

**JOINT MEETING****BOARD of ELEMENTARY
and SECONDARY EDUCATION****AND****BOARD of REGENTS**

The Board of Elementary and Secondary Education shall provide leadership and create policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market.

JOINT MEETING

Claiborne Building
Room 1-100, The Louisiana Purchase Room
1201 North Third Street, Baton Rouge, LA 70802

Wednesday, June 21, 2017**9:00 a.m.**

**JOINT MEETING
BOARD OF ELEMENTARY AND SECONDARY EDUCATION
AND
BOARD OF REGENTS**

**Dr. Gary L. Jones, President, Board of Elementary
and Secondary Education, Presiding**

**WEDNESDAY, JUNE 21, 2017
Claiborne Building
Room 1-100, The Louisiana Purchase Room
1201 North Third Street, Baton Rouge, Louisiana 70802**

9:00 a.m.

AGENDA

1. Call to Order
2. Roll Call
3. Approval of the Minutes
 - p. 1** 3.1. Approval of the Minutes of December 7, 2016
4. Items for Consideration
 - 4.1. Consideration of the 2017 AP Program of Distinction, as presented by the State Superintendent of Education
 - p. 5** 4.2. Consideration of a report regarding the implementation of the Educator Preparation policy
 - p. 9** 4.3. Consideration of policy revisions relative to Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs*, concerning Education Preparation Program Accountability

JOINT MEETING
BOARD OF REGENTS
AND
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

December 7, 2016

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) was called to order at 9:07 a.m. on Wednesday, December 7, 2016, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Richard Lipsey, Chair, Board of Regents.

The rolls were called with quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present

Mr. Richard Lipsey, Chair
Mr. Edward Markle, Vice Chair
Mr. Joseph Farr, Secretary
Ms. Claudia Adley
Mr. Marty Chabert
Mr. William Fenstermaker
Mr. Benson Kinney
Mr. Roy Martin III
Mr. Gray Stream
Mr. Collis Temple III
Mr. Joseph Wiley

Absent

Mr. Raymond Brandt
Mr. Chris Gorman
Mr. Thomas Henning
Mr. Robert Levy

Board of Elementary and Secondary Education

Present

Mr. James Garvey, President
Ms. Kira Orange Jones, Secretary-Treasurer
Mr. Tony Davis
Ms. Kathy Edmonston
Ms. Sandy Holloway
Dr. Gary Jones
Ms. Jada Lewis
Mr. Thomas Roque
Dr. Lurie Thomason
Ms. Doris Voitier

Absent

Dr. Holly Boffy, Vice-President

APPROVAL OF BoR/BESE MINUTES OF DECEMBER 10, 2015 AND JUNE 22, 2016

On motion of Regent Chabert, seconded by Regent Farr, the Board of Regents and the Board of Elementary and Secondary Education approved the minutes of the joint meetings held on December 10, 2015 and June 22, 2016.

KEVIN P. REILLY, SR. LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF) 2015 ANNUAL REPORT BY THE STATE TREASURER'S OFFICE

Chair Lipsey welcomed Mr. John Broussard, Chief Investment Officer, and Ms. Amy Mathews, Deputy Chief of the State Treasurer's Office, to the meeting.

Mr. Broussard provided the Boards with a PowerPoint overview of the *Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) 2016 Annual Report*. He reminded the Boards that the fund was established in 1986 to permanently dedicate the proceeds from an oil and gas royalty settlement with the federal government for the benefit of elementary, secondary, and higher education in the state. Since its inception, the LEQTF has provided over \$1.635 billion for educational enhancements and opportunities at every level of education in Louisiana. The total return for the LEQTF in FY 2016 was 5.47%. He noted that the major sources of income for the LEQTF are investment income, capital gains/losses, and royalty income. Total revenue from all sources was \$81.75 million in FY 2015-2016; a total of \$44 million was distributed to BESE and BoR during that year. The market value of the fund on June 30th was \$1.37 billion. Mr. Broussard reviewed the latest information on dividend stocks and mutual funds. The royalty income was \$7.6 million in FY 2016, which was the lowest royalty income number in the history of the fund. The future of royalty income appears to be bleak. The bond market's interest rates have started to rise, which is a positive development.

A question and answer period followed.

On motion of Regent Stream, seconded by Regent Chabert, the Board of Regents and the Board of Elementary and Secondary Education received the 2016 Annual Report on the Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) by Chief Investment Officer John Broussard and Deputy Chief Amy Mathews.

CONSIDERATION OF UPDATES REGARDING THE LIST OF APPROVED COURSES FOR THE WEIGHTED TAYLOR OPPORTUNITY PROGRAM FOR STUDENTS (TOPS) GRADE POINT AVERAGE (GPA) ADDING PRE-CALCULUS, HUMAN ANATOMY, AND PHYSIOLOGY

State Superintendent of Education John White mentioned that several years ago the staffs of the Louisiana Department of Education (LDE) and the Board of Regents (BoR) created a schedule

of course alternatives that could qualify students for the TOPS award as part of the TOPS core curriculum. The course options include college courses taken as dual enrollment, Advanced Placement, and gifted courses. Each year LDE and BoR staff reviews the list and considers additional courses for possible inclusion in the TOPS core curriculum. State Superintendent of Education White presented a proposal that Pre-Calculus, Human Anatomy, and Physiology be added to the TOPS core curriculum.

On motion of BESE Member Orange Jones, seconded by BESE Member Holloway, the Board of Regents and the Board of Elementary and Secondary Education approved the addition of Pre-Calculus, Human Anatomy, and Physiology to the TOPS core curriculum.

Chair Lipsey said that because the TOPS core curriculum had been adopted a related matter required action by the BoR only to adopt the proposed changes in the emergency rules to reflect the action taken today regarding the addition of Pre-Calculus, Human Anatomy, and Physiology to the list of approved courses for the weighted Taylor Opportunity Program for Students (TOPS) grade point average (GPA). The Board will have the opportunity to review these changes again before the administrative rules are made permanent.

On motion of Regent Martin, seconded by Regent Kinney, the Board of Regents authorized the Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA) to publish notice of the emergency rules and intent to make the rules permanent regarding the changes to the TOPS core curriculum.

