

*Louisiana's*

# COMPREHENSIVE LITERACY PLAN



2020

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## INTRODUCTION

Literacy is among the most powerful predictors of school and life success. [Believing that Louisiana's students are as smart and capable as any in America](#), the Louisiana State Department of Education's (LDOE) vision is to set high expectations for all students putting every child on the path toward a college degree or professional diploma. To achieve that vision, the state is focusing substantial efforts and resources to provide young learners and school age students with opportunities to develop reading and writing skills that will enable them to be successful in school from the beginning.

*Louisiana's Comprehensive Literacy Plan* (2019) builds on the previous edition to include new and updated tools and evidence-based practices to advance literacy instruction and learning for all children, birth through grade 12. ***Louisiana's Comprehensive Literacy Plan* represents a clear course of action for a concrete and comprehensive approach with the goal of ensuring Louisiana's students meet the literacy expectations set forth in the Louisiana State Standards that will prepare them to enter the workforce ready to succeed.**

Louisiana's strategy for achieving this goal is grounded across three areas - **Curriculum, Assessment, and Professional Development**. Together with support of the LDOE, local programs do their part in achieving this goal for early childhood through grade 12 by:

- implementing high-quality, evidence-based curriculum aligned with the standards;
- using standards aligned assessments and real time data for decision-making; and
- choosing professional development opportunities that align to standards, curriculum and areas for improvement.

*Louisiana's Comprehensive Literacy Plan* recognizes that literacy is a continuous developmental progression from birth through at least high school. To support transitions for students at critical times (e.g. transition from PreK to kindergarten, elementary to middle/high school, etc.), the plan is comprised of three levels to draw attention to the different emphases in each level:

- Birth to Five section: Focuses on emergent literacy
- K-5 section: Focus on formal literacy instruction
- Middle/High School section: Focuses on meeting the challenges of advanced text across content areas

Although the plan is presented in three levels, many schools serve grades from more than one level requiring consideration of literacy instruction from a multi-level perspective.

Recognizing that diversity among individuals is the norm, *Louisiana's Comprehensive Literacy Plan* is grounded in evidence-based strategies and best practices designed to meet the needs of all learners including English Learners (EL) and students with disabilities. For consistency and continuity, each level of the plan is comprised of three components:

- Standards and curriculum
- Assessment
- Professional Development

Each level contains a concise descriptive narrative and an Implementation Guide in tables that include action steps organized into a cyclical progression: **Plan > Implement > Examine and Reflect**. These action steps offer suggestions for implementing evidence-based literacy practices as well as other effective operational practices that programs can incorporate into a school or system-wide model for improving literacy outcomes. The school principal or site leader identifies a person or team of people to oversee and guide implementation of specific action steps.



In the immediate response to school closures in March 2020, the Department provided a suite of [Academic Resources](#), which included [weekly plans for K-2 Literacy Support](#). In anticipation of school facility closures or modified operations in the coming year, the Department will focus on ensuring that school systems are prepared for a [strong start to the 2020-2021 academic year](#) with strong academic plans adapted to meet new academic and operational demands. Integral to the Department's [guidance](#) is ensuring that unfinished learning plans are grounded in current [high-quality curricula](#) and that distance learning remain teacher-led with students hearing from teachers and receiving feedback on their work.

## COMPONENTS

*Louisiana's Comprehensive Literacy Plan* describes 3 interconnected components important to improving literacy for all children and to teachers implementing high-quality literacy instruction.

The 3 components are:



### **STANDARDS & CURRICULUM**

Implementing curriculum utilizing evidence-based practices to help students meet the Louisiana State Standards

### **ASSESSMENT**

Identifying and using assessment to support literacy development

### **PROFESSIONAL DEVELOPMENT**

Providing learning opportunities, resources, and support to improve teacher practice

**LOUISIANA'S COMPREHENSIVE BIRTH TO FIVE LITERACY PLAN**



## STANDARDS & CURRICULUM

Evidence-based research identifies key skills in an early literacy curriculum essential for all young children – oral language development, understanding of alphabetic code, and knowledge and understanding of print and its use. Early learning standards reinforce these skills and the potential for learning and growth during the infant to preschool years and are an essential element of *Louisiana's Comprehensive Literacy Plan*. [Louisiana's Birth to Five Early Learning and Development Standards \(ELDS\)](#) focus on young children's physical, social-emotional, and cognitive development, but more importantly, they also serve as a framework to support language and literacy development. Louisiana's ELDS are articulated with the state's K-12 programs to ensure consistency and continuity with overall literacy goals.

Louisiana launched the [Instructional Materials Reviews \(IMR\)](#) of curriculum resources designed specifically for early learning centers (e.g. programs serving children age birth to five). Modeled after the state's K-12 review process, [Infant and Toddler](#) and [Three-and-Four-Year-Old](#) curriculum are reviewed to determine the alignment with the state's ELDS. Curriculum are evaluated based on

- alignment to the ELDS and appropriateness for the ages and abilities of all children with strategies to differentiate instruction based on their needs;
- culturally sensitive activities and experiences that build children's background knowledge and understanding of key learning concepts;
- meeting children's learning needs through flexible routines, transitions, materials, and meaningful experiences designed to promote problem-solving, persistence and self-regulation; and
- timely and appropriate assessment.

Early learning programs, particularly those serving the state's most vulnerable populations, now have access to a menu of high-quality [\(Tier I\)](#) curriculum options. These curricular resources provide a solid foundation for language and literacy skills based on developmental/age-appropriate, evidence-based literacy practices that help children

- comprehend and use increasingly complex and varied vocabulary through read-alouds, and language-rich interactive experiences, activating prior knowledge and questioning;
- demonstrate an understanding of segments of sounds in words (words, syllables, phonemes), manipulate these segments, link sounds to letters (with support);
- comprehend stories and information from books and other print materials through summaries, retelling, and re-enacting (role-playing); and
- develop familiarity with writing implements, conventions and emerging skills to communicate through written representations, symbols and letters for a variety of purposes.

### [Support for Selecting and Implementing a High-Quality Curriculum:](#)

Louisiana's Act 3 legislation paved the way to support quality improvements for [publicly-funded early learning programs](#) (i.e. those serving at-risk populations) via a variety of mechanisms including the implementation of quality curriculum. The legislation requires that these programs receive a [Performance Profile](#) rating which includes an informational metric on the quality of curriculum used. Information from the Profiles is available to families, early childhood stakeholder groups, legislators, and the public which has served as an incentive for programs to choose a Tier I rated curriculum. To support language and literacy development, early learning programs are encouraged to take advantage of supports to help secure a Tier I curriculum as well as resources for effective practices in implementing a quality curriculum. Local staff, including [Teacher Leaders](#), as well as curriculum vendors offer opportunities for training on selected curriculum.

**ACTION**

PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>Assess awareness of staff to determine their familiarity with the <a href="#">Louisiana's Birth to Five Early Learning and Development Standards (ELDS)</a></li> <li>Identify curriculum capacity/needs utilizing feedback from administrators and educators; identify teacher understanding of evidence-based practices</li> <li>Review <a href="#">LDOE Guidance for Selecting a Curriculum</a></li> <li>Become familiar with opportunities to purchase curriculum such as through the LDOE <a href="#">Early Childhood Curriculum Initiative</a> available to Type III licensed child care centers (i.e. centers that receive public funding by participating in the <a href="#">Child Care Assistance Program - CCAP</a> which subsidizes tuition for low income families)</li> <li>Identify Teacher Leaders who can assist with curriculum implementation</li> <li>Explore opportunities for funding support through the state's <a href="#">Preschool Expansion Grant</a> as well as other public PreK program funds to purchase a curriculum</li> <li>Select and purchase a <a href="#">Tier I Curriculum</a> best suited for the needs of the program; curriculum choice is reported to LDOE for Performance Profile rating</li> <li>Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation)</li> <li>Develop an information plan to disseminate information on the curriculum and opportunities for ongoing engagement to families outlining opportunities for them to be involved in promoting their child's language and literacy development</li> <li>Develop a training plan for ensuring staff are adequately trained on the curriculum and its implementation</li> </ul>	<ul style="list-style-type: none"> <li>Train all staff on the ELDS as well as the chosen curriculum either through vendor options or through curriculum training offered by Child Care Resource &amp; Referral Agencies staff (available to Type III centers and Head Start/Early Head Start programs)</li> <li>Train staff on linkages between the curriculum and the <a href="#">Classroom Assessment Scoring System (CLASS)</a> to maximize quality interactions that support children's language development</li> <li>Provide teachers with information on strong to moderate evidence-based literacy strategies and where they exist in their curriculum</li> <li>Work with teachers to create a cross-walk between the curriculum and GOLD© (or the state-approved alternate assessment) in order to upload curriculum assessment documentation</li> <li>Monitor teacher's progress in utilizing the curriculum; are they:</li> <li>Provide repeated read-alouds and engaging in high-quality interactions such as those indicated by the <a href="#">Classroom Assessment Scoring System (CLASS)</a></li> <li>Prompt children's thinking through interactive literacy experiences and thought provoking questioning</li> <li>Provide intentional opportunities to support children's phonological awareness</li> <li>Ensure children have opportunities to write for a variety of purposes?</li> <li>Use consistent instructional practices across classrooms</li> <li>Use a pre-teaching model to improve literacy skills</li> <li>Establish environments that support individual, small group and whole group learning (where applicable)</li> <li>Teacher Leaders support curriculum implementation</li> </ul>	<ul style="list-style-type: none"> <li>Use data from monitoring of curriculum implementation to determine if: additional professional development/support is needed, more resources are required, and whether there are unforeseen barriers to implementation; if so, then develop plans for their provision</li> <li>Utilize the LDOE <a href="#">Curriculum Implementation Scale</a></li> <li>Survey teachers to determine perceptions of their efficacy in implementing evidence-based language and literacy practices (what impacted children's learning and growth and what did not) and whether or not they feel they need additional training/support and/or materials</li> <li>Analyze and reflect on assessment data at each of the 3 Checkpoint periods; consider how to make adjustments within the curriculum activities based on the assessment data</li> <li>Explore needs for coaching support enlisting help of curriculum specialists, etc. to support improved literacy instruction</li> <li>Routinely share children's language and literacy assessment information with families</li> <li>Evaluate impact of literacy focused family engagement opportunities and plan for improvement for subsequent years</li> </ul>

