;
 - vi. fine arts—3 hours;
- b. teacher preparation courses—9 hours. Select three of the following:
 - i. child/adolescent development—3 hours;
 - ii. educational psychology—3 hours;
 - iii. multicultural/exceptional education—3 hours:
 - (a). educational technology—3 hours;
 - (b). children's literature—3 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 33:2056 (October 2007), amended LR 43:1315 (July 2017).

§1107. Continuing Learning Units (CLUs)

A. A continuing learning unit (CLU) is a professional development activity that builds capacity for effective, research-based, content-focused teaching and learning that positively impacts student achievement. As a unit of measure, it is used to quantify an educator's participation in a district or system-approved, content-focused professional development activity aligned with the educator's individual professional growth plan.

B. Educators may earn one CLU for each clock hour of active engagement in a district or system-approved high quality professional development activity. Each educator is responsible for maintaining required documentation and for reporting earned CLUs in a manner prescribed by the district or system. Earned CLUs will transfer across local education agencies (LEAs).

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 33:2058 (October 2007), amended LR 43:1317 (July 2017).

Chapter 12. Approved Courses to Reinstatement Lapsed Certificates

§1201. Period of Validity

A. The period of validity for a Louisiana teaching certificate is subject to the provision that the certificate holder does not allow a period of five or more consecutive calendar years of disuse to accrue, and/or the certificate is not revoked by the State Board of Elementary and

Secondary Education acting in accordance with law. When used relative to certificate validity, the term "disuse" is defined as a period of five consecutive calendar years in which a certificated individual is not a teacher of record for at least one semester, or 90 consecutive days. If such a period of disuse occurs, the certificate has lapsed.

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 33:2058 (October 2007).

§1203. Reinstatement of a Lapsed Certificate

A. Reinstatement of a lapsed certificate is made only on evidence that the holder has earned six semester hours of credit from a regionally accredited institution of higher education in approved courses. The credit must be earned within the five year period immediately preceding reinstatement of the certificate.

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 33:2058 (October 2007)

§1205. Certificate Reinstatement Coursework

A. Chapter 11 contains a listing of types of coursework that have been approved for reinstating a lapsed certificate. The following notes pertain to certificate reinstatement coursework across all areas of certification.

1. Teachers with multiple certification areas may complete coursework specific to any of their certification areas.

2. Coursework must be reflected on a transcript from a regionally accredited institution of higher education.

3. Course credit must be earned within the five year period immediately preceding reinstatement of the certificate.

4. Coursework cannot be a repeat of prior coursework shown on a transcript, unless the student failed or earned a "D" in the course.

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 33:2058 (October 2007).

§1207. Responsibility of the Employing Authority

A. When a city or parish employing authority desires to hire a teacher whose certificate has lapsed or expired, it is the responsibility of the employing authority to notify the Louisiana Department of Education, Division of Teacher Certification and Higher 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 33:2058 (October 2007).

§1209. Early Childhood (PK, K, PK-3)

A. Types of Approved Coursework to Reinstate an Early Childhood (PK, K, PK-3) or an Elementary Grades (1-4, 1-6, 1-8) certificate:

1. diagnostic and prescriptive reading;
2. reading in the content area;
3. other content in reading;
4. early numeracy concepts of mathematics;
5. other content in mathematics;
6. content in english/language arts;
7. content in science;
8. content in social studies;
9. classroom and/or behavior management;
10. technology in the classroom;
11. teaching in an inclusive setting.

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 33:2058 (October 2007).

§1211. Middle Grades (4-8, 5-8)

A. Types of Approved Coursework to Reinstate a Middle Grades (4-8, 5-8) certificate:

1. diagnostic and prescriptive reading;
2. reading in the content area;
3. other content in reading;
4. early numeracy concepts of mathematics;
5. other content in mathematics;
6. content in english/language arts;
7. content in science;
8. content in social studies;
9. content specific to subject area of certification;
10. classroom and/or behavior management;
11. technology in the classroom;
12. teaching in an inclusive setting.

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 33:2059 (October 2007).

§1213. Secondary (6-12, 7-12)

A. Types of Approved Coursework to Reinstate a Secondary (6-12, 7-12) certificate:

1. diagnostic and prescriptive reading;
2. reading in the content area;

3. other content in reading;
4. content specific to subject area of certification;
5. classroom and/or behavior management;
6. technology in the classroom;
7. teaching in an inclusive setting.

