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Title 28 EDUCATION

Part CXLVI. Competencies and Standards for Teachers and Educational Leaders

Chapter 1. Purpose

§101. Introduction

A. Competencies establish clear and comprehensive standards for teachers and educational leaders in the state of Louisiana and outline expectations required for effective teaching and leadership in K-12 education. The framework for teacher preparation programs, certification processes, and ongoing professional learning aligns with Louisiana's commitment to continuous improvement and excellence in education.

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Chapter 3. Teacher Competencies

Subchapter A. General Teacher Certification Areas and Required Competencies

§301. Overview

A. 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. The competencies 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 establish what teacher candidates should be taught. Preparation providers and school system partners determine how the competencies are developed through quality practice experiences that include, at a minimum, a year-long residency as defined in LAC 28:XLV (*Bulletin 996*).

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

1. The LDOE 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.

C. The following teacher preparation competencies apply to all areas and grade levels for which a teacher candidate may be certified to teach. The competencies identify essential knowledge and skills that align with 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 student 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.

D. Teacher preparation programs are authorized by certification areas, which are organized by subject area and grade band. Competencies outlined in this Part are required for each certification area.

E. Early Childhood Certification Areas and Required Competencies.

1. Birth to Kindergarten:
 - a. Subchapter A, General
 - b. Subchapter C, English Language Arts
 - c. Subchapter D, Mathematics
 - d. Subchapter E, Early Childhood
2. Early Childhood PK-3:
 - a. Subchapter A, General
 - b. Subchapter C, English Language Arts
 - c. Subchapter D, Mathematics
 - d. Subchapter E, Early Childhood

F. Elementary Grades 1-5.

1. Subchapter A, General
2. Subchapter C, English Language Arts
3. Subchapter D, Mathematics

G. Middle Grades 4-8.

1. English/Language Arts:
 - a. Subchapter A, General
 - b. Subchapter C, English Language Arts
2. Mathematics:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter D, Mathematics
3. Science:
 - a. Subchapter A, General

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- b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 - 4. Social Studies:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Social Studies
 - H. Upper Grades 6-12.
 - 1. Agriculture:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Agriculture
 - 2. Biology:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 - 3. Business:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Business
 - 4. Chemistry:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 - 5. Computer Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Computer Science
 - 6. Earth Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 - 7. Environmental Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 - 8. English/Language Arts:
 - a. Subchapter A, General
 - b. Subchapter C, English Language Arts
 - 9. Family and Consumer Sciences:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Family and Consumer Sciences
 - 10. Foreign Languages:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Foreign Languages
 - 11. General Science:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 - 12. Journalism:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Journalism
 - 13. Marketing:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Business and Marketing
 - 14. Mathematics:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Mathematics
 - 15. Physics:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Science
 - 16. Social Studies:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Social Studies
 - 17. Speech:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - 18. Technology Education:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Technology
- I. Grades K-12.
 - 1. Art:
 - a. Subchapter A, General

- b. Subchapter C, Disciplinary Literacy
- c. Subchapter F, Art
- 2. Dance:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Dance
- 3. Foreign Languages:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Foreign Languages
- 4. Music:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Music
- 5. Health and Physical Education:
 - a. Subchapter A, General
 - b. Subchapter C, Disciplinary Literacy
 - c. Subchapter F, Health and Physical Education
- J. Special Education Certification Areas.
 - 1. Early Interventionist Birth to Five Years:
 - a. Subchapter F, Early Interventionist Birth-Five Years
 - 2. Deaf or Hard of Hearing K-12:
 - a. Subchapter B, Special Education
 - b. Subchapter F, Deaf or Hard of Hearing
 - 3. Mild to Moderate Disabilities 1-5, 4-8, 6-12:
 - a. Subchapter B, Special Education
 - 4. Significant Disabilities 1-12:
 - a. Subchapter B, Special Education
 - b. Subchapter F, Significant Disabilities
 - 5. Visual Impairments/Blind K-12:
 - a. Subchapter B, Special Education
 - b. Subchapter F, Visual Impairments/Blind K-12

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§303. General Competencies

A. The teacher candidate demonstrates, at an effective level, the Louisiana components of effective teaching as defined in LAC 28:CXLVII (*Bulletin 130*) and the Louisiana educator rubric or local personnel evaluation, as applicable.