**ACTION**

PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>Review options for professional development on specific curriculum through the <a href="#">PD Vendor Course Catalog</a></li> </ul>	<ul style="list-style-type: none"> <li>Organize classrooms and learning environments that exhibit order, safety, and clear routines so that children are not distracted or spend excessive time in transitions</li> <li>Have well-organized classrooms with access to high-quality materials</li> <li>Increase availability and use of a rich variety of objects and materials (e.g. books, literacy materials and props, technology, manipulatives, etc.) in classrooms</li> <li>Ensure families know that standards exist across PreK-3rd grade and understand how they are used in schools and early childhood programs</li> <li>Provide staff and families with information and resources on children's literacy development such as those through Center for Early Literacy Learning (CELL): <a href="http://www.earlyliteracylearning.org/ta_pract_tools1.php">http://www.earlyliteracylearning.org/ta_pract_tools1.php</a></li> <li>Offer opportunities for families to participate in literacy events/activities (e.g. Family Literacy nights, workshops, etc.)</li> </ul>	

## ASSESSMENT: CHILD ASSESSMENT AND PROGRAM ASSESSMENT

### CHILD ASSESSMENT

Louisiana's early learning programs rely on performance or observation-based assessment of children's language and literacy development. This ongoing process of gathering evidence that documents a child's language and literacy development allows a teacher to measure and monitor children's progress in the context of daily interactions and activities. Assessment data are gathered during activities and periods that occur naturally within the daily schedule or by structuring an activity with the intent of gathering information about the child's knowledge or level of development.

Louisiana uses **GOLD®** (Teaching Strategies) as the mechanism for implementing observation-based assessments for early learning programs serving publicly-funded children. The **evidence-based assessment** is highly aligned to the **Louisiana Birth to Five Early Learning and Development Standards** (i.e. ~98%), and the tool is designed to help teachers recognize children's strengths along a developmental continuum making it invaluable at assessing children with disabilities and those learning English. At 3 critical "Checkpoint" periods (End of October, February and May) teachers evaluate assessment documentation to determine children's skill levels. **Performance Profiles** for each site contain a rating (i.e. one to three stars) on how many publicly-funded children are assessed using the tool. Public school PreK programs can set Language/Literacy **Student Learning Targets (SLTs)** for their classes based on GOLD® assessment findings. Local Education Agencies (LEAs) may utilize the **GOLD® Kindergarten Entry Assessment Survey** as its Kindergarten Entry Assessment, and assessment data from the Prekindergarten year can be shared with Kindergarten teachers as children transition to the next grade.

#### **Support for Implementing a Quality Child Assessment:**

Louisiana has made significant investment in ensuring that early learning programs have access to a quality assessment based on objectives for development and learning that are most predictive of school success. The state provides funding for the assessment for all publicly-funded children, and programs have the ability to purchase child portfolios for children who do not qualify for public funding at the state's reduced cost.

Trainers in each Early Childhood Community Network provide training as well as guidance on utilizing GOLD® efficiently and effectively. Teachers and administrators have access to a variety of professional development resources such as the *On-line Basic Training* course and the *Inter-Rater Reliability Certification Course*.

**NOTE:** In 2017, the platform for GOLD® shifted to **MyTeachingStrategies**. This upgrade streamlines and simplifies the assessment process. Teachers and administrators receive e-mail updates on the changes, access to orientation webinars, a preview environment, and Q&A webinars. Teacher Leader Collaboratives and the Teacher Leader Summit are additional venues for training and support on the new platform.

## PROGRAM ASSESSMENT

Louisiana implements a comprehensive assessment system also using the [Classroom Assessment Scoring System \(CLASS\)](#) observation tool (Toddler and PreK levels) to gauge the overall quality of instruction and interactions. These interactions are the key lever to supporting children's language and literacy development. Research on the tool has shown that programs with higher CLASS scores result in better developmental and academic child outcomes (See [Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning](#)). It is effective in the regular education setting as well as in settings for [Dual Language Learners and in those serving children with disabilities](#).

Results of these assessments can be used to improve teacher proficiencies, set goals for program improvement, and highlight areas where teachers need additional coaching support. Lead Agencies in Early Childhood Networks ensure that CLASS observations are conducted twice each year for all toddler and pre-K classrooms in publicly-funded programs and that teachers receive observation feedback. The [Guide to Success for Early Childhood Community Network Lead Agencies](#) provides guidance on this process. Results of CLASS observations form the basis for program ratings on its [Performance Profile](#).

In an effort to make informed decisions on bridging the state's birth to five accountability system with the 3-12<sup>th</sup> grade system, the state is using of the K-3 CLASS tool. Participating LEAs may opt to replace observations based on the state's [Compass Teacher Evaluation System](#) in order to use CLASS which is more sensitive to classroom interactions and instruction at younger age levels. Additionally, a cadre of observers were trained on the Infant level tool.

### **Support for Implementing Quality Program Assessments:**

Programs and Early Childhood Community Networks have received the advantage of the state's significant investments in using the CLASS tool:

- Training opportunities (e.g. *Introduction to CLASS* and *Looking at CLASSrooms, Infant/Toddler/PreK Observer Training*)
- [LDOE CLASS Resources](#)
- Funding for local observer and third-party observations
- Opportunities to access resources designed to help programs improve teacher effectiveness in providing high-quality classroom interactions through [My Teaching Partner Coaching \(MTP\)](#), [Making the Most of Classroom Interactions \(MMCI\)](#), [MyTeachstone](#) and
- Coaching and feedback support offered through local staff and/or Child Care Resource and Referral Agencies

**CHILD ASSESSMENT**

**ACTION**

PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>• Conduct a needs assessment to determine staff training needs</li> <li>• Create an assessment training plan that includes training on GOLD® and using assessment data to monitor children's progress and plan for instruction</li> <li>• Set timelines for teachers to complete the GOLD® Reliability Certification Course and/or training on the <a href="#">MyTeachingStrategies</a> platform (including timelines and strategies for monitoring completion rates); assess staff access to and proficiency in using technology</li> <li>• Develop a scope and sequence timeline for assessing each of the GOLD® Objectives across each of the 3 Checkpoint periods</li> <li>• Develop a plan for monitoring teacher progress toward collecting assessment documentation and finalizing Checkpoints using GOLD® reporting features (e.g. Documentation Report)</li> <li>• (Public PreK Programs only) Set schedule to meet with teachers to create <a href="#">Teacher Student Learning Targets</a></li> <li>• Create a plan for disseminating child assessment results to families (including timelines and approaches)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training for new staff and access to supports on using GOLD® through the <a href="#">MyTeachingStrategies</a> platform</li> <li>• Monitor progress toward completion of training including the GOLD® Reliability Certification Course</li> <li>• Assess children using the scope and sequence timelines for each of the GOLD® objectives</li> <li>• Track teacher progress in collecting assessment documentation and finalizing Checkpoints</li> <li>• Use GOLD® to identify children who need extra help and connect them with support services and supplemental instruction</li> <li>• Analyze assessment data to understand children's progress toward meeting language and literacy goals; (for Public PreK only) monitor progress toward meeting Teacher Student Learning Targets</li> <li>• Use GOLD® data to improve the quality of classrooms and to differentiate instruction</li> <li>• Share child profile reports with families; class profile reports are used for planning, grouping, tailoring instruction to meet the needs of individual children, and improving teaching practices</li> <li>• Give families access in their native language to data about their own child, classrooms and programs/schools.</li> <li>• Support families in understanding the data available and how to use it to support their child's learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on progress toward meeting training goals and staff proficiency in administering GOLD® and utilizing assessment results</li> <li>• Reflect on and analyze assessment data to make adjustments to the curriculum and activities; (Public PreK Only) evaluate data related to <a href="#">Teacher Student Learning Targets</a></li> <li>• Utilize class and program reports to make decisions on program improvements and additional needs for staff support</li> <li>• Reflect on assessment successes and challenges for the purpose of improving outcomes across all programs in the community</li> <li>• Evaluate processes for sharing assessment information with families and make adjustments as needed</li> </ul>