CONSIDERATION OF AN UPDATE ON THE FEDERAL *EVERY STUDENT SUCCEEDS* ACT (ESSA) AND LOUISIANA'S DRAFT STATE FRAMEWORK

State Superintendent of Education White reminded the Boards that a discussion regarding the *Every Student Succeeds Act (ESSA)* was held a few months ago with attendance from both Boards. State Superintendent of Education White said the new administration may take a fairly different regulatory approach to K-12 and higher education. In the meantime, the LDE is proceeding in a way that keeps the interests of Louisiana students in the forefront. He said that over the next few months the LDE will be specific about the recommendations associated with the ESSA. These are recommendations that will change the way federal funds are used and also change the accountability system for public schools in Louisiana.

On motion of BESE Member Holloway, seconded by BESE Member Edmonston, the Board of Regents and the Board of Elementary and Secondary Education received the update on the federal *Every Student Succeeds Act (ESSA)* and Louisiana's draft state framework.

REMARKS BY MR. JOHN WHITE, STATE SUPERINTENDENT OF EDUCATION, AND
DR. JOSEPH RALLO, COMMISSIONER OF HIGHER EDUCATION

State Superintendent of Education White thanked the Regents and staff for their intensive involvement over the past several months as the LDE has sought to professionalize Louisiana's teaching profession. He said that BESE adopted regulations that will require undergraduate and alternate candidates to complete full-year residencies prior to completion of their programs.

Dr. Joseph Rallo, Commissioner of Higher Education, offered several comments about the work that is occurring with teacher preparation. Since BESE approved the policy revisions in October 2016, he said our campuses are being asked to ensure that new teachers possess a depth of content knowledge in the areas they are teaching. This is especially important as a greater number of high school teachers are teaching dual-enrollment courses while students are still in high school. He said that there are discussions about changes in timelines to allow sufficient time for the districts and universities to fully realign all alternate and undergraduate programs and begin implementation of the programs. Commissioner Rallo mentioned that all campuses are being asked to develop four-year budgets during the upcoming months as the realignment discussions occur. Recommendations from the Teacher Preparation Accountability Workgroup are expected in Spring 2017.

Commissioner Rallo talked briefly about dual enrollment. He said that dual credit classes are college classes that are taught in high school. He noted that every state is engaged in this initiative and has similar concerns. The Board of Regents' document entitled *Elevate Louisiana* starts the dual enrollment planning process in the senior year of high school. Remedial classes, teacher preparation, and funding are issues with dual credit. Dual enrollment could possibly earn the student almost 30 credits in high school. He mentioned that this would decrease the time to degree completion and save money.

Chair Lipsey offered thanks to State Superintendent of Education White, BESE members, and their staffs for teamwork during the last year. He said he appreciates the working relationship of both Boards. He said we must continue to promote dual enrollment in high school so our students will be prepared to enter college and eventually become part of the workforce.

President Garvey thanked the Board of Regents for the work accomplished with dual enrollment. He said the graduation rate in high school has increased and felt it is directly tied to dual enrollment. President Garvey also thanked the Board of Regents for work done on the teacher education initiative.

ADJOURNMENT

On motion of Regent Lipsey, seconded by BESE Member Garvey, the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 9:42 a.m.

4. Items for Consideration

Subject 4.2 Consideration of a report regarding the implementation of the Educator Preparation policy

Meeting Jun 21, 2017 - Joint BESE/BOR Meeting

Access Public

Type

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2012

Contact Person(s): John White

Phone Number: 1.877.453.2721

Office: State Superintendent of Education

Title: Consideration of a report regarding the implementation of the Educator Preparation policy

Recommendation: Receive

Summary of recommendation or proposed changes:

At the June 2016 joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BoR), the boards jointly approved the creation and implementation for approval of teacher preparation programs and an accountability system that is aligned to Louisiana policies and that objectively evaluates the effectiveness of all State approved teacher preparation programs in Louisiana, including but not limited to the following:

- the formation of a small work group to consider the teacher preparation accountability system,
- the presentation of a report to BESE and BoR regarding available and sustainable resources, and
- a timeline for BESE policy changes.

Also, at the October 2016 BESE meeting, a motion was made to establish a standing item entitled "Consideration of a status report regarding the implementation of the teacher preparation and certification policy revisions approved by BESE at the October 2016 BESE meeting" to report annually in June 2017, June 2018, and June 2019, to enable the Board to review and consider timing, finance, and other issues associated with the implementation of these regulations.

Superintendent John White will provide a report to be received jointly by both boards regarding the aforementioned motions. Further, immediately following the presentation of this report, BESE will consider policy revisions to Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs*, concerning the report on Education Preparation Program Accountability.

The LDE recommendation is to receive a status report regarding the implementation of the teacher preparation and certification policy revisions approved by BESE at the October 2016 BESE meeting.

Notice of Intent for Bulletin: _____

Notice of Intent for BESE Code and Code Reference: _____

Louisiana Believes

Status report regarding the implementation of teacher preparation policy revisions approved by BESE in October 2016

June 2017



Timeline

In October 2016, BESE approved updated regulations for the preparation of aspiring teachers, and a related set of fiscal supports.

These regulations provide for a **yearlong classroom residency** alongside an experienced mentor teacher, coupled with a **competency-based program design** that will provide candidates with the knowledge and skills needed to be prepared for their first day of teaching.

October 2016	BESE approved updated teacher preparation regulations
July 1, 2018	Current teacher preparation programs must demonstrate alignment to new policies
2017-2018 academic year	Teacher candidates must be admitted to a program aligned to updated policies
August 31, 2021	Candidates enrolled in post-baccalaureate teacher preparation programs approved prior to October 1, 2016 must complete those programs
August 31, 2022	Candidates enrolled in undergraduate teacher preparation programs approved prior to October 1, 2016 must complete those programs

Progress to Date

Yearlong residencies	<p>Over the course of the 2016-2017 academic year:</p> <ul style="list-style-type: none"> ● 9 teacher preparation providers partnered with 18 districts to place 230 undergraduate teacher candidates in residencies* ● These residents were supervised by 228 mentor teachers* and served approximately 11,250 students*
Fiscal plan	<p>By the end of the 2016-2017 academic year, BESE will have awarded approximately \$2 million in accordance with BESE's plan to support the shift to competency-based program design and yearlong residencies.</p> <ul style="list-style-type: none"> ● In January 2017, BESE allocated \$1.6 million formula-based funding in accordance with BESE's plan ● In March 2017, BESE allocated an additional \$220,000 to providers that requested funds from the high-cost needs pool ● In June 2017, BESE will be asked to consider allocations to preparation providers seeking to serve rural communities and increase the number of certified special education teachers

