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# Title 28
# EDUCATION

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

## Chapter 1. Introduction

**§101. Purpose**

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

B. – B.5. …

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

D. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7(6) and R.S. 17:7.2.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1730 (August 2002), amended LR 30:2453 (November 2004), LR 35:2326 (November 2009), LR 43:2485 (December 2017).

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

**§303. Initial Approval**
**[Formerly §203]**

A. – D. …

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

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

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

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

H.1.…

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

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

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

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

**§305. Initial Approval of Early Childhood Ancillary Certificate Programs**

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

B. University and non-university providers seeking approval to offer an Early Childhood Ancillary Certificate Program shall demonstrate eligibility by providing, at a minimum:

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

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

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

4. evidence to show that the tuition and candidate incurred costs for the Early Childhood Ancillary Certificate Program have been established, and have considered any scholarship assistance provided by the LDE;

5. a description of the provider's system for monitoring and evaluating its candidates, programs, operations, and the performance of its graduates. This description must reflect how the Early Childhood Ancillary Certificate Program assesses programs effectiveness, and candidates as well as how the provider provides follow-up data on its graduates;

C. In order to be recommended for BESE approval, Early Childhood Ancillary Certificate Programs must, at minimum:

1. be designed to develop and ensure candidates' mastery of the early childhood teacher competencies required for certification. The program design must center on courses and practice experiences that integrate content, theory, and practice; expressly treat current Louisiana early learning and development standards and instructional resources; and require candidates to demonstrate mastery of required competencies through a series of performance assessments.

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

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

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2453 (November 2004), amended LR 35:2327 (November 2009), LR 37:561 (February 2011), LR 43:2486 (December 2017).

# Chapter 7. Louisiana State Standards for Educator Preparation Programs

## Subchapter E. Early Childhood Ancillary Certificate Programs

### §749. Minimum Requirements for Early Childhood Ancillary Certificate Programs

A. Early Childhood Ancillary Certificate Programs must result in one of the following:

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

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

B. An Early Childhood Ancillary Certificate Program must be comprised of a minimum of 120 training hours in early childhood education.

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

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

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

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

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