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 33:2059 (October 2007).

§1215. Special Education

A. Types of Approved Coursework to Reinstate a Special Education certificate:

1. diagnostic and prescriptive reading;
2. reading in the content area;
3. other content in reading;
4. early numeracy concepts of mathematics;
5. other content in mathematics;
6. content in english/language arts;
7. content in science;
8. content in social studies;
9. content specific to subject area of certification;
10. classroom and/or behavior management;
11. technology in the classroom;
12. teaching in an inclusive setting;
13. vocational and transition services for students.

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 33:2059 (October 2007).

§1217. All Level (K-12)

A. Types of approved coursework to reinstate an all-level (K-12) certificate (art, dance, foreign language, health and physical education, or music):

1. content in reading;
2. content specific to subject area of certification;
3. classroom and/or behavior management;
4. technology in the classroom;
5. teaching in an inclusive setting.

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 33:2059 (October 2007).

§1219. Ancillary Certificate

A. Types of approved coursework to reinstate an ancillary certificate:

1. content specific to subject area of certification;
2. coursework included in a prescriptive degree program in which certificate holder is enrolled;
3. classroom and/or behavior management.

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 33:2059 (October 2007).

Chapter 13. Ancillary Certification**§1301. General Provisions**

A. Ancillary certificates are issued to individuals who provide teaching, support, administrative, or supervisory services to children in Louisiana K-12 schools. Recipients of these certificates are qualified persons who are not certified teachers in the particular area of ancillary certification. The holder of an ancillary certificate is authorized to perform only those services stated specifically on the certificate.

B. Chapter 3 of this bulletin sets forth the teaching areas for which ancillary certificates are issued. Chapter 4 of this bulletin concerns ancillary certificates issued for those who provide support services in K-12 schools. Chapter 7 of this bulletin specifies ancillary certificates issued for those who provide administrative and supervisory services in K-12 schools. This appendix provides a brief outline of all ancillary areas for which certificates are issued in Louisiana.

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 33:2059 (October 2007).

§1303. Ancillary Teaching Certificates

A. There are three types of ancillary teaching certificates.

1. Artist or Talented Certificate—issued to an applicant with an advanced degree in an artistic or talented field, or who has produced evidence of creative accomplishments over an extended period of time. The certificate allows the holder to provide artistic and/or creative services in a regular classroom to children at any age level.

2. Nonpublic Montessori Teacher Certificate—issued to a qualified person who teaches in a nonpublic school setting using the Montessori method.

3. Family and Consumer Sciences (Occupational Programs)—issued to a qualified person authorizing him/her to teach in the family and consumer sciences areas of child care, clothing service, food service, housing and interior design, and institutional home management.

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 33:2059 (October 2007).

§1305. Ancillary School Service Certificates

A. An ancillary certificate can be issued in the following school service areas.

1. Child Nutrition Program Supervisor—issued to an individual with a master's degree from a regionally accredited institution of higher education in home economics, institutional management, nutrition, dietetics, business administration, food technology, or public health nutrition.

2. Educational Interpreter and/or Transliterator—issued to an individual who facilitates communication within an instructional environment, via an enhanced visual and/or tactile mode, between and among deaf/hard of hearing individuals and hearing individuals in situations in which those individuals are unable to communicate with one another using a speech and hearing mode.

3. School Librarian—issued to individuals with a master's degree in library science from a regionally accredited institution.

4. School Nurse—issued to individuals who have current Louisiana licensure as a registered professional nurse.

5. Social Worker—issued to individuals with master's degrees in social work or social welfare science from a regionally accredited institution.

6. Special Education Examiners—state statute requires that each school district have assessment teams for the purpose of identifying and evaluating the individual needs of each child with exceptionalities. In addition to an Educational Diagnostician (which is not an ancillary certification area), the teams may include any number of the specialists outlined below:

- a. audiologist;
- b. school psychologist;
- c. supervisor of school psychological services;
- d. speech pathology assistant;
- e. speech pathologist;
- f. speech therapist/American Speech and Hearing Association (ASHA).

7. School therapists:

- a. school art therapist;
- b. dance therapist;
- c. music therapist;
- d. occupational therapist;
- e. physical therapist;

f. recreational therapist.

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 33:2060 (October 2007).