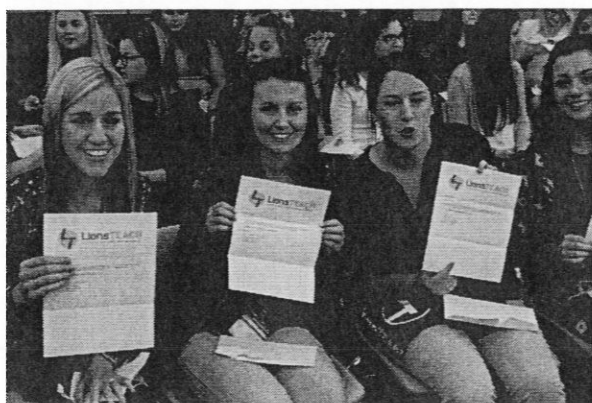
*As reported by LEAs in December 2016

Louisiana Believes

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Residency Expansion

Southeastern Louisiana University, which has one of the largest teacher training programs in the state, has made significant progress in transitioning to yearlong residencies.



Southeastern Louisiana University
April 26, 2017 Residency Match Day

2016-2017 Resident Cohort: 17

2017-2018 Resident Cohort: 46 (projected)

Expanding from 2 to 5 partner districts

- Residency enrollment has more than doubled - from 17 residents in 2016-2017 to a projected enrollment of 46 in 2017-2018
- Expanded from two to five district partners
- Entered planning phase to add Early Childhood Education (PK-3) in the 2018-2019, with a projected enrollment of 70 candidates

Residency Match Day

As with medical residencies, Dr. Shirley Jacob, Interim Dean of the College of Education, planned a daylong celebration during which teacher candidates received their residency match for 2017-2018.

"It was a day of celebration for our students and a measure of our accomplishments as we transition to the residency model."

Louisiana Believes

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Next steps

In Summer 2017:

- BESE will consider \$2.5 million in allocations for to teacher preparation programs to use in 2016-2017 (by Sept. 30) and in 2017-2018, for providers seeking to serve **rural districts** and **increase the number of certified special education teachers**
- School systems will receive guidance on **mentor teacher recruitment and identification**, including ways to use the educator workforce report to identify strong mentors
- Through an RFP process, a **mentor teacher training** vendor will be identified; training will launch in fall 2017

In Fall 2017:

- Teacher preparation programs and school districts will receive a second round of formula funding
- School systems will have the opportunity to send mentors to statewide training sessions
- Teacher preparation programs will begin applying for BESE approval, pending BESE approval of updated program approval regulations

4. Items for Consideration

Subject 4.3 Consideration of policy revisions relative to Bulletin 996, Standards for Approval of Teacher and/or Educational Leader Preparation Programs, concerning Education Preparation Program Accountability

Meeting Jun 21, 2017 - Joint BESE/BOR Meeting

Access Public

Type Action

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2012

Contact Person(s): Hannah Dietsch

Phone Number: (225) 342-3629

Office: Talent

Title: Consideration of policy revisions relative to Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs*, concerning Education Preparation Program Accountability

Recommendation: 1. Approve 2. Direct

Summary of recommendation or proposed changes:

Background:

State law (R.S. 17:6(10), R.S. 17:7(6), and R.S. 17:7.2) require the state Board of Elementary and Secondary Education (BESE) to design and implement accountability for teacher preparation programs.

Section 207 of the Higher Education Act requires states to identify low-performing teacher preparation programs and provide a list of such programs to the U.S. Department of Education.

In June 2016, BESE approved and BOR endorsed the development and implementation of updated policies relative to the initial and ongoing approval of teacher preparation programs, and charged BESE and BOR with forming a workgroup to guide the development of these policies. The teacher preparation workgroup was formed following this charge and convened over the fall and winter to develop recommendations relative to the initial and ongoing approval of teacher preparation programs. The workgroup included experts from a variety of teacher preparation and K-12 backgrounds, and the recommendations were memorialized in a memo that was disseminated to BESE this spring.

The LDE proposed revisions to Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs*, based upon the workgroup's recommendations and solicited feedback from teacher preparation program leads regarding the policy proposal during discussions in March and May 2017.

Proposed revisions to Bulletin 996 provide for a teacher preparation quality rating system that:

- a. Applies equally to all teacher preparation providers,
- b. Measures the quality of teacher preparation programs across three areas: the quality of the preparation experiences, the extent to which the programs meet Louisiana's workforce needs, and the impact teacher preparation graduates have on student learning, and
- c. Will be studied, refined, and phased in over a period of five years, with the first ongoing program approval decisions made in 2023.

The LDE recommendations that BESE:

1. approve the proposed revisions to Bulletin 996, as a Notice of Intent; and
2. direct the LDE to establish, beginning in the 2017-2018 academic year, the Louisiana Educator Preparation Research Consortium, a workgroup comprised of K-12 and higher education experts that will assist the LDE in evaluating and refining the teacher preparation quality rating system, and conduct research on teacher preparation issues.

Notice of Intent for Bulletin: 996

Notice of Intent for BESE Code and Code Reference: _____

Title 28 EDUCATION

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

Chapter 1. Introduction

§101. Guidelines Purpose

A. Bulletin 996 is intended to guide ~~public and private higher education institutions~~ educator preparation providers in the development and review of new and existing teacher or educational leader preparation programs, to guide ~~visiting committees in their evaluations~~ the review of teacher 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. ~~There are four levels associated with the approval process for new and existing teacher and/or educational leader preparation programs. These levels are described in more detail in Chapter 2, Sections 203-209 of this document. A brief description of the approval process follows:~~

~~1. The approval process begins with the development and submission of a proposal to establish a teacher and/or educational leader preparation program.~~

~~2. Level I begins when this proposal is approved and culminates in the approval of Level II documents. Teacher and/or educational leader preparation programs may remain at Level I for one year. A one year extension is possible, with Board of Elementary and Secondary Education (BESE) approval. During Level I, teacher and/or educational leader preparation programs may admit candidates.~~

~~3. Level II begins upon approval of Level II documents developed during Level I and culminates with notification of eligibility for national accreditation. Teacher and/or educational leader preparation programs shall remain at Level II for one to three years. A one year extension is possible, with BESE approval. During Level II, teacher and/or educational leader preparation programs may recommend candidates for certification.~~

~~4. Level III begins with eligibility for national accreditation. Teacher and/or educational leader preparation programs must host a visit with a national accrediting agency within three years of eligibility. Level III culminates with national accreditation.~~