**PROGRAM ASSESSMENT**

PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>Plan for two <i>CLASS</i> observations with other Early Childhood Community Network stakeholders; ensure the Early Childhood Community Network has a sufficient cadre' of reliable observers</li> <li>Create a plan for training all staff on <i>CLASS</i> (e.g. Introduction to <i>CLASS</i>, Looking at <i>CLASS</i>rooms, MMCI, etc.)</li> <li>Create a plan for providing feedback (inclusive of local and third party evaluations) and need for coaching support following <i>CLASS</i> observations</li> <li>Administrators learn about evidence-based practices for <a href="#">implementing effective classroom observations</a></li> </ul>	<ul style="list-style-type: none"> <li>Staff trained on <i>CLASS</i>; includes coverage on the impact that classroom interactions have on children's language and literacy development</li> <li>Access and utilize <a href="#">LDOE CLASS Resources</a></li> <li>Schedule and conduct local <i>CLASS</i> observations and report results</li> <li>Utilize state-wide <i>CLASS</i> observation data to provide guidance and technical assistance to stakeholders in the Early Childhood Community Network</li> <li>Receive timely feedback on their <i>CLASS</i> observations along with additional training and support on areas needing improvement (e.g. coaching, participation in MMCI, MyTeaching Partner, etc.)</li> <li>Implement strategies for improvement based on feedback from <i>CLASS</i> observations</li> </ul>	<ul style="list-style-type: none"> <li>Analyze <i>CLASS</i> data to determine additional teacher support/training needs</li> <li>Share and analyze <i>CLASS</i> observation data to determine additional supports needed by individual programs</li> <li>Reflect on <i>CLASS</i> observation results and work with administrators and coaches to make improvements in providing high-quality interactions</li> <li>Analyze local and state-wide <i>CLASS</i> data for the purpose of making system improvements and adjustments in the Early Childhood accountability system</li> </ul>

## PROFESSIONAL DEVELOPMENT

High quality professional development – ongoing, organized around adult learning principles, and relevant to teachers' and caregivers' settings and situations – is critical for providing quality care to young children. Professional development involves systemic, sustainable, and positive changes in early childhood teachers' and caregivers' competencies to support children's early literacy development and later achievement. Those working with young children must have core content knowledge in these areas:

- Ages/stages of the language and literacy progression from birth
- Designing evidence-based experiences that promote language/literacy development through oral and written language, vocabulary development, phonological awareness, knowledge of letters, and print-related knowledge
- The importance of responsive interactions through supportive relationships with peers and adults
- Components of a high-quality literacy environment that engages children through appropriate materials and experiences

Professional growth is an ongoing process involving rigorous pre-service training and experiential opportunities, along with continued in-service professional development, including both formal professional development and job-embedded activities. Long-term professional growth requires sufficient resources and a collaborative, coordinated support system to sustain positive outcomes for children. Structures that support ongoing professional development provide and protect adequate time for teachers and caregivers to meet and collaborate regularly such as those outlined in [Participatory Adult Learning Strategy \(PALS\)](#). The benefits of participating in collaborative professional development and learning experiences include building shared knowledge, intellectual purpose, and collective responsibility for children's learning.

### **Support for Professional Development:**

Louisiana has long required [teacher certification](#) for its K-12 programs as well as [public and certain non-public school PreK programs](#). Prompted by Louisiana's Act 3 legislation, those working with the state's youngest learners (e.g. teachers in child care and Head Start/Early Head Start programs) now have opportunities to achieve a professional credential through the [Early Childhood Ancillary Certificate Program](#). By 2019, those employed in a Type III early learning center must possess an Ancillary Teaching Certificate. To ensure the quality of the professional development experience for candidates for the Ancillary Certificate, qualified providers can apply to become a [Board of Elementary and Secondary Education \(BESE\)-Approved Ancillary Certificate Program](#). Teachers participating in the Ancillary Certificate program have access to valuable resources such as School Readiness Tax Credits as well as financial support (e.g. Child Development Associate Credential Assessment Fee, administrative trainings, and tuition) through [Louisiana Pathways](#).

Additionally, Louisiana requires public and some non-public PreK programs (e.g. NSECD-Nonpublic School Early Childhood Development Program) to provide 18 hours per year of continued professional development experiences for its teachers. Teachers working in licensed child care centers and Head Start programs must complete training as required by [BESE Bulletin 137](#).

To support teachers in providing robust and effective language and literacy experiences for children, the Louisiana Department of Education (LDOE) has made available a variety of professional development experiences and resources for teachers and programs. These include:

PROFESSIONAL DEVELOPMENT RESOURCES	DESCRIPTION
<a href="#"><u>Louisiana Birth to Five Early Learning and Development Standards</u></a>	Teachers become familiar with the domains of children's development including Language and Literacy Development (a Udemy Course).
<a href="#"><u>Introduction to CLASS</u></a>	Teachers understand why effective interactions are so important for learning; (NOTE: was provided free of charge to programs for the first year of their participation in an Early Childhood Community Network).
<a href="#"><u>Looking at CLASSrooms</u></a>	Teachers become familiar with the individual Dimensions of CLASS through guided video observations that highlight exemplary interactions (NOTE: was provided free of charge to programs for the first year of their participation in an Early Childhood Community Network).
<a href="#"><u>GOLD® On-line Basic Course</u></a>	Teachers learn about objectives for Language and Literacy development and the progressions for that development across the ages of children in their program in this introduction to the GOLD® assessment system (NOTE: Available free of charge through a teacher's account).
<a href="#"><u>PD Vendor Course Catalog</u></a>	Program administrators access links to Professional Development Learning opportunities for Tier I Curriculum.
<a href="#"><u>GOLD® Inter-Rater Reliability Certification</u></a>	Teachers evaluate child portfolios against Master Coders to assist them in becoming reliable in appropriately assessing and assigning levels to children's language and literacy development (NOTE: Available free of charge through a teacher's account).
<a href="#"><u>PD Planning Guide</u></a>	Programs use the plan to create a strong plan for professional development.
<a href="#"><u>Teacher Leader Collaboratives and Teacher Leader Summit</u></a>	Teachers and early childhood supervisors/leaders attend collaborative meetings with their peers to learn about strategies and resources available that help them provide optimal learning experiences that support their children's language and literacy outcomes.
<a href="#"><u>Pre-K Through Third Grade Guidebook</u></a>	Guidance for providing shared curriculum and content-specific professional development across age/grade spans.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>• Complete Evidence-Based Literacy Practices Matrix (See Appendix A)</li> <li>• Early Childhood Community Network partners create a professional development structure (e.g. examine shared resources, explore funding options, collaborative opportunities, etc.)</li> <li>• Explore options for funding professional development (through Early Childhood Community Networks, Child Care Resource &amp; Referral Agencies, local/system/private funds, etc.)</li> <li>• Identify Teacher Leaders who can assist with professional development</li> <li>• Create a professional development plan (that includes coverage of evidence-based strategies) tailored to meet the needs of their staff; plans should include at a minimum: needs assessment, content to be covered, training timelines/staff availability, monitoring of progress and evaluating the quality of the professional development)</li> <li>• Plan for analysis and sharing of CLASS observation results and determine actionable steps for teacher improvement (e.g. coaching, MMCI, MTP, etc.)</li> <li>• Establish a structure for teachers to meet collaboratively for the purpose of sharing professional learning, examining evidence of children's progress, and planning instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Use results of Evidence-Based Literacy Practice Matrix (See Appendix A) to implement professional development</li> <li>• Collaboratively secure shared resources to provide professional development (e.g. funding, time and staff)</li> <li>• Receive training on the ELDS, curriculum, assessment, and evidence-based practices</li> <li>• Provide on-site support and training</li> <li>• Take advantage of resources provided by the LDOE</li> <li>• Schedule and track staff participation in professional development opportunities</li> <li>• Participate in on-going professional development as required by their programs or state guidelines (e.g. those seeking to achieve an Ancillary Certificate)</li> <li>• Schedule time for teachers to regularly collaborate with their peers to share professional learning, examine evidence of children's progress, and plan instruction (may include opportunities for teachers to meet with teachers of other age/grade levels to provide support for children's transitions)</li> <li>• Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies</li> <li>• Provide CLASS observation feedback to teachers and work together to plan next steps to improve their practice</li> <li>• Monitor progress toward teacher's completion of Ancillary Certificate (where applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Evidence-Based Literacy Practices Matrix (See Appendix A) to evaluate progress and plan for upcoming year</li> <li>• Review the impact of professional development using their professional development plan; reflect on what changes and adjustments are needed and what next steps should be taken</li> <li>• Regularly conduct needs assessments to determine what additional professional development is needed by the staff</li> <li>• Reflect on feedback from CLASS observation results, coaching/mentoring sessions e.g. such as <i>Making the Most of Classroom Interactions – MMCI</i>, etc.) and other professional development to make adjustments to their instruction and interactions; evaluate what support worked and what did not and what additional support they need</li> <li>• Evaluate the impact of collaborative meetings to determine any needed adjustments and if so, what actionable steps need to be taken</li> <li>• Work with administrators to plan for their continued professional development</li> </ul>

