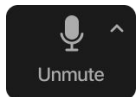
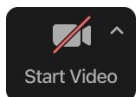


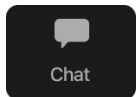
Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Preparation Provider Monthly Webinar



September 24, 2025

ETWD Call Norms

- **Stay Muted Unless Speaking:** reduce background noise by keeping your microphone muted when not talking.
- **Use Chat for Questions:** post questions in the chat and a team member will collect and will share answer(s) at the end.
- **Remain On Topic:** keep discussions aligned to the agenda.
- **Avoid Interruptions:** let others finish before responding.
- **Cameras On Encouraged:** while not required, having cameras on supports connection and engagement.
- **Engage Respectfully:** be concise, professional, and respectful in all contributions.

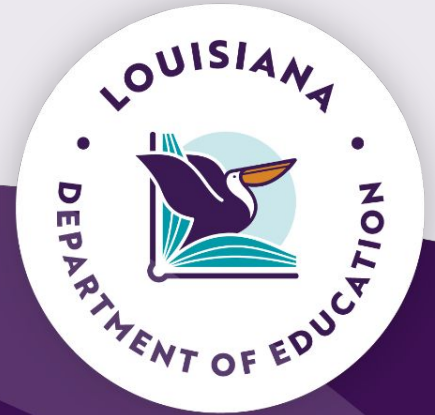
Agenda

- I. Spotlight
- II. Educator Accountability Updates
- III. Certification Reminders
- IV. Resources



Spotlight

August BESE Policy Revisions



Overview of Policy Revisions

Policy revisions regarding educator preparation and certification include:

- Revisions to *Bulletin 996 - Standards for Approval of Teacher and/or Educational Leader Preparation Programs* regarding legislative updates to numeracy requirements and policy updates for program dissolution, ongoing approvals, and corrective action authority.
- Revisions to *Bulletin 746 - Louisiana Standards for State Certification of School Personnel* regarding expanding the pathways for the EDL1 certification and the removal of the Louisiana Leadership Assessment Series (LLAS).



Summary of Revisions and Updates

- Revisions to *Bulletin 146 - Louisiana Competencies and Standards for Teachers and Educational Leaders* regarding legislative updates to seclusion and restraint, English Learners, and family engagement competencies for teacher preparation.
- Revisions to *Bulletin 130 - Regulations for the Evaluation and Assessment of School Personnel* regarding legislative updates to VAM and attendance.



Bulletin 996

Standards for Approval of Teacher and/or Leader Preparation Programs



Bulletin 996 Definitions

Policy Language Update §103

Pathway-the set of teacher preparation programs that are offered to undergraduate and post-baccalaureate candidates.

The “pathway” definition was moved to definitions from §401 to §103.



Bulletin 996 Regarding Program Dissolution

Policy Language Update §307

A. The planned dissolution of an existing BESE-approved preparation program or certification area shall be reported to LDOE within five business days of the provider's determination to dissolve the program or pathway.

B. Upon receiving notification, the LDOE shall assist the provider with completing the dissolution process, which may include submitting documentation related to enrolled candidates, teach-out plans, and other required information, as applicable.

C. A provider whose program has begun implementation of an LDOE dissolution plan shall not advertise the program nor enroll new candidates. Once the program is dissolved, the provider shall not advertise or operate the program nor enroll new candidates.



Bulletin 996 Regarding Program Dissolution

D. Upon completion of the dissolution plan, the program and/or certificate areas shall be submitted to BESE to rescind the program approval.

E. Reinstatement of a dissolved program is prohibited. A provider that has had all or part of its program pathways dissolved may submit a new program proposal no sooner than one calendar year from the official date of closure, in accordance with the LDOE program approval cycle timelines.

F. Failure to comply with the dissolution process or to provide adequate support for enrolled candidates may result in corrective action in accordance with §401.G of this Part.

Preparation providers who wish to dissolve a certification area or an entire program will be brought to BESE for official dissolution.



Bulletin 996 Regarding Renewals

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



Bulletin 996 Regarding Renewals

D...

1. undergo a progress monitoring period during which the provider develops an improvement plan that includes specific improvement goals, timelines, and measures of success for particular pathway(s) or program(s). The improvement plan shall be reviewed and approved by the LDOE and submitted to BESE. ~~Once approved, the~~ The provider shall submit progress reports to the LDOE ~~BESE as established in the approved plan;~~
2. The LDOE ~~BESE~~ shall review data outlined in the improvement plan and the Louisiana teacher preparation quality rating system to inform required interventions, which shall include, but are not limited to, one or more of the following:



Bulletin 996 Regarding Portfolio Assessments

E. Mentor Teacher and Content Leader Certification Preparation.

F. Mentor Teacher and Content Leader Provider Effectiveness.

The assessment series and CLLA assessments were removed to add the Mentor Teacher and Content Leader Portfolio Assessments.



Bulletin 996 Regarding Corrective Action

G. Corrective Action. The LDOE shall place an approved educator preparation provider into corrective action status, due to noncompliance with BESE policy, failure to meet established performance expectations, and/or conditions that impact the quality of candidate preparation or student outcomes.

1. A formal notice shall be issued to the provider that outlines the documentation for corrective action and the specific action items required to address the identified status.

2. During the corrective action period, the provider shall engage a third-party auditor approved by LDOE to evaluate program quality and implementation. The provider shall be responsible for all costs associated with the audit.



Bulletin 996 Regarding Corrective Action

3. While in corrective action status, the provider is prohibited from submitting new program proposals for BESE consideration.

4. Corrective action status shall remain in effect for a minimum of one year. The provider shall not be released from corrective action until the LDOE verifies that all required action items have been satisfactorily addressed and program performance meets established expectations.