~~5. Level IV is full state approval. This level requires having met all state standards and having received national accreditation.~~

B. This bulletin establishes policies relative to the initial and ongoing approval of teacher and educational leader preparation programs relative to the following: ~~These policies provide direction to the Louisiana Department of Education (LDE) relative to the following:~~

1. the initial approval of a teacher and educational leader preparation program from which graduates or completers may be certified per Part XVI. Teacher Preparation/Certification/Evaluation: Bulletin 746, Louisiana Standards for State Certification of School Personnel, Chapter 2, Subchapter A;

2. the alignment of approved programs to updated certification and preparation requirements, including updates to state Birth to Five Learning and Development Standards and state academic content standards for elementary and secondary education, as appropriate and deemed necessary by BESE;

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

4. the fulfillment of all other obligations pursuant to federal and state law with respect to the initial and ongoing approval of teacher and educational leader preparation programs from which graduates or completers may be certified; and

5. the fulfillment of these duties and obligations in alignment with ~~without superseding~~ the Board of Regent's (BoR) constitutional authority to regulate public institutions of higher education.

The approval process begins with the development and submission of a proposal to establish a teacher and/or educational leader preparation program.			
Stage	Documentation	Duration	Action
Level I	Initial proposal is approved. Programs begin preparation of Level II documents.	Programs have one year to submit Level II documents. A one year extension is possible with prior approval by BESE.	The program may begin to admit candidates.
Level II	Level II documents approved. Programs prepare documentation and apply for national accreditation.	One to three years. A one-year extension is possible with prior approval by BESE.	Program may recommend candidates for certification.
Level III	Program is eligible for national accreditation. Program prepares for accreditation visit.	One to three years	Program must host a joint visit with a national accrediting agency and state representatives.
Level IV	Program receives national accreditation, meets all state standards, and receives full state approval.	For as long as the program maintains national accreditation and state approval.	Program follows national accrediting agency's guidelines.

B.C. Beginning December 1, 2017, a uniform process for initial and ongoing program approval that applies equally to university and non-university providers shall be used. A uniform quality rating system shall serve as the basis for renewal decisions.

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

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:.

§103. — National Accreditation Standards

A. ~~Accreditation standards established by a national accrediting agency, formally recognized by the U.S. Department of Education (USDOE) and the Council for Higher Education (CHEA) and recognized through a state partnership agreement must be met for national accreditation and for state approval of teacher and/or educational leader preparation programs.~~

B. ~~These standards focus on the overall quality of the professional education unit, with emphases on policies, procedures, candidates, assessment, field experiences, clinical practice, governance, administration, staffing, and resources.~~

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 30:2452 (November 2004), LR 35:2326 (November 2009).

§105. — State Adoption of National Accreditation Standards

A. ~~The state has adopted the standards prescribed by the National Council for the Accreditation of Teacher Education (NCATE). These standards are available on the NCATE website (www.ncate.org).~~

B. ~~The state has adopted the Teacher Education Accreditation Council's (TEAC) Principles and Standards. These principles and standards are available on the TEAC Web site (www.teac.org).~~

C. ~~In July 2013, NCATE and TEAC merged to become the Council for Accreditation of Educator Preparation (CAEP). The state has adopted the standards prescribed by CAEP. These standards are available on the CAEP website, www.caepnet.org.~~

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 28:1731 (August 2002), amended LR 30:2452 (November 2004), LR 35:2327 (November 2009), LR 40:1001 (May 2014), LR 42:

§107. ~~The Partnership Agreements~~

A. ~~In September 1999, BESE authorized Cecil J. Picard, State Superintendent of Education, to sign a five-year partnership agreement between the state and the NCATE to conduct joint state program approval and NCATE unit accreditation reviews. Implementation began in 2000 with visits to Louisiana institutions of higher education. In Fall 2004 the agreement was re-authorized for seven years. The NCATE/State Partnership Agreement formalizes current practice and provides the state greater input into the review process.~~

B. ~~In May 2009, BESE authorized Paul Pastorek, State Superintendent of Education, to sign the partnership agreement between the state and the Teacher Education Accreditation Council (TEAC) to conduct joint state program approval and TEAC Academic Audits. Implementation shall begin in Fall 2009 with academic audits at Louisiana institutions of higher education. The TEAC/State Partnership Agreement formalizes the TEAC accreditation process and provides the state greater input into the review process.~~

C. ~~In July 2013, NCATE and TEAC merged to form the Council for Accreditation of Educator Preparation (CAEP). In January 2014, BESE authorized John White, state superintendent of education, to sign a seven-year partnership agreement between the state and the Council for Accreditation of Educator Preparation to conduct joint state program approval and CAEP accreditation reviews. The CAEP/state partnership agreement formalizes current practice and provides the state greater input into the review process.~~

DA. ~~Teacher and/or educational leader preparation programs at public and private institutions of higher education must pursue accreditation by the Council for Accreditation of Educator Preparation (CAEP).~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1731 (August 2002), amended LR 30:2452 (November 2004), LR 35:2327 (November 2009), LR 40:1001 (May 2014), LR 43:

§109. ~~State Standards~~

A. ~~The Louisiana State Standards for Teachers are unique to Louisiana education initiatives.~~

B. ~~State standards must be met for state approval of teacher preparation programs.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1731 (August 2002), amended LR 30:2452 (November 2004), LR 35:2327 (November 2009).

Chapter 3. Initial State Approval for Public and Private Teacher or Educational Leader Preparation Units/Programs

§301. Process/Procedures [Formerly §201]

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

~~A.B. The Louisiana Department of Education (LDOE) LDE and the Board of Regents (BOR) staff shall reviews proposals from public and private, new or reinstated teacher or educational leader preparation units/pathways or programs for initial approval entry into Level I and Level I. When the application review is complete and the application is judged satisfactory recommended for approval, a recommendation is shall be made to BESE and, when applicable, BOR for initial approval to enter the appropriate level. Upon approval by BESE and, when applicable, BOR, the teacher or educational leader preparation program shall may begin admitting candidates to the teacher or educational leader program move to the appropriate level.~~

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

~~C.D. Public and out-of-state private institutions universities' must submit duplicate documents may be submitted to the BOR for program approval.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2452 (November 2004), amended LR 35:2327 (November 2009), LR 37:560 (February 2011), LR 43:

§303. Level-I Initial Approval
[Formerly §203]

A. Level-I Initial approval is entered granted upon approval by BESE and, when applicable BOR, through submission of a proposal submitted to the Department of Education's Division of Teacher Certification and Preparation LDE.