LOUISIANA'S COMPREHENSIVE KINDERGARTEN–5TH GRADE LITERACY PLAN



## STANDARDS & CURRICULUM

Early literacy is among the most powerful predictors of school and life success. [Believing that Louisiana's students are as smart and capable as any in America](#), the Louisiana State Department of Education's vision is to set high expectations for all students and put every child on the path toward a college degree or professional diploma. To achieve that vision, substantial efforts focus on providing young learners with reading and writing skills that will enable them to be successful in school from the beginning. Therefore, the most important goal of reading instruction in the elementary years is to help students gain the skills and knowledge they need to read grade-level text fluently and with good comprehension. Louisiana's Kindergarten to 5<sup>th</sup> Grade Literacy Plan represents a coherent approach to ensure all students develop skills and understandings necessary to meet the rigorous expectations described in the [K-12 Louisiana Student Standards for ELA](#). Strengthening this coherence is the alignment with the Four-Year-Old ELA section of the *Louisiana Birth to Five Early Learning and Development Standards* (ELDS) and the [K-12 ELA Louisiana Connectors](#) which are pathways, not separate standards, for English Learners (ELs) and students with significant disabilities to meet these standards.

To build the foundational literacy skills students need, the state will support educators in implementing curriculum and literacy development strategies anchored in evidence-based practices that help children

- develop awareness of the segments of sound in speech and how those sounds link to letters;
- decode words, analyze word parts, and write and recognize words;
- read connected text daily to support reading accuracy, fluency and comprehension;
- use effective reading comprehension strategies;
- develop academic language and vocabulary knowledge;
- identify and use organizational text structure; and
- participate in cooperative learning experiences to engage with text

### [Support for Selecting and Implementing High-quality Curriculum:](#)

Through the state's innovative [Instructional Materials Review](#) process, local school districts make informed decisions in selecting evidence-based instructional materials and resources aligned to the state standards. Curricula are evaluated on their ability to provide a strong foundation for development of language and literacy skills:

- Quality of texts (sufficient scope and quality to build independent reading of grade-level texts)
- Range of volume of texts reflecting distribution of text types and genres
- Instruction and diagnostic support of foundational skills (e.g. phonological awareness, phonics, vocabulary, fluency, etc.)
- Coherence of tasks to build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts
- Text-dependent questions
- Assessment opportunities to measure student progress
- Quality materials that include a variety of opportunities for students to listen, speak and write about their understanding or texts

Adoption of a high-quality curriculum (e.g. [Tier I](#)) is a first step for districts in ensuring students reach reading levels that meet or exceed the Standards. The LDOE has created a system of supports for teachers, administrators, district staff, and families to accomplish this goal. Districts are encouraged to take advantage of these resources located in the [District, Teacher and Family Support Toolboxes](#). Teachers have access to the LDOE [K-12 ELA Planning Resources](#) which offers an array of resources including [ELA Guidebooks 2.0](#). The ELA Guidebooks 2.0 is an ELA curriculum for whole-class instruction made by teachers for teachers and include units that help ensure all students can read, understand, and express their understanding of complex grade-level texts. These free-of-charge resources allow teachers to access units, books, additional texts, student materials, and training and can be used, adapted, and printed without any permission needed.

Louisiana is committed to ensuring that all learners—including English Learners (EL) and those with disabilities develop proficiency in the ELA Standards. Effective teachers at these grades implement [evidence-based academic content and literacy strategies](#) for EL:

- Teach academic vocabulary words across several days through varied instructional approaches
- Use informational text that includes academic vocabulary
- Choose a small set of academic vocabulary for in-depth instruction
- Utilize multiple modalities (reading, writing, speaking and listening)
- Teach word-learning strategies to help students determine word meanings

The LDOE [English Learner Program Handbook](#) supports the efforts of programs to assist EL to learn English while simultaneously meeting challenging state academic content and student Language and Literacy achievement standards. Louisiana is committed to identifying unique learning needs and implementing appropriate interventions for EL and students with disabilities at the earliest possible point in a student's academic career. [Student success](#) resources are available to educators to ensure that these students have access to aligned, high-quality instruction that supports their individual needs.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>Identify district curriculum needs utilizing feedback from administrators and educators</li> <li>Identify teacher understanding of evidence-based literacy practices</li> <li>Participate in selecting common curricula and assessments that address both academic skills and social-emotional well-being</li> <li>Conduct a class-level needs assessment to determine if supplemental literacy materials are needed</li> <li>Review effective practices for implementing curriculum through the <a href="#">Principal Support Tool Box</a></li> <li>Select and purchase an evidence-based curriculum best suited to meet the needs of the schools</li> <li>Plan for use of additional curricular resources such as <a href="#">ELA Guidebooks 2.0</a></li> <li>Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation)</li> <li>Schedule regular opportunities for teachers to meet collaboratively to discuss curriculum implementation and teaching strategies</li> <li>Review <a href="#">Vendor PD Course Catalog</a> and schedule professional development for all appropriate staff on evidence-based literacy practices and use of curriculum</li> <li>Develop an information plan to disseminate information to families including opportunities for them to be involved in promoting their child's language and literacy development (e.g. Family Literacy nights, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Train all staff on the selected curriculum and evidence-based literacy strategies</li> <li>Monitor curriculum implementation and use of evidence-based practices through formal and informal observations</li> <li>Provide coaching support and feedback to teachers based on observations</li> <li>Use consistent instructional strategies across classrooms</li> <li>Establish environments that support individual, small group, and whole group learning</li> <li>Organize classrooms and learning environments that exhibit order, safety, and clear routines so that students are not distracted or spend excessive time in transitions</li> <li>Have well-organized classrooms that exhibit clear routines and access to high-quality literacy materials that support diverse learning activities</li> <li>Increase availability and use of a rich variety of objects and materials (e.g. books, literacy materials and props, technology, manipulatives, etc.) in classrooms (PreK-3<sup>rd</sup>)</li> <li>Follow the curriculum pacing guide to ensure maximum exposure to key skills</li> <li>Scaffold and differentiate instruction and activities within the curriculum to address individual student learning needs; provide targeted instruction for those not progressing or failing to meet benchmark goals</li> <li>Offer ongoing opportunities for reading and writing which are integrated into all subjects</li> <li>Provide an assortment of reading/writing materials and activities covering a variety of topics; include multiple formats for reading texts (e.g. hard copy/computer-based, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the <a href="#">Curriculum Implementation Scale</a> and plan for adjustments to curriculum implementation as needed</li> <li>Assess whether teachers proactively address obstacles for implementing evidence-based practices and understand strategies for overcoming them</li> <li>Use data from monitoring findings to determine if additional professional development/support is needed and whether there are unforeseen barriers to implementation; if so, then develop plans for their provision</li> <li>Survey teachers to determine their perceptions of their efficacy in supporting student literacy development (what impacted learning/what did not; do they need additional training, support, or materials?)</li> <li>Assess other opportunities for students to read, write, speak, and listen (e.g. contests, debates, speeches, drama, etc.)</li> <li>Determine if there are innovative ways of celebrating student success not previously considered</li> <li>Evaluate effectiveness of teacher collaborative sessions and make adjustments as needed</li> <li>Evaluate impact of family engagement opportunities and plan for improvement in subsequent years</li> </ul>

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
	<ul style="list-style-type: none"> <li>• Intentionally model appropriate comprehension strategies and self-correction techniques</li> <li>• Offer daily opportunities for students to self-select books and other texts and to collaboratively engage with peers to discuss their learning</li> <li>• Meet regularly to collaborate and make adjustments to instruction based on student progress and for sharing strategies for supporting literacy development across content areas</li> <li>• Ensure families know that standards exist across PreK-3rd Grades and understand how they are used in schools</li> <li>• Inform families in their native language of student progress in literacy development</li> </ul>	

## ASSESSMENT

Great teaching begins with assessment. Louisiana's Kindergarten to 5<sup>th</sup> Grade Literacy Plan supports a comprehensive assessment system critical for effective school-level plans designed to help prevent reading difficulties in the elementary grades. In such a system, assessment has a specific purpose, such as alerting teachers to potential reading difficulties, diagnosis, and for placement considerations. Assessment helps teachers understand what students can do and guides their teaching to promote continued support for reading and writing proficiency. To have the most impact on student learning, assessment should be well planned and executed effectively. Assessment should be

- meaningful - aligned to the standards and state summative assessments;
- minimal - take as little time as possible away from learning;
- connected - easily to curriculum and day-to-day learning; and
- transparent - allow teachers to share a depth of understanding about the purpose and design.