The LDOE codified in policy the Corrective Action process that had previously been implemented in practice.



Bulletin 996 Regarding Performance Profiles

Policy Language Update §403 Teacher Preparation Quality Rating System Participation and Performance Profile Implementation Timeline

B. – E. Repealed.

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



Bulletin 996 Regarding EL Accommodation Checklist

Policy Language Update §743 Minimum Requirements for Traditional Teacher Preparation Programs and §745 Minimum Requirements for Alternative Teacher Preparation Programs

instructional goal-setting and planning, including individual education plan (IEP), English Learner Accommodation Checklist, and individual accommodations plan (IAP) review and implementation;

The English Learner Accommodation Checklist was added to the residency experience.



Bulletin 996 Regarding Numeracy

Beginning with the 2025-2026 school year, for prescribed certification areas, the program shall include instruction on teaching foundational numeracy skills.

Certification areas include B-5, PK-K, elementary 1-5, elementary 1-5 integrated to merged, mathematics 4-8, mathematics 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged. Instruction shall include but need not be limited to the following:



Bulletin 996 Regarding Numeracy

1. effectively teaching foundational mathematics skills explicitly and systematically;
2. implementing effective mathematics instruction using high-quality instructional materials;
3. providing effective instruction and interventions for students who have difficulty with mathematics; and
4. understanding and using student data to make instructional decisions.

Act 321 requires teacher candidates to take coursework in the teaching of foundational numeracy. Competencies were added in December 2023 in Bulletin 146.



Bulletin 996 Regarding Crisis Intervention

Beginning with the 2027-2028 school year, for all certification areas, the program shall include instruction in crisis intervention and effective strategies for behavior management of students with disabilities, which may be incorporated into an existing course of study.

Act 479 states that teacher preparation programs include completion of a crisis intervention training program, as provided in R.S. 17:416.21, and effective strategies for behavior management of students with disabilities, which may be incorporated into an existing course of study.

Bulletin 746

Louisiana Standards for State Certification of School Personnel



Bulletin 746 Revisions and Updates

- The expansion of eligibility pathways for the Educational Leader Level 1 (EDL1) by allowing individuals who hold ancillary teaching certifications to qualify for the EDL1 certification. This change aligns with the department's efforts to expand access to leadership opportunities for diverse educator backgrounds and address workforce needs in school and system leadership roles. This proposal maintains the existing rigor and expectations of the leadership certification process while recognizing the relevant experience and qualifications of educators certified through ancillary pathways.
- The removal of the Louisiana Leadership Assessment Series (LLAS), as it is an underused assessment option.

Bulletin 746 Professional Level Certificates

Policy Language Update §507

A. – B.14. ... 15. Beginning September 1, 2028, an applicant for initial certification in prescribed areas must have received instruction in foundational numeracy skills or have satisfactorily completed foundational numeracy training approved by LDOE.

a. Certification areas include B-5, PK-K, elementary 1-5, elementary 1-5 integrated to merged, mathematics 4-8, mathematics 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged.

16. Beginning September 1, 2031, an applicant for initial certification shall have earned coursework that includes instruction in crisis intervention and effective strategies for behavior management of students with disabilities, which may be incorporated into an existing course of study.



Bulletin 746 Educational Leader Certificate Level 1

Policy Language Update §1505

A. – A.1. ... a. hold or be eligible to hold a Louisiana type B or level 2 teaching certificate, or have a comparable level out-of-state teaching certificate and three years of teaching experience, including experience as a librarian or counselor, with all out-of-state experience verified as successful by the out-of-state employing authority or SEA, or hold an ancillary teaching certificate as defined in Chapter 5 Subchapter C of this Part with at least five years of successful teaching experience verified in accordance with §103 of this Part;

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



Bulletin 746 Educational Leader Certificate Level 1

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

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



Bulletin 746 Educational Leader Certificate Level 1

b. – 3. ... a. hold or be eligible to hold, a Louisiana type B or level 2 teaching certificate, or have a comparable level out-of-state teaching certificate and three years of teaching experience, including experience as a librarian or counselor, with all out-of-state experience verified as successful by the out-of-state employing authority or SEA, or hold an ancillary teaching certificate as defined in Chapter 5 Subchapter C of this Part with at least five years of successful teaching experience verified in accordance with §103 of this Part;

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

Bulletin 746 Educational Leader Certificate Level 1

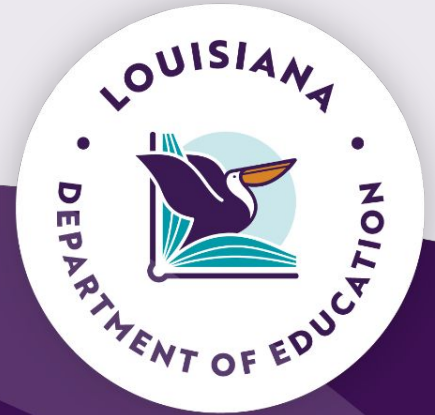
b. – 4. ... a. hold, or be eligible to hold, a Louisiana type B or level 2 teaching certificate, or have a comparable level out-of-state teaching certificate and three years of teaching experience, including experience as a librarian or counselor, with all out-of-state experience verified as successful by the out-of-state employing authority or SEA, or hold an ancillary teaching certificate as defined in Chapter 5 Subchapter C of this Part with at least five years of successful teaching experience verified in accordance with §103 of this Part;

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



Bulletin 146

Competencies and Standards for Teachers and Educational Leaders



Bulletin 146 Revisions and Updates

Revisions to *Bulletin 146 - Louisiana Competencies and Standards for Teachers and Educational Leaders* regarding legislative updates to seclusion and restraint, English Learners, and family engagement competencies for teacher preparation.