B. For Ppublic and private institutions of higher education, University and non-university providers seeking approval to offer a teacher or educational leader preparation program shall demonstrate eligibility by providing, at a minimum the proposal shall include the following items:

1. official declaration of intent in the form of a letter from the head of the institution or organization;
2. evidence of regional accreditation status (e.g., Southern Association of Colleges and Schools) for universities only;
3. a narrative that follows state approved guidelines, which are available from the Louisiana Department of Education or the Board of Regents. These guidelines include: evidence that the faculty who teach courses or provide direct coaching or support to teacher or educational leader candidates possess sufficient knowledge, skills, training, and expertise:
 - a. documentation describing general education classes (e.g., number of general education course hours by discipline and catalog course descriptions) according to Bulletin 746 and R.S. 17:7.1 and 7.2;
 - b. documentation describing certification areas to be offered, with required courses to meet state certification requirements, according to Bulletin 746 and R.S. 17:7.1 and 7.2;
 - c. evidence of collaboration with school systems, including a plan for development of an advisory board of community, system and university representatives. The written plan should describe how the council would be used and should name members and/or potential members;
 - d. evidence to show that the institution's governing structure shall endorse and financially support a teacher and/or educational leader preparation unit and programs (e.g., budget detail showing funding sources);
 - e. documentation showing expertise of individuals directed to guide the unit and its programs (e.g., vitae of the dean or chair, department heads, director of field experiences, faculty, etc.);
 - f. an articulation agreement to transfer credit hours with another Louisiana approved teacher and/or educational leader preparation institution that agrees to recommend the institution's candidates for certification, as needed, for continuous progress and program completion.
4. evidence to show that the institution's or organization's governing structure of the institution or organization endorses and financially supports a teacher or educational leader preparation unit and programs (e.g., full budget report for the implementation of programs, including internal and external sources of funding, and including both hard and soft monies);
5. evidence of an articulation agreement to transfer credit hours with another Louisiana-approved teacher or educational leader preparation institution that agrees to recommend the institution's candidates for certification, as needed, for continuous progress and program completion, or, for non-university providers, a plan to make students financially whole in the event of institution or program closure; and
6. a description of the provider's system for monitoring and evaluating its candidates, programs, operations, and the performance of its graduates. This description must reflect how the education unit or education program assesses programs, effectiveness, and candidates as well as how the provider provides follow-up data on its graduates.
7. if the provider is currently operating or has operated in Louisiana or any other state, evidence of program completers' teaching and/or leading effectiveness, including but not limited to principal survey results, state accountability system and evaluation results, and local assessment or evaluation results.

C. Upon BESE and BOR approval of the proposal, the institution is authorized, for a period of up to one year, to proceed with developing the teacher and/or educational leader preparation unit and programs identified in the proposal, and to admit candidates to programs. This does not authorize the recommendation of graduates for certification. In order to be eligible for recommended for BESE approval, teacher preparation programs must, at minimum:

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

a. In undergraduate programs offered by university providers, descriptions of coursework must include evidence of ample opportunity to develop content area mastery, instruments for assessing candidates' content knowledge, and procedures for

remediation, if necessary. For the purposes of initial approval, an academic major in the content area for secondary certification areas may be considered evidence of "ample opportunity."

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

2. Pursuant to La. R.S. 17:7.1.4(a)(b), teacher preparation programs shall include the minimum number of credit hours or equivalent contact hours in the teaching of reading and literacy as follows. The required courses or training shall develop and assess candidates' mastery of applicable literacy competencies, which are found in Bulletin 746, *Louisiana Standards for State Certification of School Personnel*.

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

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

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

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

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

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

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

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

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

D. The LDE shall utilize evaluation tools to conduct qualitative assessments of teacher and/or educational leader proposals to make initial approval recommendations. The evaluation tools must align to the requirements set forth in this bulletin, including, but not limited, to Louisiana State Standards for Teacher Preparation outlined in Chapter 2 of this bulletin.

E. External reviews of education programs by a team comprised of national consultants and Board of Regents and LDOE staff shall be conducted to ensure adherence to guidelines developed and approved by LDOE and the Board of Regents. Upon receipt, teacher 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. The institution must apply for Level II approval within one year, or receive a one-year extension of Level I from BESE to address unforeseen circumstances. Teacher 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 LDOE to the teacher 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 available 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 and/or educational leader providers ~~shall be notified in writing by BESE of the results of BESE's decision~~ of the decision. Notification will be sent in writing via a letter mailed US mail to the designated point of contact listed on the proposal.

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

2. If BESE does not grant initial approval of the proposed program, the teacher or educational leader provider is eligible to resubmit the proposal. Proposals that are not recommended by BESE for approval may 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 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 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 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 subchapter and in Part XVI. Teacher Preparation/Certification/Evaluation: Bulletin 746, *Louisiana Standards for State Certification of School Personnel*.

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:

§305. Level II Approval
{Formerly §205}

A. Level II authorizes the institution to recommend candidates for certification, and begins with the joint review by the Louisiana Department of Education and Board of Regents and approval by BESE of the following items submitted to the LDOE's Division of Teacher Certification and Preparation:

1. a narrative describing the missions of the institution and the teacher and/or educational leader preparation program, reflecting that the program is an integrated and integral part of the university. The narrative should specify beliefs that drive the institution and unit and may include the knowledge bases from which these beliefs developed;

2. a written description of the professional education unit or education program that is primarily responsible for the preparation of teachers and other professional education personnel. This may be a chart or a narrative that specifies all professional education programs offered by the institution and degrees awarded for each program, and an organizational chart showing the professional education unit's or education program's relationship to other administrative units within the institution;

3. evidence that a dean, director, or chair is officially designated to represent the education unit or education program and has been assigned authority and responsibility for its overall administration and operation (e.g., a job description for the head of the professional education unit or education program);

4. evidence of written policies and procedures that guide education unit or education program operation, including policies or procedures pertaining to candidates. This may be submitted as hard copy (e.g., catalogs, handbooks) or as instructions for accessing a website;

5. a description of the education unit's or education program's system of monitoring and evaluating its candidates, programs, operations, and the performance of its graduates. This shall reflect how the education unit or education program shall assess programs, unit effectiveness, and candidates as well as how the education unit or education program shall provide follow-up data on its graduates;