To implement a comprehensive assessment system, both **formative** (to screen, progress monitor, and diagnose student needs to target instruction effectively) and **summative** assessments (measures how well students have learned or how well they have met performance standards) must be included. Formative assessments may include screening, diagnostic, and progress monitoring (e.g. curriculum-based and benchmark measures) all designed to measure skill mastery and guide teaching efforts. Summative assessments measure outcomes, and the results used to guide evaluation and progress of a school's literacy program. The state's [LEAP 360](#) formative assessment tool is designed to help teachers understand student performance and help administrators to identify where additional support is needed. In Louisiana, K-2nd grade classrooms currently do not participate in state-mandated summative assessments; although districts may opt to administer some form of summative assessment.

Key activities for such a comprehensive assessment system include

- creating a master schedule that specifies the timeframe for assessment administration (such as the LDE [Assessment Calendar](#));
- ensuring test materials and information are available to teachers and administrators in a timely manner;
- training all teachers or assessment team members on the assessment and test administration practices; and
- scoring assessments, entering, summarizing and analyzing data.

### Support for Implementing a Quality Assessments:

To support programs in making effective decisions, the LDE provides an array of assessment resources to help teachers and administrators understand levels of student proficiency in literacy as well as other content areas.

ASSESSMENT RESOURCES	PURPOSE
<a href="#">Principal's Guidebook</a>	Designed to empower Principals in their role as school leaders so they are able to reflect, plan use assessment data, set goals, and improve instruction.
<a href="#">Pre-K Through Third Grade Guidebook</a>	Outlines comprehensive assessment plan that includes early and accurate identification: includes screening, diagnostic and progress monitoring guidance for the purpose of making instructional decisions and assessing students instructional needs.
<a href="#">District Assessment Guide</a>	Supports districts in making assessment decisions, understand the roles of different assessments, and ensure those assessments contribute to increased student learning.
<a href="#">ELA Assessment Guidance</a>	Designed to assist Louisiana educators in understanding the LEAP 2025 ELA assessment administered in the spring.
<a href="#">Benchmark Assessment Reviews</a>	Similar to curriculum reviews; provide insight on where benchmark assessments are and are not aligned to Louisiana's Standards.
<a href="#">Kindergarten Entry Assessment and K-3 Literacy Assessment Guide</a>	Provides recommendations for both required and optional assessments for children in grades K-3.
<a href="#">Practice Test Guidance</a>	Provides practice test guidance for ELA LEAP 2025 Assessments (Grades 3, 4, 5).
<a href="#">Teacher Guide to LEAP Student Reports</a>	Helps teachers better identify where a student may be struggling and how to support the student and his/her parents in building learning strategies for ELA (and other content areas).
<a href="#">Parent Guide to the LEAP Student Reports</a>	Helps families understand their child's performance on the LEAP assessment.
<a href="#">Eagle 2.0</a>	Online assessment tool that supports formative assessment in the class; used to enhance student learning throughout the year; provides teachers with ability to build online tests, assign them to students, and receive student and class performance reports on items aligned to state adopted standards; EAGLE 2.0 aligns with <a href="#">ELA Guidebooks</a> and supports teachers in using the Guidebooks to improve student achievement.
<a href="#">K-2 Formative Tasks</a>	K-2 Formative Tasks provide teachers with access to quality questions and tasks that target individual skills or texts intended to be integrated into the teacher's curriculum.
<a href="#">LEAP 360</a>	Helps teachers understand student performance and educational leaders to identify throughout the system where additional support is needed.
<a href="#">Teacher Student Learning Targets</a>	Goal setting template and recommended targets for ELA.
<a href="#">English Language Proficiency Test (ELPT)</a>	Measures EL proficiency in listening, speaking, reading, and writing
<a href="#">K-12 Louisiana Connectors for English Learners</a>	English Language Proficiency (ELP) Connectors developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are aligned to Louisiana Student Standards and that are necessary for English learners (ELs) to be successful in schools.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>Utilize the <a href="#">District Assessment Guide</a> (Note Link to be updated); identify and conduct a full <a href="#">audit</a> of current district assessment practices; utilize <a href="#">focus groups and/or surveys</a> so teachers, administrators, and district staff have input</li> <li>Identify curriculum-based benchmark assessments that are used to measure progress toward standards</li> <li>Identify and purchase assessment and intervention materials aligned with student needs</li> <li>Plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording</li> <li>Create an assessment calendar based on district/program needs</li> <li>Schedule time for teachers to analyze assessment results; time to share collaboratively with peers and others who serve students</li> <li>Set schedule to meet with teachers to create <a href="#">Teacher Student Learning Targets</a></li> <li>Develop approaches for teachers to implement flexible schedules depending on student needs (including extended time, scheduled time for interventions, etc.)</li> <li>Plan activities surrounding assessment information dissemination to families in their native language</li> </ul>	<ul style="list-style-type: none"> <li>Utilize LDOE resources to implement a cohesive assessment system</li> <li>Monitor assessment implementation and practices</li> <li>Use common and consistent diagnostic and screening assessments across age/grade levels to identify children who need extra help and connect them with support services and supplemental instruction</li> <li>Use common and consistent formative and summative child assessments to reflect on and improve their teaching practices</li> <li>Use data to understand student's strengths and needs and to differentiate instruction</li> <li>Review assessment results in collaborative teams to identify program and instructional adjustments as needed; monitor progress toward meeting <a href="#">Teacher Student Learning Targets</a></li> <li>Utilize flexible scheduling to include extended time and interventions to meet the literacy needs of students</li> <li>Provide timely feedback of results to students and families</li> <li>Ensure families have access to data about their own child, classrooms and programs/schools in their native language</li> <li>Ensure families understand the data available and how to use them to support their child's learning in their native language</li> <li>Recognize and celebrate individual students' incremental improvements toward reaching literacy goals</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate progress toward successfully implementing effective assessment practices and make adjustments as needed</li> <li>Continue analyzing data for impact of evidence-based practices on student achievement</li> <li>Evaluate data related to <a href="#">Teacher Student Learning Targets</a> to make adjustments to curriculum implementation and instructional activities</li> <li>Provide continued professional development and support for all staff who administer assessments (e.g. based on district needs and updates from the State)</li> <li>Adjust curriculum alignment to eliminate gaps</li> <li>Examine impact of dissemination of assessment information to families and to determine additional steps or activities to ensure this process is not a challenge to families</li> </ul>

## PROFESSIONAL DEVELOPMENT

Teachers are expected to implement challenging and effective literacy curricula and to assess and document progress in increasingly complex ways (National Research Council, 2001). They need to use a variety of instructional methods and have the ability to adjust those methods to the specific needs of students. They also need to be skilled in using multiple methods of monitoring children's literacy development and interpreting assessments in order to make sound instructional decisions.

To develop these competencies, effective pre-service and in-service programs are grounded in current research about how children learn to read and write and the best instructional practices to help them learn. Obviously, it is not possible for prospective teachers to gain all the knowledge they need in a pre-service program. Like other professional fields, the knowledge base for learning and teaching is strengthened as new knowledge is gained and meshed with old. Thus, teacher education is an ongoing process involving rigorous pre-service training and experiential opportunities with continued in-service professional development. The [Believe and Prepare](#) program has been instrumental in guiding initiatives to support pre-service and new teachers through

- yearlong apprenticeships where teachers can gain essential skills as part of their teacher preparation program;
- expert mentors working alongside apprenticeship teachers to support their mastery of core teaching skills and competencies; and
- including more practical coursework in teaching methods early in the teacher preparation program.

Teachers learn best when initial and continued teacher development programs provide explicit teaching and modeling of practices and when there are opportunities to discuss and collaborate with others as new information is learned. These collaborative activities foster a culture of literacy where **all** teachers are engaged and use a common set of agreed-upon practices to address the needs of all students. Teachers also need assistance and support to strengthen their practice and implement effective instructional strategies. Support teams (e.g. instructional coaches, lead teachers, library media specialists, speech-language therapists, etc.) are instrumental in improving outcomes for students.

### Support for Professional Development:

Choosing curricula and assessments that support student's literacy development are important but insufficient by themselves. Teachers must be prepared to effectively use them. To achieve the greatest impact in the classroom, professional development for teachers should focus on key literacy instructional priorities that reflect what students must be able to do in order to be truly college and career-ready. High-quality professional development should

- align to standards;
- build teachers' knowledge of the content (content-rich); and
- focus on student learning connected to high-quality curricular content.

The LDOE offers multiple opportunities for districts and schools to provide every teacher with direct access to educator preparation resources and high-quality professional development.