The revisions and updates to the policy include:

- Competency for seclusion and restraint per HB684
- Competencies for English Learners
- Competency for parent and family engagement



Bulletin 146 General Competencies

Policy Language Update §303

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

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



Bulletin 146 General Competencies

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

I. The teacher candidate uses language proficiency data to inform instruction and challenge students as language proficiency increases.

J. The teacher candidate promotes communicative language development for classroom participation and fosters literacy growth across all content areas.

K. The teacher candidate implements strategies to create a supportive classroom that fosters student success.



Bulletin 146 General Competencies

L. The teacher candidate encourages family and community involvement to support student learning and achievement.

M. The teacher candidate creates lessons that simultaneously develop English language skills and discipline-specific knowledge for a native English speaker and an English learner.

N. The teacher candidate integrates teaching strategies and methods that support the development of higher-level thinking skills at all grade levels, considering all English language proficiency levels, while integrating academic language into instruction.

Bulletin 146 ELA and Literacy Teacher Competencies

Policy Language Update §315

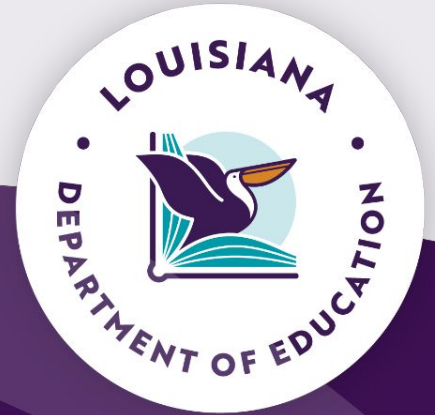
E. English learner (EL) literacy competencies are applicable to teacher candidates in ELA.

1. The teacher candidate understands fundamental language concepts, English language structure, and the processes of first (L1) and second (L2) language acquisition, recognizing how L1 supports L2 learning.

2. The teacher candidate demonstrates knowledge and pedagogical application of linguistic aspects of the English language, including phonology, morphology, syntax, semantics, and pragmatics.

Bulletin 130

Regulations for the Evaluation and Assessment of School Personnel



Bulletin 130 Revisions and Updates

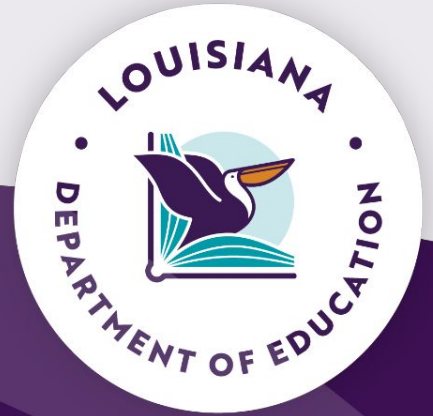
- HB391 requires that data of students sustaining ten or more absences, whether excused, unexcused, consecutive, or nonconsecutive, in any semester, be removed from the value-added model and student growth measures used in evaluation.

Bulletin 130 Extenuating Circumstances

Policy Language Update §325

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

Educator Preparation and Accountability Updates



Act 260 Numeracy Training

Thank you to the following Teacher Preparation Faculty and Staff for completing or registering for the Asynchronous Coursework in the LDOE Professional Learning Platform to complete the [Act 260 Numeracy Training](#).

- Completed
 - LSU
 - McNeese
- Registered/Started Coursework
 - Centenary
 - Embark Aspiring Educators
 - Greaux Lafourche
 - Louisiana Christian University
 - LRCE
 - Louisiana State University Shreveport
 - Loyola
 - Nicholls State University
 - University of Louisiana at Monroe
 - Xavier University of Louisiana

Please contact math@la.gov for more information.



Policy Timeline Guide

There is now a resource to help your team navigate key [policy changes](#) that affect our teacher preparation community. This resource outlines updates in:

- Literacy
- Dyslexia
- Numeracy
- Computer Science
- English Learners

Timeline	Action
October 2024	K-12 Louisiana Student Standards for Computer Science and teacher preparation course implementation timeline approved by BESE
April 2025	Updated teacher preparation course requirements approved by BESE
May 2025	Providers begin making changes to current coursework language and syllabi to match the requirements to submit for approval
August 2025	Providers update existing courses or add a new course to address computer science instruction within all teacher preparation programs
Spring 2026	LDOE will collect course descriptions
June 30, 2026	Teacher preparation programs must include instruction on teaching students computer science
September 1, 2030	Certification office will begin looking for coursework that includes the competencies



Program Approval

Cycle	<u>Application</u> Window Opens	Notice of Intent Due	Full <u>Application</u> Due	Round 1 Evaluation Period Begins	Notification of Pending Decisions	Round 2 Evaluation and Notification (as needed)	<u>BESE</u> Consideration
Spring	September 1	October 1	December 10	December 11	February 15	TBD	April TBD
Fall	May 1	June 1	July 10	July 11	August 26	TBD	October TBD

Notice of Intent is due October 1, 2025

Please contact believeandprepare@la.gov with questions.



Program Approval Reminders

- When considering a change to a program, email believeandprepare@la.gov.
- The preparation team will meet to determine if the change is minor or major.
 - If minor, a letter must be provided on letterhead detailing the change.
 - If major, program approval is needed.
- All new content areas must go through the program approval process.



Winter LAER Training

Louisiana Aspiring Educator Rubric Trainings have been scheduled for the winter and will be held in person on the following dates:

- [January 15-16, 2026](#), University of Louisiana at Monroe
- [January 29-30, 2026](#), University of Louisiana at Lafayette

For any questions, please contact believeandprepare@la.gov.



Act 260 Numeracy Training

Numeracy Professional Learning courses aligned to Act 260 are currently available to use as a guide when enhancing coursework to align with the current Louisiana Mathematics Teacher Competencies.