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 practice, particularly the effects of choices and actions on students and adapts practice to meet the needs of each student.

1. The teacher candidate observes and reflects on student 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 student needs.

3. The teacher candidate uses structured input and feedback from a variety of sources such as colleagues, mentor teachers, school leaders, and preparation faculty to adjust instructional practice and professional behaviors to better meet student needs.

D. The teacher candidate elicits and uses information about students and 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 and BESE policy related to student 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 including laws and policies governing student privacy, special education, and limited English proficient education.

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.

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 the purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

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Subchapter B. Special Education Teacher Competencies

§305. Introduction

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

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§307. 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 such as the classroom, library, cafeteria, gymnasium, and/or job site and incorporates the 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.

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, including the physical arrangement, student grouping, instructional intensity, pacing, and 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.

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§309. 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, and 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 the 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.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:282 (February 2025).

§311. 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 students 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.

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§313. 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.

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Subchapter C. English Language Arts (ELA) and Literacy Teacher Competencies

§315. 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 the student ability to:

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

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 in areas such as the middle grades and secondary science or social studies.

1. The ELA and literacy 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.

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

§317. ELA 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 one is able to read and understand the 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. The texts include children's literature that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.

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

3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, 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 ELA 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 to include analytic, argumentative, explanatory, and narrative text 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 such as word choice, syntax, sentence variety and fluency, text structure, and style and uses the

models to imitate the language, structure, and style into personal writing.

3. The teacher candidate knows and appropriately uses the conventions of English language grammar, usage, and mechanics in relation 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, recognizes the effect and impact on the meaning and development of written and spoken language, and knows how to apply the concept in context when appropriate.

6. The teacher candidate explains the importance of language structure, syntactic awareness, and 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 reciprocal relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language, phonological processing, vocabulary, morphology, orthography, semantics, syntax, and discourse; reading, print awareness, decoding, fluency, and comprehension; and spelling and writing development including 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, digraphs, blends, r-controlled vowels, hard and soft consonants, and explains the relation to the progression of reading and writing development.

3. The teacher candidate identifies, explains, and categorizes the six basic syllable types in English spelling and explains principles of teaching word identification and spelling, giving examples illustrating each principle.

4. The teacher candidate explains the role of fluency in typical reading development including word recognition, oral reading, silent reading, and comprehension, and as a characteristic of certain 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 regarding text orientation, directionality, connection of print to meaning, return sweep, page sequencing, and punctuation.

7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage of 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.

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§319. ELA 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 student reading and writing development.

1. The teacher candidate for Birth-Kindergarten, PK-3, and 1-5 uses knowledge of the progression of phonological awareness skills to select or design and implement sequenced lessons and units that scaffold student development of phonological awareness and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.

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

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

4. The teacher candidate selects and uses various strategies to develop student 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 of understanding, pleasure, and research, and make connections among texts based on the language, craft, topics, themes, and/or ideas.

6. When appropriate and based on age- or grade-level standards, the teacher candidate supports student selection of texts and assessment of 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 through interactive read aloud, read along, pair or group reading, and/or independent reading, and creates and sequences questions and tasks.

3. The teacher candidate anticipates student 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.

4. The teacher candidate fluently applies principles of explicit and direct teaching: modeling, leading, giving, guided practice, and reviewing.

5. The teacher candidate implements multisensory and multimodal techniques to enhance instruction.

6. The teacher candidate designs and teaches routines to support a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.

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

1. The teacher candidate 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 to illustrate word choice, syntax, sentence variety, fluency, text structure, and style and selects or designs and implements instruction that develops student ability to use the models to advance language, structure, and style in personal writing.

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

4. The teacher candidate develops, based on academic standards, student ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, and/or ideas in complex 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 through shared and small-group writing and 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 student ability to use language conventions of grammar, usage, and mechanics accurately and strategically in 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.

8. The teacher candidate designs and implements research-based adaptations of instruction for students with advanced literacy skills and for students with weaknesses in working memory, attention, executive function, or processing speed.