6. ~~instrument(s) for assessing candidates for admission to and exit from the teacher and/or educational leader preparation program. This would include requirements for entrance to teacher and/or educational leader preparation programs, through transition points, and for successful program completion as well as procedures for remediation, if necessary;~~

7. ~~full budget report for the implementation of programs, including internal and external sources of funding, and including both hard and soft monies.~~

B. ~~Level II must be completed within a period of one to three years. The BESE may grant only one extension, for a period of one year, when problems are identified that require solution prior to notification of intent to seek full state approval and national accreditation.~~

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 33:2607 (December 2007), LR 35:2328 (November 2009), LR 37:561 (February 2011).~~

§307. ~~Level III Approval~~ ~~[Formerly §207]~~

A. ~~Level III begins when the teacher and/or educational leader preparation program is notified by the accrediting agency that it is eligible for candidacy for national accreditation.~~

B. ~~A copy of the verification from the national accrediting agency must be submitted to the Louisiana Department of Education's Division of Teacher Certification and Preparation.~~

C. ~~Within three years or less from the time at which an institution is notified of eligibility for candidacy, the unit must host a joint visit with a national accreditation agency and state representatives (see guidelines provided by the state-approved national accrediting agency, identified in §107 of this document).~~

D. ~~The institution remains in Level III until the accreditation process is complete.~~

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 30:2454 (November 2004), amended LR 33:2608 (December 2007), LR 35:2328 (November 2009), LR 37:561 (February 2011), LR 40:1001 (May 2014).~~

§309. ~~Level IV Approval~~ ~~[Formerly §209]~~

A. ~~Level IV begins with notification of final accreditation by the national accrediting agency.~~

B. ~~The LDOE's division of teacher certification and preparation receives notification of accreditation of the teacher and/or educational leader preparation program by the national accrediting agency. The LDOE shall verify that the teacher and/or educational leader preparation program meets state standards and shall forward this information to BESE for final state approval.~~

C. ~~The BESE shall notify the institution of final state approval.~~

D. ~~The national accrediting agency defines the cycle for continued accreditation.~~

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 30:2454 (November 2004), amended LR 35:2328 (November 2009), LR 37:562 (February 2011).~~

Chapter 4. Teacher Preparation Program Accountability and Renewal of Teacher Preparation Program Approval

§11401. Programmatic Intervention-Ongoing Approval of Teacher Preparation Programs [Formerly §1101]

A. ~~In order to offer a state-approved teacher preparation program that allows teachers to become certified by the LDOE, public and private higher education institutions teacher preparation providers shall must follow the process/procedures detailed in Chapter 3 of this bulletin. Private providers wishing to offer a state-approved teacher preparation program must meet all requirements contained in the Program Standards and Approval Process for Private Providers document available from <http://www.teachlouisiana.net>. For continued state approval, public and private higher education institutions and private providers university and non-university providers must maintain effective ratings on the Louisiana Teacher Preparation Quality Rating System value-added assessment results at Level 3 or higher.~~

B. ~~The Louisiana Value Added Assessment of Teacher Preparation Programs (VAA TPP) assesses the impact of new teachers from specific teacher preparation programs on student achievement. Based on this assessment, teacher preparation programs are identified as Level 1 (program completers performing above experienced teachers), Level 2 (program completers performing similarly to experienced teachers), Level 3 (program completers performing similarly to new average teachers), Level 4 (program~~

completers performing more poorly than average new teachers) or Level 5 (program completers performing significantly more poorly than average new teachers). The VAA TPP has been developed and is supported by the BOR and BESE. The LDE shall annually produce and make publicly available a performance profile for each approved preparation provider that includes information at the pathway level, when applicable. The LDE shall biennially produce and make publically available a quality rating for each approved preparation provider at the pathway level, when applicable. A "pathway" is defined as the set of teacher preparation programs that are offered to undergraduate candidates and the set of teacher preparation programs that are offered to post-baccalaureate candidates.

~~C.1. — Any teacher preparation program that receives a Level 4 or 5 result in any content area shall immediately be assigned a designation of programmatic intervention. Programmatic intervention shall include a review of the existing program in that content area by a team composed of key personnel within the program, a nationally recognized expert from within or outside the state identified by the program provider and a content area specialist designated by the State Superintendent of Education. The review must be completed within one year of the Programmatic Intervention designation and be used to create a corrective action plan to address the needs. Subsequent to the review, the public or private higher education institution or private provider shall make a brief report to BESE that shall specify: Renewal decisions shall be made every two years during the first accountability cycle and shall be based on the quality rating produced biannually. Each teacher preparation provider that receives a quality rating of Level 3 or above shall move to a four-year accountability cycle for that pathway.~~

~~a. — the findings of the review;~~

~~b. — the corrective action plan;~~

~~c. — the time frame for implementation of the corrective action plan and when changes in their value added assessment results would be anticipated to occur based on these actions; time frames may vary depending on the program type;~~

~~d. — the institution's plan to assess implementation of the corrective action plan and what evidence shall be collected demonstrating impact on current teacher candidates.~~

~~D. — BESE shall conduct a progress review of any state approved teacher preparation program that fails to improve its value added assessment results to a Level 3 or higher within the BESE approved time frame identified in the corrective action plan. This progress review may result in an extended deadline for the teacher preparation program to improve its value added assessment results or loss of state approval. Any state approved teacher preparation program that loses state approval shall not be allowed to offer teacher preparation programs that result in certification in the content area(s) that received the Level 4 or 5. A value added assessment Level 4 or 5 in reading could impact state approval in multiple content areas. In order to re-establish state approval to certify teachers in the content area(s), public and private universities must follow the process/procedures developed by the BOR. Private providers wishing to re-establish state approval in content areas must follow guidelines developed by the DOE. Teacher preparation providers that do not maintain a quality rating of Level 3 or above on the Louisiana Teacher Preparation Quality Rating System and as reported in the biennial quality rating shall:~~

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

~~2. BESE shall review consider data outlined in from the improvement plan and the Louisiana Teacher Preparation Quality Rating System to inform required interventions, which shall include but are not limited to one or more of the following:~~

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

~~b. designate program(s) as Low Performing and At Risk of Low Performance per the federal Higher Education Act;~~

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

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:754 (April 2010), amended LR 37:565 (February 2011), LR 43:

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

A. Per §101 of this bulletin, beginning December 1, 2017 the process for ongoing approval of teacher preparation programs shall be replaced with a uniform process that applies equally to university and non-university providers.