The information provided may be used to join provider-specific courses in the LDOE professional learning platform.

Courses specific to Educator Preparation Providers are published and should only be used by instructors of these programs.

Courses specific to teacher candidates are published and may be shared.

Please contact math@la.gov for more information.



Specialized Dyslexia Training

Bulletin 996 states, “... taught by a faculty member who has been provided specialized training in instructing teacher candidates on pedagogical methods for teaching students with dyslexia.”

Options for the instructor’s specialized training:

- Complete the [Overcoming Dyslexia](#) course from Coursera.
 - Uncertified Course is free, Certified Course is a cost of \$49
- Outsource the course to the speech department.
- Complete a dyslexia certification.

Please contact diverselearnerssupport@la.gov for more information.



Plain Talk About Dyslexia Pre-Conference Symposium

Details:

- Audience: Faculty & Leaders in Educator Preparation Programs
- Wednesday, October 1, 2025, 12 p.m.-4:30 p.m.
- Baton Rouge
- [Registration](#)

Why Attend?

- Understand dyslexia's impact on upper elementary-secondary learners
- Explore strategies to prepare pre-service teachers effectively
- Audit your courses/programs for improvement opportunities
- Take away actionable steps + build your peer network



LDOE Teacher Preparation Training

Educator Preparation, in partnership with the literacy, numeracy, and diverse learners teams, are offering the following opportunities.

Date	Time	Team	Topic
September 29	10 a.m.	Literacy	DIBELS
October 27	10 a.m.	Numeracy	All Things Numeracy
November 12	10 a.m.	Diverse Learners	Seclusion and Restraint
December 4	10 a.m.	Diverse Learners	Improving Outcomes for English Learners: Louisiana's Framework

Please [sign-up](#) and share the link with faculty and staff to whom these courses apply. A calendar invite with the Zoom links will be sent once the [sign-up form](#) is completed.

For any questions, please contact believeandprepare@la.gov.



LAER as a Coaching Tool

The [Louisiana Aspiring Educator Rubric \(LAER\) as a Coaching Tool](#) module is now available on the Professional Learning Platform.

- Designed for preparation providers, mentor teachers, and school leaders who support new teachers
- Focuses on aspiring teachers who are defined as Residents and Practitioners
- Course Code: 35299E95

For any questions, please contact believeandprepare@la.gov.



Teacher Preparation Advisory Workgroup

The LDOE is looking for deans/program directors to form a Teacher Preparation Advisory Workgroup.

The group will meet once a month virtually with two in person meetings a year. Topics that will be covered are: TPQRS, High Quality Professional Learning, policy revisions, and document feedback.

The LDOE is looking for a variety representatives that include:

- Public universities from each region
- Private university provider
- Alternative Preparation Provider
- Grow your Own Provider.

Complete the [application](#) if you are interested in participating.

For any questions, please contact believeandprepare@la.gov.



Certification Reminders



Certification & Credentialing Processing by the Numbers

- August 2025
 - **Certification**
 - 3160 Applications Processed
 - 23.9% Processed within 15 Business Days
 - Average Processing Time = 19 Business days
 - 1964 Questions Solved
 - Questions Solved within Business .8 Days Average
 - **Credentialing**
 - 7,000 Clear Credentials were granted since January 1st.
 - 2,106 educators were cleared in the month of August.



Educational Leader updates

Updates to [Bulletin 746](#), Chapter 15: Administrative and Supervisory Credentials.

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



Preparation Provider Access Requirements

LEC has been integrated into the [Louisiana Educator Portal](#) (LEP)

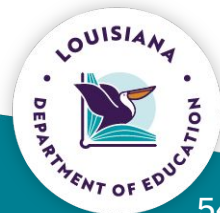
- Preparation Providers will need:
 - An eScholar Staff ID
 - A [MyLA](#) account
 - Request permissions for the application portions
- Instructions to request permissions are currently linked on TeachLALive! if you have an authorized Preparation Provider account.
- Send a request through the [Teacher Certification Help Center](#) if you do not have an authorized TeachLALive! account.



Requesting a Staff ID

Preparation Provider authorization will require an eScholar Staff ID.

- Preparation providers may need to request a Staff ID before access to LEC can be granted.
 - Sign In to the [EdLink Ops Portal](#)
 - Select your Account Type
 - **Provider:** I am working for an External Partner » Teacher Prep Provider
 - Enter the requested name, contact, and personal information
 - Save and Submit



Applicant Access Requirements

- Educators already using LEP for evaluation should not need any additional access or accounts to start applications.
- Educators not already using LEP will only need a [MyLA](#) account.
- Applicants that have not used LEP for evaluation may need to validate their SSN before they can access applications.
- New hires and other applicants that are not reported as employed for 2025-26 may also need to validate their SSN.
- Share the [Logging in to the Louisiana Educator Portal - Individual Applicants](#) article from the Help Center with educators.
- See the [Louisiana Educator Portal home page](#) for login support contact information.



Clarification of LEC Misconceptions

- Current employment is **not required** for an educator to access LEP and start an application.
- Educators **are not** required to be reported in your 2025-26 data records to start an application and send it to your office for review and signature.
- Candidates enrolled in a program and employed with a school/system **should not** create a separate account for the provider.
- Except in a few places where documentation has been added, certification requirements **have not changed** - supporting documents required with the PDF applications are still required in LEC.
- All requests that previously required submission by the preparation provider still require verification and signature.

Canceling Applications

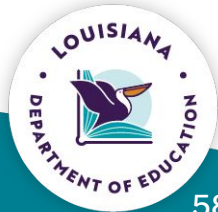
LEC provides increased controls to prevent incomplete or incorrect applications.