D. The teacher candidate applies knowledge of language, reading, and writing development to select or design and use a range of ongoing classroom assessments including 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 including formal and informal, formative and summative, oral, and written to measure student ability to use knowledge of language, print concepts, phonological awareness, phonics, and word recognition to accurately and fluently read, understand, and express understanding of a range of continuous texts.

2. The teacher candidate applies knowledge of reading, writing, and language development to identify trends in student reading foundational skills, writing, and language development and identify students who are in need

of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, and grammar.

3. The teacher candidate assesses specific reading behaviors often associated with fluency problems such as lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, and inaccuracy and recognizes atypical developmental patterns, and collaborates 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 student written expression skills of handwriting for elements of legibility, such as letter formation, size and proportion, and spacing, and keyboarding for proper technique and style, such as adequate rate and accuracy, appropriate spacing, and proficiency with word processing programs, identifies elements that need improvement, and designs instructional supports that support student mastery.

5. The teacher candidate uses assessment trends to make adjustments to instructional plans through re-teaching, targeted mini-lessons, individualized or small-group remediation, or extension and identifies 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 selects or designs and implements small-group instruction to improve student ability to read independently a range of continuous texts and write in response using age- or grade-level appropriate conventions, spelling, language, and structure.

7. The teacher candidate understands and explains types of assessments specific to early literacy skills, along with their purposes, strengths, and limitations, as well as national norms associated with literacy skills.

8. The teacher candidate administers and interprets both print and electronic early literacy assessment for purposes including but not limited to formative or summative assessment, diagnostic purposes, and progress monitoring.

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

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

§321. 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 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 including primary and secondary sources in social studies or current research, informational journals, 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 student ability to understand and express 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 for diagnostic, formal and informal, formative and summative, oral and written use which measure student mastery of grade-level standards in order to inform and adjust planning and instruction.

1. The teacher candidate assesses student ability to understand and use discipline-specific vocabulary and language, gain knowledge and understanding of content through grade-level, discipline-specific texts, and express 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, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:286 (February 2025).

Subchapter D. Mathematics Teacher Competencies

§323. 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.

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§325. Mathematics Content Knowledge Competencies

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

1. provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language;

2. builds foundational numeracy by providing precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms while blending concepts, procedures, strategies, problem-solving skills, and dispositions;

3. exhibits an integrated, functional grasp of foundational numeracy, mathematical concepts, and procedures along the grade K-12 mathematical progressions so that all students are prepared for success in Algebra I and beyond;

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 and integrated within high-quality instructional materials, including precision of language, logical thought, reflection, explanation, and justification;

6. recognizes vertical alignment in K-12 mathematical standards and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications;

7. builds positive math dispositions while portraying mathematics as sensible, useful, and worthwhile; and

8. teaches foundational mathematics skills, explicitly and systematically applying strategies to assess instructional effectiveness.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:286 (February 2025).

§327. Mathematics Content Pedagogy Competencies

A. The teacher candidate builds and applies knowledge within grade coherence and vertical alignment of mathematical topics and relationships within and across mathematical domains to identify key mathematical ideas

and implement mathematically sound lesson sequences and units of study within high-quality materials that develop student foundational numeracy, conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems to prepare students for success in Algebra I and beyond.

1. The teacher candidate appropriately implements effective mathematics instruction using high-quality instructional materials through planning appropriate scaffolding to provide opportunities for students to access and master grade-level standards.

2. The teacher candidate anticipates student misconceptions or math difficulty 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 identifies and implements standards-based tasks within high-quality instructional materials using varied strategies, including but not limited to real-life applications, manipulatives, models, and diagrams/pictures that present opportunities for instruction and assessment.

4. The teacher candidate customizes lessons and practice sets within high-quality instructional materials that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.

5. The teacher candidate uses student data to identify appropriate student groupings, such as pairs or small groups, to develop student conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.

6. The teacher candidate provides effective interventions for all students by using an accelerated learning approach, connecting unfinished learning to new learning within grade-level content, and utilizing high-quality materials to provide just-in-time support, especially for students with difficulty in mathematics.