- [Believe and Prepare](#) – This program provides grants to support school systems and teacher preparation programs in order to meet school staffing needs (recruiting and selecting candidates likely to succeed), develop essential skills and knowledge to be effective, and provide candidates time to practice alongside highly effective mentors. The program includes the [Believe and Prepare Library](#) (including a [Believe and Prepare Toolkit](#) and [Teacher Preparation Competencies](#) including those for Special Education Teachers).

- **[Vendor Professional Development Course Catalog](#)**: The Department has worked with vendors to create professional development packages for districts. These packages focus on key skills and incorporate key criteria, such as supporting the implementation of high-quality curriculum, providing ongoing support, and developing content knowledge for teachers.
- **[Louisiana Teacher Leader Initiative](#)**: Led by the LDOE, the Teacher Leader initiative provides ongoing professional development opportunities throughout the year to teachers in every school in Louisiana. The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state. This training provides every school with at least two trained experts on the standards and available resources. Teacher Leaders may also serve in mentor teacher roles, working closely with student teachers preparing for full-time teaching roles.
- **[June Teacher Leader Summit](#)**: Taking place over two days, the Summit offers over 200 session options to kick off the school year
- **[Teacher Leader Regional Collaborations](#)**: Each fall and winter and in regional touch points throughout the year, these collaborative convenings focus on key instructional strategies and new tools.
- **[Teacher Leader Newsletter](#)**: The LDOE monthly newsletter highlights successes from Louisiana's classrooms and shares new resources for educators
- **[District Support Calendar](#)**: Updated throughout the year, this document provides the schedule of in-person trainings, virtual support, tools and resources, and communication streams designed
- **[Family Support Toolbox](#)**: The Toolbox includes tools and resources for families to support their children's achievement and learning
- **[Content Leaders](#)**: Teachers who have received special distinction from the LDOE indicating they have the knowledge and skills to support other educators.
- **[Mentor Teachers](#)**: Teachers who have knowledge and skills to effectively coach and support new and resident teachers

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>• Complete Evidence-Based Literacy Practices Matrix (See Appendix A)</li> <li>• Identify professional development needs of staff; based on district needs (e.g. implementing new curriculum, assessment, addressing needs of EL students and those with disabilities, etc.) as well as through teacher surveys</li> <li>• Select and contact vendors to secure curriculum/assessment-related professional development</li> <li>• Identify Teacher Leaders and Content Leaders who can assist with professional development</li> <li>• Determine which opportunities for professional development provided through the LDE that the program will use</li> <li>• Develop a calendar that outlines protected time for teachers to collaboratively analyze data, share expertise, share curriculum implementation strategies, plan lessons, examine student work and reflect on practice</li> <li>• Plan for staff, including paraprofessionals, interventionists, pre-service teachers, etc., to receive job-embedded support from mentor teachers, coaches, support specialists, etc.</li> <li>• Review <a href="#">Believe and Prepare Teacher Competencies</a> (including General Competencies for Curriculum and assessment, ELA and Literacy Teacher Competencies, Disciplinary Literacy Competencies)</li> <li>• Develop a monitoring plan/tracking system to ensure all teachers have taken advantage of professional development opportunities and to evaluate the impact of the professional learning opportunities on teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>• Use results of Evidence-Based Literacy Practices Matrix (See Appendix A) to implement professional development</li> <li>• Provide training in evidence-based literacy practices, curriculum, literacy resources, intervention programs and assessment, etc. at beginning of year to prepare staff for implementation; review possible options found in <a href="#">Vendor Professional Development Course Catalog</a></li> <li>• Provide professional development and resources that support differentiated learning opportunities for all students</li> <li>• Empower Teacher Leaders and Content Leaders to provide on-site support and training</li> <li>• Equip teachers with guidance, tools, and resources necessary to meet the literacy needs of EL and students with disabilities</li> <li>• Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies</li> <li>• Meet with instructional coaches, mentors, etc. to co-plan, model, practice, and receive feedback on effective literacy practices and instruction</li> <li>• Provide professional learning experiences for families that includes things such as practical guidance to encourage regular reading in the home</li> <li>• Share <a href="#">Family Support Toolbox</a> and <a href="#">Family Support Toolbox Library</a> resources with families</li> <li>• Participate in Louisiana Teacher Leader Initiative, Teacher Leader Collaboratives, and the Summit</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Evidence-Based Literacy Practices Matrix (See Appendix A) to evaluate progress and plan for upcoming year</li> <li>• Revisit professional development options for continued professional development for staff; conduct on-going professional development needs assessments</li> <li>• Use information from monitoring on the impact of professional development to determine additional support and resources needed for teachers to improve their practice</li> <li>• Support reflective teacher practices utilizing tools such as those found in <a href="#">Teacher Preparation Competencies</a></li> <li>• Explore other professional development options and resources such as those provided through universities/ community colleges, libraries and community-based agencies</li> <li>• Allow opportunities for teachers to observe effective teachers implementing differentiated lessons within the school or nearby campuses</li> <li>• Pursue additional funding sources for specialized literacy staff and materials for teachers as well as for families</li> <li>• Consider innovative and engaging options for supporting parent and child participation in literacy activities as well as opportunities to open school buildings for adult learners from the community during evening hours</li> <li>• Survey and analyze data on impact of family access of LDE <a href="#">Family Support</a> resources to determine needs for additional support and assistance</li> </ul>

**LOUISIANA'S COMPREHENSIVE MIDDLE & HIGH SCHOOL LITERACY PLAN**



### STANDARDS & CURRICULUM

Louisiana has adopted [K-12 Student Standards for English Language Arts](#) which serve as the foundation for academic literacy instruction, providing clear sign posts along the way to the goal of college and career readiness. In an effective literacy plan at the local level, teachers translate the standards and curriculum goals into lessons that integrate literacy tasks into content area learning. Equally important, teachers plan direct, explicit instruction on how to read and learn from diverse texts, both print and multimedia, that meet students' interests and skills. Each discipline requires specialized reading, writing, speaking, listening, and critical thinking skills. Content teachers are well suited to provide this instruction – they know the reading and writing formats specific to the subject area as well as the learning goals of the courses they teach.

Effective teachers seek to increase the reading ability of adolescent students, regardless of their content area. They implement evidence-based strategies that motivate and promote student engagement, help students improve their literacy skills, and provide the supports necessary to help struggling students achieve. They employ reading strategies including

- explicit vocabulary instruction;
- intensive and individualized interventions for struggling readers provided by trained specialists;
- explicit comprehension strategy instruction;
- extended discussion of text meaning and interpretation; and
- increased student motivation and engagement in literacy learning

Effective teachers offer opportunities for students to engage in authentic, rich and meaningful writing experiences so that they can demonstrate learning, convey what they have learned, and demonstrate what new understanding they have constructed. These teachers:

- Explicitly teach appropriate writing strategies such as the Model-Practice-Reflect instructional cycle
- Instruct students on how to choose and apply strategies appropriate for the audience and purpose
- Integrate writing and reading to emphasize key writing features

Louisiana is committed to ensuring that all learners develop proficiency in the Standards. At the same time, Louisiana recognizes that not all learners acquire skills and knowledge at the same rate, nor do they enter school with the same language abilities. The [K-12 ELA Louisiana Connectors](#) are pathways for students with significant cognitive disabilities to meet these Standards; Connectors are pathways and not separate or apart from the Standards expectations for typical students.

Additionally, [English Learner resources](#) are available to teachers and families of English learners to support EL students' literacy skills and mastery of subject content. Effective teachers of EL students utilize a variety of evidence-based strategies to teach academic content and promote literacy development such as

- teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities;
- integrating oral and written English language instruction into content-area teaching; and
- providing small group instructional intervention