- Canceling applications submitted through LEC will be very difficult and only granted on a case-by-case basis.
- Applications will no longer be closed without processing, as LEC now addresses all common issues that previously required applications to be returned for correction and resubmission.
- Applications submitted through LEC will be processed as submitted based on the documentation provided.

TeachLALive! Retirement

Application submission through [TeachLALive!](#) was disabled after business hours on August 11, 2025.

- The TeachLALive! website will remain available while the remaining PDF applications are being processed.
- History and other features will be available until the site is retired.
- Anticipated date of retirement: **September 30, 2025.**

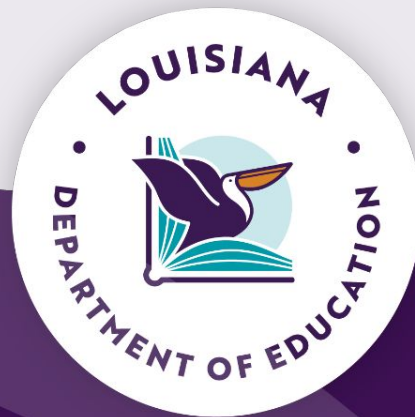


Reminders

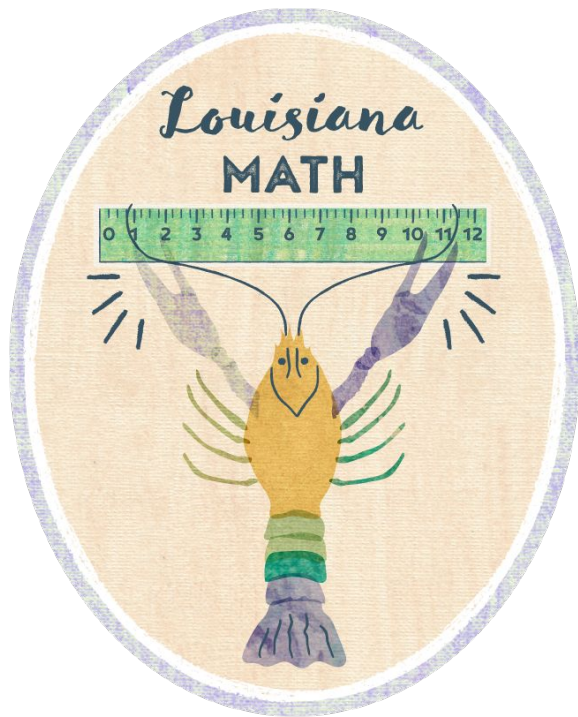


Spotlight

Numeracy



Mission



All Louisiana students will have improved math outcomes when the four pillars of high-quality mathematics instruction designed for accelerating learning are effectively implemented at the school, system, and state levels.



Louisiana's Math Pillars



school structures
prioritize **all students'**
successful engagement
in **high-quality,**
grade-level core math
instruction alongside
peers



timely, proactive
interventions
connecting prerequisite
learning to upcoming
and current grade-level
work



ongoing **professional**
learning and
proactive planning
are essential for
effective teaching and
accelerating



families,
caregivers, and
communities play
an essential role at
all ages and stages

The [Louisiana Math Comprehensive Plan](#) outlines state and system actions to support math success for all students.



2025 Math Standards Review

- The Louisiana Content Standards for mathematics were last revised in 2015-2016.
- **Review Goals:**
 - Strengthen foundational skills standards progression to ensure the development of advanced skills, including logic and reasoning.
 - Identify relevant mathematics pathways for students in grades 9-12, aiming for success in college, career, or service.



K-12 Math Standards Review Committee: Organization and Roles

Steering Committee

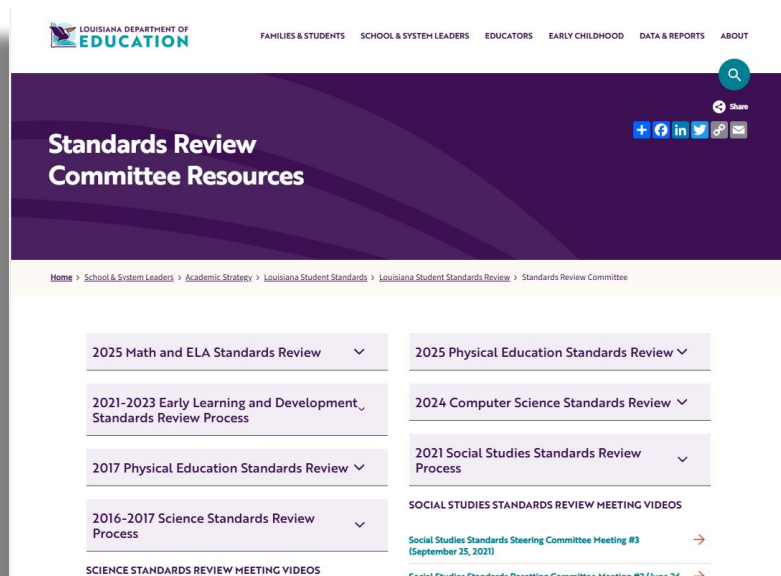
- 15 members
- Guided process and updates
- Voted to send draft to LDOE
- ***Requested that LDOE make final recommendation to BESE***

Content Area Work Groups (K-5, 6-8, High School)

- Reviews public comments
- Contains members who serve on Steering Committee
- ***Reviews Standards***



Access Resources



Standards Review Committee Resources

- Educators
- Louisiana Student Standards
- Standards Review Committee
- **Coming Soon:** Standards Resources and Training!



Louisiana Numeracy Excellence Act

The [Louisiana Numeracy Excellence \(LANE\) Act of 2025](#) expands the [Act 260 \(2023\)](#) requirements for numeracy professional learning.