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

1. The teacher candidate explains the connection between informal language to precise mathematical language to develop student ability to use precise mathematical language in 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. using appropriate prompting and questioning that allows students to refine mathematical thinking and build upon understanding of the mathematical content of the lesson;

2. posing challenging problems that offer opportunities for productive struggle and for encouraging reasoning, problem solving, and perseverance in solving problems through an initial difficulty;

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

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

5. prompting students to explain and justify work and providing feedback that guides students to produce revised explanations and justifications.

D. The teacher candidate applies knowledge of mathematical topics and 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 student mastery of grade-level standards in order to inform and adjust planning and instruction.

1. The teacher candidate identifies student difficulties, errors, unfinished learning, and inconsistencies in student knowledge, skills, and mathematical reasoning to accelerate or scaffold student 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 student data to address difficulty with mathematics and uses trends in assessment results to plan, instructional strategies, learning acceleration, and enrichment opportunities for students within adopted high-quality instructional units of study.

3. The teacher candidate effectively uses student data to make instructional decisions. Student data includes but is not limited to classroom observation of discussion, oral reasoning, work samples, formative assessment, and summative assessment.

4. The teacher candidate regularly monitors student performance and student understanding.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:287 (February 2025).

Subchapter E. Early Childhood Teacher Competencies

§329. 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.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:287 (February 2025).

§331. Early Childhood Pedagogy Competencies

A. The teacher candidate designs instructional learning outcomes written in terms of what children will learn rather than do and includes indicators from applicable Louisiana birth to five early learning and development standards (ELDS) domains, and are appropriate for diverse learners such as special education and English learner students.

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

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

2. exhibiting an awareness and sensitivity to the emotional and learning needs of children;

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

4. placing emphasis on the perspectives, interests, motivations, and points of view of the children.

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

1. setting clear, age-appropriate expectations for child behavior;

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

3. promoting the ability of children to self-regulate behavior, including but not limited to using a proactive approach and planning to minimize disruptions;

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

5. maximizing the interest and engagement by being actively involved in the learning process; and

6. using a variety of materials and modalities to gain the interest and participation in activities.

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

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

2. focusing on promoting understanding rather than on rote instruction or memorization;

3. providing feedback that expands learning and understanding;

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

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

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

7. modeling language use and forms through repeating and extending child responses and through self and parallel talk; and

8. using a variety of words and language forms that are new and unique to extend understanding of these parts of language.

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

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

2. gathering and using assessment data for the purpose of planning instruction, activities, and experiences that further promote child development and learning;

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

4. making decisions based on the progress of child development with reliability.

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Subchapter F. Other Certification Area Competencies

§333. Other Education Areas

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

B. Deaf or Hard of Hearing 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.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:288 (February 2025).

§335. 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, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:288 (February 2025).

§337. 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: 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.

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§339. 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 Learners 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.

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Chapter 5. Educational Leader Professional Standards

§501. Introduction

A. LDOE has adopted the *Louisiana Leader Rubric* through a partnership with National Institute for Excellence in Teaching (NIET) to directly support improvements in school leadership as defined by performance expectations outlined in this Chapter. The rubric supports school leaders in building essential skills that elevate their practice, advance instruction, and improve outcomes for all students. Additionally, references to instructional practice and strategies embedded within the rubric are rooted in the use of high-quality instructional materials (HQIM), which are aligned to state standards and assessments.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:289 (February 2025).

§503. Performance Expectation 1: School Mission, Vision, and Strategic Goal Setting

A. Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student. The indicators in expectation 1 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. every student learning;

2. collaboration with all stakeholders;
3. high expectations for all;
4. examining assumptions and beliefs; and
5. continuous improvement using evidence.

B. Indicator A—Goal-Setting and Monitoring.

1. Establishes data-driven goals and an action plan for achievement.
2. Disaggregates current and relevant data in order to create and support school goals.
3. Uses current and relevant data to impact student achievement.
4. Plans, implements, and supports acceleration and interventions.
5. Effectively utilizes student data and student work to create and/or revise action plans a few times during the school year.

C. Indicator B—Communication of Mission, Vision, and Goals.

1. Establishes a school mission and vision that drives instruction and school activities.
2. Communicates the mission, vision, and goals of the school with staff members and students.
3. Invests teachers and students in contributing to the school vision in order to reach established goals.