#### **Support for Selecting and Implementing High-quality Curriculum:**

Through the state's innovative [Instructional Materials Review](#) process, local school districts make informed decisions in selecting evidence-based instructional materials and resources aligned to the state standards. Students need access to a wide variety of relevant and motivating curricula with reading material (in various formats such as charts, graphs, multimedia, etc.) on a broad range of topics, and in addition to textbooks, students should have a choice of other content-related materials that have educational, cultural, social, and economic relevance for their lives. Classroom support for students language and literacy development allows for frequent opportunities for students to collaborate on new learning. They are equipped with reading materials at appropriate and varied reading levels, have motivating resources based on student interest and choice, and are available in an accessible format and sensitive to the needs and abilities of the students.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>Identify district curriculum needs utilizing feedback from administrators and educators</li> <li>Identify teacher understanding of evidence based literacy practices</li> <li>Participate in selecting common curricula and assessments</li> <li>Identify Teacher Leaders who can assist with curriculum implementation</li> <li>Conduct a class/grade-level needs assessment to determine if supplemental literacy materials are needed</li> <li>Review effective practices for implementing curriculum through the <a href="#">Principal Support Tool Box</a></li> <li>Select and purchase an evidence-based curriculum best suited to meet the needs of the schools</li> <li>Plan for use of additional curricular resources such as <a href="#">ELA Guidebooks 2.0</a></li> <li>Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation)</li> <li>Create a calendar for staff across content areas to collaborate to share resources and promote cross-content literacy instruction</li> <li>Review <a href="#">Vendor PD Course Catalog</a> and schedule professional development for all appropriate staff on evidence-based literacy practices and use of curriculum</li> <li>Develop an information plan to disseminate information to families in their native language including opportunities for them to be involved in promoting their child's language and literacy development (e.g. Family Literacy nights, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Train all staff on selected curriculum and evidence-based literacy strategies including those for <a href="#">academic content to English Learners</a></li> <li>Monitor curriculum implementation and use of evidence-based practices through formal and informal observations; provide coaching support and feedback to teachers based on observations</li> <li>Empower Teacher Leaders and Content Leaders to support curriculum implementation</li> <li>Ensure families know that standards exist across middle and high school grades and understand how they are used in schools</li> <li>Establish environments that support individual, small group, and whole-group learning and those in which cross-content literacy instruction can occur</li> <li>Have well-organized classrooms that exhibit clear routines and access to high-quality cross-content literacy materials that support diverse learning activities</li> <li>Increase availability and use of a rich variety of resources and materials (e.g. books, literacy props, technology, items related to topic of study, etc.)</li> <li>Follow the curriculum pacing guide to ensure maximum exposure to key skills</li> <li>Scaffold and differentiate instruction and activities within the curriculum to address individual student learning needs; utilize specialists to provide targeted instruction for those not progressing or failing to meet benchmark goals; include pre-teaching model for struggling readers</li> <li>Provide an assortment of reading/writing materials and activities covering a variety of topics; include multiple formats for reading texts (e.g. hard copy/computer-based, etc.)</li> <li>Offer daily opportunities for students to self-select books and other texts according to skills and interest levels and to collaboratively engage with peers to discuss their learning</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the <a href="#">Curriculum Implementation Scale</a> and plan for adjustments to curriculum implementation as needed</li> <li>Assess whether teachers proactively address obstacles for implementing evidence-based practices and understand strategies for overcoming them</li> <li>Broaden the types and formats of texts students read and write about (e.g., magazines, newspapers, on-line text, picture books, primary sources, blogs, e-mail, audio books, manuals, etc.)</li> <li>Use data from monitoring to determine if additional professional development/support is needed and whether there are unforeseen barriers to implementation; if so, then develop plans for provisions</li> <li>Survey teachers to determine their perceptions of their efficacy in supporting student literacy development across content areas (what impacted learning/what did not; do they need additional training, support or materials?)</li> <li>Assess and explore other opportunities for students to read, write, speak and listen (e.g. contests, debates, speeches, drama, etc.)</li> <li>Determine if there are innovative ways of celebrating student success not previously considered</li> <li>Evaluate impact of family engagement opportunities and plan for improvement in subsequent years</li> <li>Host family events to engage parents in activities that demonstrate the importance of job-related reading and writing proficiency</li> </ul>

## ASSESSMENT

A comprehensive assessment system is a critical element of an effective plan for improving literacy instruction for adolescents. Key to meeting this goal is accurate, timely assessment that allows teachers to differentiate instruction based on student needs. Creating an effective plan necessitates reviewing and updating current assessment practices to ensure multiple forms of data collection. A balanced, comprehensive assessment plan is not necessarily one that can be implemented quickly. Thoughtful data-driven decision-making provides a foundation upon which to build such a plan. In an “ideal” system, schools identify and use valid, reliable formative assessments to screen, progress monitor, and diagnose student needs to target instruction effectively. It is also a system where summative reading outcome measures indicate how well students have learned or met the Standards. To support programs, the State has developed the [LEAP 360](#) tool that supports diagnostic screenings at beginning of the year, formative assessment throughout the year, and summative assessment measuring mastery of grade-level standards at the end of the year.

To implement such a system, programs must organize resources and examine their structures for data management by

- creating a master schedule that specifies the timeframe for assessment administration (such as the LDE [Assessment Calendar](#));
- ensuring test materials and information are available to teachers and administrators in a timely manner;
- training all teachers or assessment team members in the assessment and test administration practices; and
- scoring assessments, entering, summarizing, and analyzing data.

By systematically using student achievement data from assessments, educators can focus on instructional improvement decisions such as:

- prioritizing instructional time;
- targeting intervention support;
- determining instructional effectiveness;
- refining instructional methods; and
- making staffing decisions.

### **Support for Implementing a Quality Assessments:**

To support programs in making effective decisions, the LDOE provides an array of assessment resources to help teachers and administrators understand levels of student proficiency in literacy as well as other content areas.

ASSESSMENT RESOURCES	PURPOSE
<a href="#">Principal's Guidebook</a>	Designed to empower Principals in their role as school leaders so they are able to reflect, plan, use assessment data, set goals and improve instruction
<a href="#">Pre-K Through 3rd Grade Guidebook</a>	Outlines comprehensive assessment plan that includes early and accurate identification: includes screening, diagnostic and progress monitoring guidance for the purpose of making instructional decisions and assessing students instructional needs.
<a href="#">District Assessment Guide</a>	Supports districts in making assessment decisions, understand the roles of different assessments, and ensure those assessments contribute to increased student learning
<a href="#">ELA Assessment Guidance</a>	Designed to assist Louisiana educators in understanding the LEAP 2025 ELA assessment administered in the spring
<a href="#">Teacher Student Learning Targets</a>	Goal setting template and recommended targets for ELA
<a href="#">Benchmark Assessment Reviews</a>	Similar to curriculum reviews; provide insight on where benchmark assessments are and are not aligned to Louisiana's standards
<a href="#">Practice Test Guidance</a>	Provides practice test guidance for ELA LEAP 2025 Assessments
<a href="#">Teacher Guide to LEAP Student Reports</a>	Helps teachers better identify where a student may be struggling and how to support the student and his/her parents in building learning strategies for ELA (and other content areas)
<a href="#">Parent Guide to the LEAP Student Reports</a>	Helps families understand their child's performance on the LEAP assessment
<a href="#">LEAP 360</a>	Helps teachers understand a more complete picture of student performance and educational leaders to identify throughout the system where additional support is needed
<a href="#">Eagle 2.0</a>	Online assessment tool that supports formative assessment in the class; used to enhance student learning throughout the year; provides teachers with ability to build online tests, assign them to students, and receive student and class performance reports on items aligned to state adopted standards; EAGLE 2.0 aligns with <a href="#">ELA Guidebooks</a> and supports teachers in using the Guidebooks to improve student achievement
<a href="#">K-2 Formative Tasks</a>	K-2 Formative Tasks provide teachers with access to quality questions and tasks that target individual skills or texts intended to be integrated into the teacher's curriculum.
<a href="#">K-12 ELA Louisiana Connectors</a>	Pathways for students with significant cognitive disabilities to meet the Louisiana State Standards – they are not learning standards that are separate and apart from the standard expectations for typical students
<a href="#">English Language Proficiency Test (ELPT)</a>	Measures EL proficiency in listening, speaking, reading, and writing
<a href="#">K-12 Louisiana Connectors for English Learners</a>	English Language Proficiency (ELP) Connectors developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are aligned to Louisiana Student Standards and that are necessary for English learners (ELs) to be successful in schools.
<a href="#">End of Course Interpretive Guide</a>	Gives an overview of End of Course (EOC) tests
<a href="#">State Systemic Improvement Plan</a>	Specifically for students with disabilities, schools across the state are focusing on improving literacy outcomes by analyzing student data and targeting academic support through the state systemic improvement plan; additionally in the high school grades, the Louisiana Legislature created a path to graduation for students with disabilities that allows for <a href="#">alternate means</a> to demonstrate skills and student progress.

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>Utilize the <a href="#">District Assessment Guide</a> (Note Link to be updated); identify and conduct a full <a href="#">audit</a> of current district assessment practices; utilize <a href="#">focus groups and/or surveys</a> so teachers, administrators, and district staff have input</li> <li>Select assessments that meet program needs</li> <li>Identify and purchase/secure assessment and intervention materials aligned with student needs</li> <li>Develop protocols for examining student data</li> <li>Plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording</li> <li>Set schedule to meet with teachers to create <a href="#">Teacher Student Learning Targets</a></li> <li>Create an assessment calendar based on district/program needs</li> <li>Create a calendar that allows teachers to have time to analyze assessment results; time to share collaboratively with peers and others who serve students</li> <li>Develop approaches for teachers to implement flexible schedules to provide appropriate literacy interventions (including extended time, scheduled time for interventions, etc.)</li> <li>Plan activities surrounding assessment information dissemination to families in their native language</li> </ul>	<ul style="list-style-type: none"> <li>Utilize LDOE resources to implement a cohesive assessment system</li> <li>Monitor assessment implementation and practices</li> <li>Implement a system (including timelines) for communicating data to the district and to families in their native language</li> <li>Use common and consistent diagnostic and screening assessments across grade levels, to identify students who need extra help, and connect them with support services and supplemental instruction</li> <li>Apply protocols for looking at student assessments and evaluating student progress</li> <li>Review assessment results in collaborative teams to identify program and instructional adjustments as needed; monitor progress toward meeting <a href="#">Teacher Student Learning Targets</a></li> <li>Use assessment data with students who can recognize progress and set their own learning goals, where appropriate</li> <li>Use common and consistent formative and summative student assessments to reflect and improve their teaching practices</li> <li>Meet collaboratively to examine data, plan instruction, and determine instructional needs of students</li> <li>Disaggregate data by subgroups to determine if instructional plans are addressing the needs of students</li> <li>Ensure families have access to data about their child, classrooms, and programs/schools</li> <li>Support families in understanding the data available and how to use them to support their child's learning</li> <li>Recognize and celebrate individual students' incremental improvements toward reaching literacy goals</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate progress toward successfully implementing effective assessment practices and make adjustments as needed</li> <li>Continue analyzing data for impact of evidence-based practices on student achievement</li> <li>Evaluate data related to <a href="#">Teacher Student Learning Targets</a> to make adjustments to curriculum implementation and instructional activities</li> <li>Evaluate whether students are placed appropriately for instruction</li> <li>Provide continued professional development and support for all staff who administer assessments (e.g. based on district needs and updates from the State)</li> <li>Adjust curriculum alignment to eliminate gaps</li> <li>Examine impact of dissemination of assessment information to families and to determine additional steps or activities to ensure this process is not a challenge to families</li> </ul>