- Act 260 requires all grades 4-8 math teachers to complete numeracy professional learning by August 2025.
- LANE requires all K-3 math teachers to complete numeracy professional learning by August 2027.



Louisiana Numeracy Excellence Act

Access courses in the [LDOE's professional learning platform](#).

Preparation Providers		
K-3 Course Code	4-8 Course Code	High School Course Code
7303142I	E7F59UED	EC2FE71E

Teacher Candidates		
K-3 Course Code	4-8 Course Code	High School Course Code
7351IN9N	2F35DD14	12929DD2

- Please see the [Numeracy Professional Learning](#) guidance for more information.

Please contact math@la.gov with questions.



Practitioner License Processing Update

As of **January 1, 2025**, all alternate certification program changes require a program **withdrawal** letter from the provider, with **acknowledging signature of teacher candidate**. Letter should include:

- University or Provider letterhead
- Candidate name and certificate number
- Program originally enrolled in (i.e. Certification only, Secondary Math)
- Program withdrawal date
- Program Dean (or designee) signature
- Teacher candidate signature



Practitioner Licensing Processing Update

Changes in program area or provider are treated as an **initial** Practitioner License (PL);

- **Do not** require mentoring (or program progress) to change and be issued the new PL; requires **withdrawal letter**

All years on the PL **count** toward total allowable years on a PL.

When changing **certification areas, or program provider**, the residency year will have to be **restarted**.

When changing program types **within a provider**, PLs are considered on a case-by-case basis for eligibility of the residency continuing through the change.



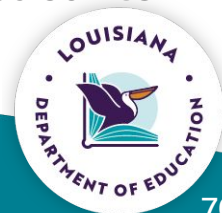
Literacy Exam

Initial applicants completing **in-state** preparation programs already enrolled in the year-long residency and holding either the PL or the R credential **prior to January 1, 2025**, are not subject to taking the Teaching of Reading exam.

Evidence required:

- Evidence of **enrollment** in the residency **prior to January 1, 2025**
- PL or R must be **issued prior to January 1, 2025**

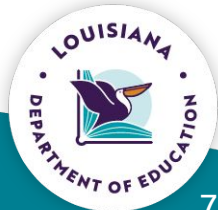
To ensure PL and R applications were received, considered, and processed for credential issuance by January 1, 2025, it was strongly recommended applicants submit a complete application by no later than December 10, 2024.



Literacy Exam Requirements

Teaching of Reading exam is considered a **content** exam; therefore:

- Successful passage is required **prior to enrollment** in a post-baccalaureate program;
- Successful passage is required **prior to issuance** of a practitioner's license;
- Successful passage is required for **renewal** of a resident (R) certificate.
- Accepted exams for K-3, Elementary 1-5, or special education areas are:
 - 5205 or 7002

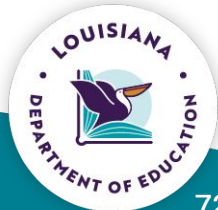


New Literacy Exam Option

BESE adopted the Louisiana Elementary Multiple-Subjects exam (**7001**), which includes the Teaching of Reading exam, as a part of the English Language Arts subtest.

- Allows for an option with the same number of exams as currently required
- Includes grades K-3 (PK-3, 1-5, Special Education areas)
- Passing score increases over time to gradually increase Science of Reading skill mastery for teacher candidates

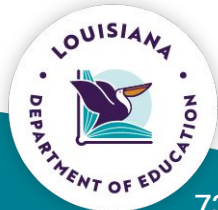
Effective June 1, 2024



Literacy Requirements for Program Completers

Candidates that completed a BESE-approved program BEFORE 9/1/2024

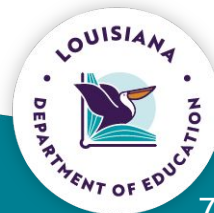
- 3 semester hours or equivalent contact hours for All-Level (K-12) or Secondary (6-12) areas, including Mild/Moderate 6-12
- 6 semester hours or equivalent contact hours for Middle Grades (4-8) areas, including Mild/Moderate 4-8
- 9 semester hours or equivalent contact hours for Birth to Kindergarten, PK-3, Elementary 1-5, Early Interventionist, Significant Disabilities, Hearing & Visually Impaired
- Alternate-certification candidates for any area **may** pass **any** adopted Teaching of Reading exam instead of the required coursework hours
- A Teaching of Reading: Elementary exam (7002 or 5205) is **not required** for any area



Literacy Requirements for Program Completers

Candidates that completed a BESE-approved program ON OR AFTER 9/1/2024 that held a PL/R and were enrolled in the residency before 1/1/2025

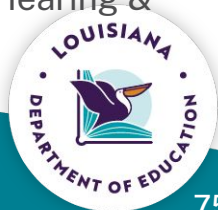
- 3 semester hours or equivalent contact hours for Secondary (6-12) or All-level general education areas
- 6 semester hours or equivalent contact hours for Middle Grades (4-8) general education areas
- 9 semester hours or equivalent contact hours for Birth to Kindergarten, PK-3, Elementary 1-5, Early Interventionist, **All Mild/Moderate areas**, Significant Disabilities, Hearing & Visually Impaired
- A Teaching of Reading exam **CANNOT** be used in place of the coursework hours for initial certification
- A Teaching of Reading: Elementary exam (7002 or 5205) is **not required** for any area



Literacy Requirements for Program Completers

Completed a BESE-approved program ON OR AFTER 9/1/2024 and DID NOT hold a PL/R or WERE NOT enrolled in the residency before 1/1/2025