D. Indicator C—Expectations.

1. Advocates for the best interests and needs of students to ensure student achievement.
2. Establishes high standards for students and teachers.
3. Creates opportunities for students and teachers to establish high and demanding expectations.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:289 (February 2025).

§505. Performance Expectation 2: Instructional Leadership

A. Education Leaders ensure the achievement and success of all students by monitoring and continuously improving teaching and learning. The indicators in expectation 2 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. learning as the fundamental purpose of school;
2. valuing all learners;
3. continuous professional growth and development;
4. lifelong learning;
5. collaboration with all stakeholders;

6. high expectations for all; and
7. student learning.

B. Indicator A—Curriculum and Assessment.

1. Establishes and monitors high-quality instructional materials which are consistent with school wide goals.
2. Ensures teachers set clear, measurable objectives and success criteria aligned to the depth and rigor of the state standards and the objectives of the high-quality instructional materials. National or local standards are to be used when state standards are not provided.
3. Implements systems that allow teachers to analyze formative and summative data to monitor student progress and adjust teaching and learning using an accelerated approach to support and monitor student progress;
4. Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices.
5. Engages in conversations about assessments and student progress with teachers.

C. Indicator B-Teacher Effectiveness.

1. Utilizes a school wide evaluation system and individualized coaching plans/professional growth plans (PGPs) to increase teacher effectiveness.
2. Evaluates classroom teaching and learning accurately and provides student work data to support the evaluation.
3. Provides specific evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.
4. Uses teacher and student work data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness.
5. Ensures most teachers receive a differentiated targeted support plan based on classroom evaluations.
6. Includes opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning.
7. Creates structures where teachers can support one another so that they can build and sustain their own learning in order to impact student achievement.

D. Indicator C—Meeting Student Needs.

1. Engages all teachers in utilizing data to identify students in need of acceleration, intervention, extension, or other additional supports.
2. Monitors student progress plans to ensure the academic needs of all students are being met.

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3. Supports teachers in utilizing instructional supports within high-quality instructional materials, when available, to ensure that students master the content.

4. Implements rigorous, on grade-level instruction.

E. Indicator D—Instructional Focus.

1. Implements a schoolwide schedule and routines that maximize instructional time.

2. Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning.

3. Ensures teachers have access to high-quality instructional materials to instruct all students.

4. Considers district and school goals when making decisions about instructional practices or priorities.

5. Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals.

6. Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:289 (February 2025).

§507. Performance Expectation 3: Capacity Building

A. Education leaders consistently and effectively reflect on their leadership practice resulting in strategic action plans that lead to significant increase in student achievement and teacher proficiency. Leaders self-reflect to determine areas of growth and set rigorous goals routinely to strengthen their own leadership practice. Education leaders implement and adjust school wide action plans based on feedback and data collected in order to enhance student achievement and teacher effectiveness. Leaders collaborate with colleagues at the school and system levels to implement local and school wide initiatives that consistently result in gains in student achievement. The indicators in expectation 3 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. guided collaboration for all stakeholders;
2. induction, support, and development of new staff;
3. providing continuous professional growth and developmental support opportunities for future and current teacher leaders;
4. demonstrating lifelong learning; and
5. leading and implementing professional learning aligned to multiple data sources and guided by adult learning principles.

B. Indicator A—Reflective Practice.

1. Reflects on their own leadership practice resulting in actions to increase student achievement and teacher proficiency.

2. Determines areas of growth and sets goals to strengthen his/her own leadership practice.

3. Implements school wide activities/action steps based on feedback and data.

4. Collaborates with colleagues at the school and system district levels to implement district local initiatives that result in gains in student achievement.

C. Indicator B—Leadership Development.

1. Utilizes teacher and student observational data with school leaders resulting in adjustments to the support that is provided for teachers and to ensure student growth.

2. Provides coaching support and collaborative opportunities for teacher leaders based on professional development, classroom support and observations, teacher evaluation data, and student achievement data.

3. Develops the leadership skills of others by establishing a career pipeline for mentor teachers, content leaders, and other instructional leaders to assume additional responsibilities.