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

referred to as the Teacher Preparation Commission. The Teacher Preparation Research Consortium Commission shall convene beginning in the 2017-2018 academic year.

C. The 2017-2018 academic year shall be a research phase for the Teacher Preparation Quality Rating System. Performance measures and processes shall be piloted and studied. Evaluation tools, including a framework for the on-site review, shall be developed and reviewed by experts to ensure suitability for use in the Teacher Preparation Quality Ratings System. If produced, individual providers' performance profiles shall not be published.

D. Beginning with the 2018-2019 academic year, providers that do not participate in the quality rating system or any component thereof shall have their approval terminated.

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

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

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

H. Beginning winter 2019-2020, the LDE shall annually produce and make publicly available on its website a performance profile for each approved preparation provider. LDE shall biennially produce and make publicly available on its website a quality rating for each approved preparation provider. The quality rating shall not be used to make judgments about renewal of preparation program approval until winter 2023-2024.

I. Beginning with ratings assigned in winter 2023-2024, Louisiana Teacher Preparation Quality Rating System results shall serve as the basis for preparation program renewal. The renewal cycle shall be two years. The renewal cycle shall be four years for teacher preparation providers that receive a Level 3 or higher, contingent upon maintaining a Level 3 or higher as reported on the next performance profile.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43;

§405. Louisiana Teacher Preparation Quality Rating System

A. The Louisiana Teacher Preparation Quality Rating System shall serve as the basis for the renewal of teacher preparation program approval. The rating system shall:

1. Include multiple measures of preparation program success; and
2. Result in an annual report ("performance profile") for each approved provider at the pathway level, ~~where applicable.~~
3. Result in a biennial rating ("quality rating") for each approved provider at the pathway level, ~~where applicable.~~
 - a. The ratings shall be:

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

B. The Louisiana Teacher Preparation Quality Rating System shall include but not be limited to the following domains:

1. Preparation Program Experience, as measured by on-site reviews of each teacher preparation provider. The on-site review shall be conducted at the provider level and shall result in one rating for each pathway, ~~where applicable.~~ The on-site review shall also include reporting at the program level, when appropriate. An on-site review shall be conducted once per renewal cycle. Providers participating in a two-year renewal cycle shall be reviewed every other year; providers participating in a four-year renewal cycle shall be reviewed once during the four-year cycle. The biennial quality rating shall reflect the most recently issued on-site review rating. When logistically and fiscally feasible and appropriate, the provider may request the specific years and semesters during which the on-site review is conducted. Such requests must be submitted to the LDE no less than one year before the renewal period begins.

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

2. Meeting Educator Workforce Needs, as measured by the percentage of program completers in high-need certification areas and/or the percentage of residents placed in high-need schools.

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

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

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

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

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

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

3. Teacher Quality

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

b. The Teacher Quality domain shall undergo a research phase during which such measures are developed and tested in consultation with the BOR and K-12 and higher education experts the Teacher Preparation Commission. By fall 2018, the LDE shall recommend such measures to BESE, if appropriate and as recommended by the Teacher Preparation Commission.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 43:

§407. Quality Rating Calculation

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

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

1. Preparation Program Experience shall be weighted at 50 percent

2. Meeting Educator Workforce Needs shall be weighted at 25 percent

3. Teacher Quality shall be weighted at 25 percent

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

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

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

E. The Preparation Program Experience score shall be determined by the on-site review rating.

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

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

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

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

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

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 42:.

§409. Performance Profiles

A. The LDE shall develop and make publicly available a performance profile for each approved preparation provider beginning winter 2019-2020, and every winter thereafter. The performance profile shall include a quality rating as provided for in §405, including the scores and measures contributing to that quality rating, and informational metrics as provided for in §411.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 43:.

§411. Informational Metrics

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 43:.

§413. Reporting for the Accountability System

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

Data Categories	Data Elements
<u>Candidate and Graduate Biographical and Program Data</u>	<u>Name</u>
	<u>Birthdate</u>
	<u>Social Security Number</u>
	<u>Gender</u>
	<u>Race/Ethnicity</u>
	<u>Institution name</u>
	<u>Program type (e.g., undergraduate, post-baccalaureate; certification-only, MAT)</u>
	<u>Student category(candidate or graduate)</u>
	<u>Date candidate admitted to program</u>
	<u>Date candidate graduated or completed program</u>
	<u>Number of candidates who dropped from program during most recent academic year</u>
<u>Candidate Admissions and Test Data</u>	<u>Certification area(s)</u>
	<u>Certification code(s)</u>
	<u>GPA when admitted to program</u>
	<u>High school GPA</u>
	<u>ACT or SAT score</u>
	<u>Date ACT or SAT was taken</u>
	<u>Highest post-baccalaureate degree achieved</u>
	<u>GRE score</u>
	<u>Praxis tests taken</u>
	<u>Praxis scores</u>
<u>Graduates' Completion Data</u>	<u>TEACH Grant recipient status</u>
	<u>TOPS Award Recipient Status</u>
	<u>Observation scores used to make certification recommendations</u>
	<u>Grade Point Average at program completion</u>

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

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

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 43:.

§415. Data Verification, Appeals, and Waivers

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

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

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

3. A waiver is a temporary withholding of accountability decisions or required components of the quality rating system for no more than one accountability year. The waiver procedure is created to address issues when the literal application of program

accountability or program renewal policy does not consider certain unforeseen circumstances. Waivers shall be denied to aggrieved parties attempting to subvert the intent of provisions outlined in federal or state law or policy.

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

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

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

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

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

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 43:.

Chapter 5. State Approval for Non-University Private Provider and/or Educational Leader Preparation Programs

§501. Process/Procedures

A. In-state and out-of-state non-university private providers seeking state approval may submit proposals to the Louisiana Department of Education for a practitioner teacher program, certification-only alternate teacher program, educational leader practitioner program, and early childhood ancillary certificate program that leads to Louisiana licensure as a teacher or educational leader.