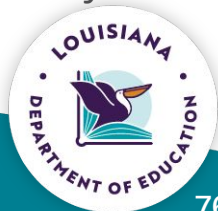
- 3 semester hours or equivalent contact hours for Secondary (6-12) or All-level general education areas
- 6 semester hours or equivalent contact hours for Middle Grades (4-8) general education areas
- 9 semester hours or equivalent contact hours for Birth to Kindergarten, PK-3, Elementary 1-5, Early Interventionist, **All Mild/Moderate areas**, Significant Disabilities, Hearing & Visually Impaired
- A Teaching of Reading exam **CANNOT** be used in place of coursework hours.
- A Teaching of Reading: Elementary exam (7002 or 5205) **is also** required for Birth to Kindergarten, PK-3, Elementary 1-5, Early Interventionist, All Mild/Moderate areas, Significant Disabilities, Hearing & Visually Impaired



Literacy Requirements for Program Completers

Undergraduate candidates NOT enrolled in residency and holding the R before 1/1/2025 in areas that require Elementary Multiple Subjects and a Teaching of Reading exam:

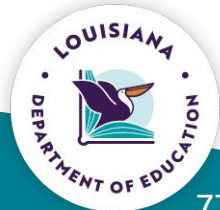
- Coursework hours required are the same as the previous slides
- Exam options:
 - All four subtests of Elementary Multiple Subjects (5001), PLT K-6, **and either** Teaching of Reading: Elementary (5205) or Teaching of Reading/ELA subtest (7002)
 - All four subtests of Louisiana Elementary Multiple Subjects (7001) and PLT K-6
 - Any combination of subtests from Elementary Multiple Subjects (5001) or Louisiana Elementary Multiple Subjects (7001), one for each subject, PLT K-6, and,
 - If the ELA content subtest passed is 5002, Teaching of Reading Elementary exam (5025 or 7002)



Literacy Coursework Requirements

Candidates completing Louisiana teacher preparation programs on or after **September 1, 2024**, are required to have completed literacy coursework semester hours or equivalent contact hours for initial certification.

- **3** semester hours for Secondary or All-level general education areas
- **6** semester hours for Middle School 4-8 general education areas
- **9** semester hours for Birth to Kindergarten, PreK-3rd Grade, Elementary 1-5, and ***all*** Special Education areas, including integrated-to-merged Mild/Moderate programs
- A Teaching of Reading exam **CANNOT** be accepted in place of literacy coursework for initial certification candidates completing after 9/1/2024



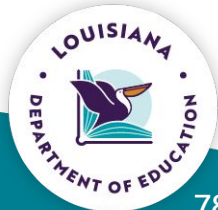
Add-on Literacy Requirements (General)

For add-on purposes, general reading and literacy hours may be fulfilled with:

- The indicated semester hours
 - Successful completion of the BESE-approved [literacy foundations training](#) **may** be accepted for the number of hours approved per program documented with completion certificate
- Equivalent contact hours or
- Passing the adopted Teaching of Reading [exam](#)

LETRS completion certificates must be verified by LouisianaLiteracy@la.gov for add-on credit.

Effective September 1, 2024



Add-on Literacy Requirements (Grades K-3, Special Education)

For add-on in areas **authorized to teach grades K-3 and special education** areas, educators must meet:

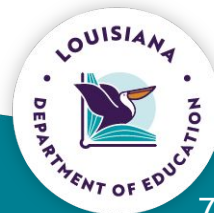
- General literacy contact or semester hour equivalent requirements

AND*

- Teaching of Reading exam requirements

* Requirements cannot be fulfilled with two exams.

Effective September 1, 2024



Dyslexia Instructor Questions

Bulletin 996 states, “... coursework regarding teaching students with dyslexia, **taught by a faculty member who has been provided specialized training in instructing teacher candidates on pedagogical methods for teaching students with dyslexia.**”

Current Options:

- AIM Institute Course

Future Considerations:

- Shortened LDOE Cohort Training
- Additional Statewide Training

Please contact believeandprepare@la.gov with questions.



Dyslexia Course Requirements

According to [Bulletin 996](#), all Dyslexia coursework should begin this coming school year.

- Beginning with the **2024-2025 school year**, for all certification areas, candidates must spend three credit hours within the existing credit hour requirements engaged in coursework regarding teaching students with dyslexia.

[Bulletin 746](#) states when certification will be looking for the requirements.

- Beginning **September 1, 2028**, literacy requirements include a minimum of three credit hours or contact hour equivalent regarding teaching students with dyslexia.



Numeracy Courses

Act 260 of 2023 requires all grade 4-8 public school teachers of mathematics to receive **numeracy skills training** focused on instructing students according to the vertical alignment of math concepts and the blending of concepts, procedures, strategies, problem-solving, and disposition. Initial guidance is now available.

- Courses specific for our preparation providers are live.
- Courses specific for teacher candidates are live.

Please contact STEM@la.gov with questions regarding Act 260.



Mentor and Resident Funding Eligibility

- The resident must serve in a MFP funded entity.
- The resident must serve with a mentor teacher in the same MFP funded entity as the resident teacher.
- The resident must serve with a mentor teacher that is reported in ED Link 360 Staffing with an object code of 112 (teacher) and a function code within the 1000s excluding 1530 (Pre-K) and 1531 (Head Start).
- The resident must serve with a mentor teacher holding one of the following on October 1, 2024: Mentor Teacher Certificate, Provisional Mentor Teacher Ancillary Certificate, or Mentor Waiver Credential.

Please contact believeandprepare@la.gov with any questions.



Updated Teacher Competency Link

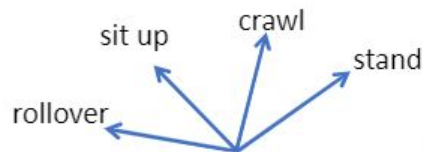
The LDOE has updated the [Louisiana Teacher Competencies document](#) to reflect current policy competency requirements for math.