4. Provides opportunities for teachers and staff members to gain new learning.

D. Indicator C—Collaborative Practices.

1. Provides ongoing collaborative opportunities structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments.

2. Provides for meaningful contribution from teachers that includes significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement.

3. Monitors the quality of content within teacher collaboration so that it is a logical continuum that increases student learning.

E. Indicator D—Continuous Improvement.

1. Prepares and plans for new staff by providing induction and mentoring systems and support.

2. Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities.

3. Ensures individualized professional learning, aligned to the coaching plan/PGP, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:290 (February 2025).

§509. Performance Expectation 4: School and Community Environment

A. Education leaders ensure the success of all students by collaborating with families and stakeholders who represent various community interests and needs and mobilizing community resources that improve teaching and learning. The indicators in expectation 4 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. high standards for all;
2. including family and community as partners;
3. respect for all families; and
4. continuous learning and improvement for all.

B. Indicator A—School Atmosphere.

1. Establishes a safe and positive campus atmosphere for students, staff members, families, and community stakeholders;
2. Manages conflict among stakeholders effectively.
3. Regularly collaborates with a school leadership team.

C. Indicator B—Community Engagement.

1. Develops productive relationships with stakeholders.
2. Uses communication to enhance student learning and build support for goals.
3. Provides needed support services for students and their families during school hours.
4. Creates opportunities for stakeholder engagement to improve school climate for student learning.

D. Indicator C—Discipline.

1. Implements campus wide discipline system/plan to promote a positive learning environment for all students.
2. Addresses student misconduct in a positive, fair, and unbiased manner.
3. Incorporates problem-solving skills to manage student behavioral challenges.
4. Supports teachers in resolving discipline concerns.

E. Indicator D—Access to High-Quality Education.

1. Implements systems that enable all students to have access to effective teachers.
2. Develops initiatives to ensure all students are provided with learning opportunities and academic and social supports that lead to academic success.
3. Supports teachers with identifying and utilizing resources for providing all students with educational opportunities.

F. Indicator E—Responsiveness to Stakeholders.

1. Incorporates and articulates a commitment to all students in the school mission and vision.

2. Incorporates the background knowledge of students' communities in the school curriculum.

3. Creates organizational structures at the school that empower all students and parents across communities.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:291 (February 2025).

§511. Performance Expectation 5: Professionalism and Integrity

A. Education leaders ensure the success of all students by being professional and acting with integrity. The indicators in expectation 5 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. the common good over personal interests;
2. taking responsibility for actions;
3. professionalism and integrity in all relationships and decisions;
4. modeling high expectations; and
5. continuously improving knowledge and skills.

B. Indicator A—Professional Norms.

1. Establishes and supports an environment that is open, productive, caring, professional, and trusting for teachers and staff.

2. Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.

C. Indicator B—Professional Behavior.

1. Provides professional direction by acting respectfully and responsibly in personal conduct, in relationships with others, and expects staff and students to do the same.

2. Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement.

3. Makes most decisions based on what is best for children and holds oneself responsible for the academic achievement and well-being of all students.

D. Indicator C—Policy.

1. Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.

2. Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

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

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:291 (February 2025).

§513. Performance Expectation 6: School Operations/Management

A. Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment. The indicators in expectation 6 are designed to describe the degree to which educational leaders believe in, value, and are committed to:

1. a safe and supportive learning environment;
2. collaboration with all stakeholders;
3. responsible distribution of fiscal, physical, and human resources;
4. operating efficiently and effectively; and
5. management in service of staff and student learning.

B. Indicator A—Administrative Operations.

1. Manages the governance processes and internal and external politics toward achieving the school's mission and vision.

2. Recruits, hires, and retains a diverse group of highly qualified professional staff.

3. Establishes and monitors a system that ensures all staff, including but not limited to clerical, cafeteria, custodial, and transportation, are productive and use their time effectively by focusing on student needs and student achievement.

C. Indicator B—Fiscal and Physical Management.

1. Acquires and manages fiscal, physical, and other resources to support student learning and community engagement.

2. Analyzes data sources and utilizes feedback to make decisions for allocating resources in order to meet the needs and goals of the school.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:291 (February 2025).