B. Proposals must be submitted using the private provider application packet available at www.teachlouisiana.net and must include the following:

1. cover page signed by the program director;
2. program overview briefly describing the program, including goals of the program and the design to accomplish the goals;
3. documentation of collaborative agreements with school systems/charter schools to develop and implement the program, provide mentoring for candidates and improve the program once implemented;
4. a description of the process used to recruit, screen and select outstanding candidates and support program completers;
5. evidence that the curriculum is aligned to the requirements set forth in *Bulletin 746—Louisiana Standards for State Certification of School Personnel*;
6. measurable objectives that clearly identify the most critical competencies candidates shall demonstrate and a description of instruments and processes used to assess performance;
7. a list of proposed resources and materials;
8. names and credentials of staff, including curriculum vitae of key personnel;
9. an audited financial statement. If one is not currently available, then the applicant must submit a written assurance that one shall be provided within the first year of the program. Additionally, the proposal should delineate any costs to individual program participants and procedures for handling of all fees.

C. Private providers are limited to the submission of one proposal every 12 months. The 12-month cycle begins on the date that the proposal is received by the Louisiana Department of Education.

D. Private providers with programs established in other states must provide verification that their teacher preparation or educational leader programs are approved in the states in which they operate. In addition, the following data must be provided:

1. number of program completers;

2. ~~certification areas approved and offered in other states;~~
3. ~~letters of references from employing school systems; and~~
4. ~~teacher effectiveness data, if available.~~

~~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 37:562 (February 2011), amended LR 41:918 (May 2015).~~

§503. ~~Preliminary Review~~

~~A. Upon receipt, program proposals shall undergo a preliminary review by the LDOE for completeness. Programs that meet all initial submission requirements shall undergo the evaluation process by an external and internal team. Programs that don't meet all initial submission requirements shall receive a notice of pending denial. Applicants shall have seven days to provide the required material.~~

~~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 37:562 (February 2011).~~

§505. ~~Evaluation Process~~

~~A. A panel of internal and external reviewers shall evaluate written proposals to ensure they meet professional, state and national standards for quality and state certification policy.~~

~~B. An interview with the program provider and collaborators involved in the development and design of the program shall be conducted within 30 days of the receipt of the proposal.~~

~~C. Recommendations relative to approval of the proposal shall be sent by the LDOE to the provider. Program proposal recommendations shall be categorized as follows: recommended for approval, recommended for approval with stipulations, or not recommended for approval.~~

~~1. Recommended for Approval~~

~~a. A proposal that is recommended for approval meets all structural and policy requirements according to the program proposal guidelines and does not require any revisions or additional clarification.~~

~~b. Programs categorized as recommended for approval are recommended for provisional two-year approval at the next available BESE meeting.~~

~~2. Recommended for Approval with Stipulations~~

~~a. A proposal that is recommended for approval with stipulations is one that generally meets all structural and policy requirements according to the program proposal guidelines but does require additional clarification and adjustments.~~

~~b. Proposal shall only be recommended for provisional two-year approval at the next available BESE meeting when the LDOE has determined that all stipulations identified by the review team have been addressed.~~

~~c. A listing of the stipulations identified by the review team and evidence that each one has been addressed shall be provided to the board and included with the recommendation for approval.~~

~~3. Not Recommended for Approval~~

~~a. A proposal that is not recommended for approval is one that does not meet the policy or structural requirements according to the program proposal guidelines in significant ways and is in need of major program redesign.~~

~~b. Providers that are not recommended for approval may resubmit redesigned proposals to the department for reconsideration.~~

~~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 37:562 (February 2011).~~

§507. ~~Board Approval~~

~~A. Programs recommended for approval by the review team or programs that have successfully addressed all stipulations identified by the review team are recommended for provisional two-year approval at the next available BESE meeting.~~

~~B. Once BESE has granted provisional two-year approval of the program, the provider is authorized, for a period of up to two years to proceed with developing the teacher and/or educational leader preparation programs identified in the proposal, admit candidates to the program and recommend completers for certification.~~

~~C. After one year of implementation of the program, an on-site monitoring visit shall be conducted by the LDOE to ensure compliance with policy and quality of delivery. A report of the monitoring visit shall be presented to BESE.~~

D. For state approval beyond the provisional two years, private providers must maintain value added assessment results at Level 3 or higher as described in Chapter 11.

~~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 37:563 (February 2011).~~

§509. ~~Board Denial~~

~~A. If a program recommended by the department is not approved by BESE, the provider shall be notified of the denial in a formal letter. The provider shall be allowed one additional opportunity to resubmit a redesigned proposal to the LDOE according to the 12 month submission cycle.~~

~~B. Redesignated programs that are denied by BESE for a second time, may not re-apply until two years after the date of the program's original application.~~

~~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 37:563 (February 2011).~~

Chapter 7. Louisiana State Standards for Teacher~~Educator~~ Preparation Programs

§741. Introduction

A. ...

B. Current approved preparation providers must demonstrate alignment of approved traditional and alternate programs to the program requirements described in this subchapter and be approved by BESE before July 1, 2018. Providers shall seek approval by submitting assurances or, if seeking to offer an innovative model as described in §743 of this bulletin, by submitting an innovative design application. The LDE shall publish the assurances and the innovative design application on the LDE website in fall 2017.

C. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1790 (October 2006), amended LR 34:1387 (July 2008), LR 35:1477 (August 2009), LR 36:2261, 2263 (October 2010), LR 37:549, 558 (February 2011), LR 37:3208 (November 2011), LR 39:1460 (June 2013), LR 40:276 (February 2014), LR 41:644 (April 2015), LR 41:1269 (July 2015), LR 43:

§743. Minimum Requirements for Traditional Teacher Preparation Programs

A. — C.2. ...

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

a. Beginning July 1, 2018, candidates must hold a valid Resident Teacher Certificate in order to be placed in a one-year residency.

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

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

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

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

a. instructional goal-setting and planning, including Individual Education Plan (IEP) and Individual Accommodations Plan (IAP) review and implementation;

b. classroom teaching;

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

d. parent-teacher conferences and communication; and

e. interactions and collaboration with other teachers.

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

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

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

D. — E. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1790 (October 2006), amended LR 34:1387 (July 2008), LR 35:1477 (August 2009), LR 36:2261, 2263 (October 2010), LR 37:549, 558 (February 2011), LR 37:3208 (November 2011), LR 39:1460 (June 2013), LR 40:276 (February 2014), LR 41:644 (April 2015), LR 41:1269 (July 2015), LR 43:.

§745. Minimum Requirements for Alternate Teacher Preparation Programs

A. - D.2.e. ...

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

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

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

4.5. Practitioner teacher programs shall require candidates to complete the residency as a teacher of record. Candidates must hold a valid Practitioner Teacher License pursuant to Bulletin 746.

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

a. - F.3. ...

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

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