Consider using the [Numeracy Professional Learning courses](#) aligned to [Act 260](#) as a guide when enhancing coursework to align to the current Louisiana Mathematics Teacher Competencies.

Please visit the [Preparation Library](#) to access that resource or other resources you may find helpful as you continue to grow and improve your programs.



LAER vs LER



LAER

12 Indicators

5 Scaffolded Proficiency Levels

Depth versus Breadth

Developmentally appropriate for aspiring educators

Foundational Teaching Skill Set



LER

4 Domains

23 Indicators

Developmentally appropriate for Teacher of Record

Expansive Teaching Skill Set

LLR

6 Domains

21 Indicators

Developmentally appropriate for Leaders of Education

Instructional Leadership Skill Set

Coaching and growing aspiring educators and teachers of record



Louisiana Art and Science of Teaching Reading

The Louisiana Art and Science of Teaching Reading subsection is available in the [Literacy Professional Growth](#) section of the [Literacy Library](#).

- [The Science and Art of Teaching Reading Course Code](#)
- [The Science and Art of Teaching Reading Course FAQ](#)

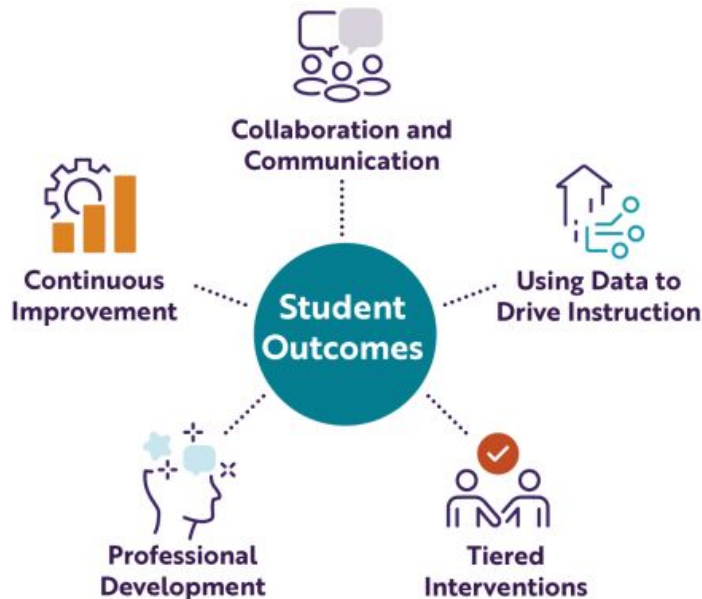
Please contact louisianaliteracy@la.gov with questions.



Launching Louisiana Tiered Pathways for Literacy Support

Launching Louisiana Tiered Pathways for Literacy Support (TPLS) resources are now available in the Literacy Library.

- [TPLS System Leaders Recording](#)
- [TPLS System Leader Slide Deck](#)
- [TPLS Note Catcher](#)



Please contact louisianaliteracy@la.gov with questions



Catalog of Supports for Literacy Teachers

[The Catalog of Literacy Instructional Supports for Teachers](#), now available on the [Louisiana Literacy Professional Growth Page](#), lists all available literacy professional development by grade band including highly recommended courses and resources for new teachers. Some of the topics covered are:

- DIBELS Best Practices
- Content Literacy
- Secondary Reading Interventions
- The Science and Art of Reading
- English and Reading ACT

Please contact louisianaliteracy@la.gov with questions.



Catalog of Supports for Literacy Leaders

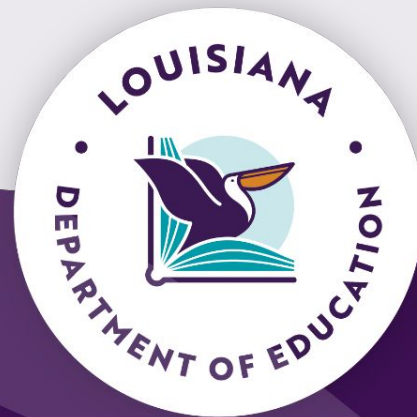
The [Catalog of Supports for Literacy Leaders](#), now available on the [Louisiana Literacy Professional Growth Page](#), lists professional learning opportunities which allow leaders to deepen their knowledge of literacy best practices. Some topics covered include:

- The Science and Art of Reading
- Launching Louisiana Tiered Pathways for Literacy Support for Leaders
- DIBELS
- Reading Interventions in Secondary Schools
- Content Literacy

Please contact louisianaliteracy@la.gov with questions.



Closing



Provider Spotlight

We want to celebrate YOU!

Please share with us the amazing things you are doing in your program(s) by completing the [jotform](#).

We will share out the great news each month in our monthly preparation provider newsletter.



Helpful Links

[Preparation Library](#)

[Teacher Preparation Approval Resource](#)

[Mentor and Resident Funding Slide Deck](#)

[Pre-ed pathway](#)

[Grow Your Own Learning Visit Registration](#)

[Geaux Teach Scholarship](#)

[PLPG Training and Resources](#)

[Updated Contact Form](#)

[Literacy Guidance Document](#)

[FTP Link](#)

[Guide for Dyslexia in Louisiana](#)

[Provider Spotlight Form](#)

[Educator Fingerprinting Packet](#)



2025-2026 Monthly Call Dates

Join using this [zoom link](#).

~~August 27, 2025~~

February 25, 2026

~~September 24, 2025~~

March 25, 2026

October 29, 2025

April 29, 2026

November 19, 2025

May 27, 2026

December 17, 2025

June 24, 2026

January 28, 2026

July 29, 2026

***Prep provider calls are on the last Wednesday of each month at 10 a.m.**