## PROFESSIONAL DEVELOPMENT

Key to improving adolescent literacy at the local level is adequate teacher preparation, professional growth, and support. Effective professional development is described as learning opportunities that result in improvement in teachers' and school leaders' knowledge and practices, and most importantly, improved student learning outcomes. Professional development may include both formal and informal professional learning experiences such as those embedded in teachers' work. The design of effective professional development in literacy instruction takes into account a general framework for the context (learning environment), the content (the "what,") and the process (the "how").

### CONTEXT:

- Commitment of All Stakeholders to Improve Teaching and Learning - Teacher involvement in planning and design of professional development greatly increases the level of buy-in and commitment
- Professional Learning Communities - Regularly scheduled team meetings provide teachers opportunities to share knowledge about student progress, plan literacy-rich lessons, reflect on their work, analyze data, and explore new literacy practices

### CONTENT:

- School improvement priorities and goals (with student learning as focus) – Teachers use a data-driven approach to improve student's literacy skills; data is gathered and analyzed, and decisions made to guide selection and prioritization of school improvement goals
- Content knowledge – teachers have opportunities to develop knowledge and competencies to deliver high-quality differentiated literacy instruction; A Time to Act (2010) outlines core knowledge necessary for teachers of adolescents which include: a) how demands of literacy change with age/grade, b) how students vary in strengths/needs, c) how texts in a given content raise specific literacy challenges, d) how to recognize and address literacy difficulties, and e) how to adapt and develop teaching skills over time

### PROCESS:

- Intensive and on-going support – All adults work take ownership of student learning and work collaboratively and consistently and over time to make changes to teachers' planning and instruction
- Evaluation – Reflective assessment of the impact of professional development that looks at teachers' learning and implementation of new knowledge and skills and whether or not there was an impact on student learning.

Quality professional development requires a system of coordinated support to ensure higher academic achievement, narrowing of the achievement gap, and more children college/career ready. This coordination involves aligned goals, time, resources (fiscal, staffing, etc.), family engagement, and clear communication.

### Support for Implementing Quality Professional Development:

The LDOE offers multiple opportunities for districts and schools to provide every teacher with direct access to educator preparation resources and high-quality professional development.

- **Believe and Prepare** – This program provides grants to support school systems and teacher preparation programs in order to meet school staffing needs (recruiting and selecting candidates likely to succeed), develop essential skills and knowledge to be effective, and provide candidates time to practice alongside highly effective mentors. This program **includes** Believe and Prepare library (including **Believe and Prepare Toolkit** and **Teacher Preparation Competencies** including those for Special Education Teachers)

- **[Vendor Professional Development Course Catalog](#)**: The Department has worked with vendors to create professional development packages for districts. These packages focus on key skills and incorporate key criteria, such as supporting the implementation of high-quality curriculum, providing ongoing support, and developing content knowledge for teachers.
- **[Louisiana Teacher Leader Initiative](#)**: Led by the LDOE, the Teacher Leader initiative provides ongoing professional development opportunities throughout the year to teachers serving as Teacher Leaders in every school in Louisiana. The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state. This training provides every school with at least two trained experts on the standards and available resources. Teacher Leaders may also serve in mentor teacher roles, working closely with student teachers preparing for full-time teaching roles.
- **[June Teacher Leader Summit](#)**: Taking place over two days, the Summit offers over 200 session options to kick off the school year
- **[Teacher Leader Regional Collaborations](#)**: Each fall and winter, and in regional touch points throughout the year, these collaborative convenings focus on key instructional strategies and new tools
- **[Teacher Leader Newsletter](#)**: A monthly newsletter highlights successes from Louisiana's classrooms and shares new resources for educators
- **[District Support Calendar](#)**: Updated throughout the year, this document provides the schedule of in-person trainings, virtual support, tools and resources, and communication streams designed
- **[Family Support Toolbox](#)**: The Toolbox includes tools and resources for families to support their children's achievement and learning
- **[Content Leaders](#)**: Teachers who have received special distinction from the LDOE indicating they have the knowledge and skills to support other educators.
- **[Mentor Teachers](#)**: Teachers who have knowledge and skills to effectively coach and support new and resident teachers

ACTION		
PLAN	IMPLEMENT	EXAMINE AND REFLECT
<ul style="list-style-type: none"> <li>• Complete Evidence-Based Literacy Practices Matrix (See Appendix A)</li> <li>• Identify professional development needs of staff; based on district needs (e.g. implementing new curriculum, assessment, addressing needs of EL students and those with disabilities, etc.) as well as through teacher surveys</li> <li>• Develop plan for using instructional coaches, etc. to mentor and support teachers</li> <li>• Identify Teacher Leaders who can assist with professional development</li> <li>• Select and contact vendors to secure curriculum/assessment related professional development</li> <li>• Determine which opportunities for professional development provided through the LDOE that the program will use</li> <li>• Develop a calendar that outlines protected time for teachers to collaboratively analyze data, share expertise, share curriculum implementation strategies, plan lessons, examine student work and reflect on practice</li> <li>• Plan for staff, including paraprofessionals, interventionists, pre-service teachers, etc., to receive job-embedded support from mentor teachers, coaches, support specialists, etc.</li> <li>• Review Believe and Prepare Teacher Competencies (including General Competencies for Curriculum and assessment, ELA and Literacy Teacher Competencies, Disciplinary Literacy Competencies)</li> <li>• Develop a monitoring plan/tracking system to ensure all teachers have taken advantage of professional development opportunities and to evaluate the impact of the professional learning opportunities on teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>• Use results of Evidence-Based Literacy Practices Matrix (See Appendix A) to implement professional development</li> <li>• Provide training in evidence-based literacy practices, curriculum, literacy resources, intervention programs and assessment, etc. at beginning of year to prepare staff for implementation; review possible options found in <a href="#">Vendor Professional Development Course Catalog</a></li> <li>• Empower Teacher Leaders and Content Leaders to provide on-site support and training</li> <li>• Provide professional development and resources that support differentiated learning opportunities for all students</li> <li>• Use checklists when conducting classroom observations/walkthroughs to ensure clear expectations and specific feedback on student learning</li> <li>• Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies</li> <li>• Meet with instructional coaches, mentors, etc. to co-plan, model, practice and receive feedback on effective literacy practices, and instruction</li> <li>• Provide opportunities for teachers to practice effective techniques in non-threatening situations</li> <li>• Provide professional learning experiences for families that includes things such as practical guidance to encourage regular reading in the home</li> <li>• Share <a href="#">Family Support Toolbox</a> and <a href="#">Family Support Toolbox Library</a> resources with families</li> <li>• Equip teachers with guidance, tools, and resources necessary to meet the literacy needs of EL and students with disabilities</li> <li>• Participate in Louisiana Teacher Leader Initiative, Teacher Leader Collaboratives and the Summit</li> <li>• Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content and teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Evidence-Based Literacy Practices Matrix to evaluate progress and plan for upcoming year</li> <li>• Revisit professional development options for continued professional development for staff; conduct on-going professional development needs assessments</li> <li>• Program staff and Teacher Leaders use information from monitoring on the impact of professional development to determine additional support and resources needed for teachers to improve their practice</li> <li>• Evaluate impact on teacher practice through instructional support staff and make adjustments as needed</li> <li>• Support reflective teacher practices utilizing tools such as those found in <a href="#">Teacher Preparation Competencies</a></li> <li>• Explore other professional development options and resources such as those provided through universities/community colleges, libraries, and community-based agencies</li> <li>• Allow opportunities for teachers to observe effective teachers implementing differentiated lessons within the school or nearby campuses</li> <li>• Pursue additional funding sources for specialized literacy staff and materials for teachers as well as for families</li> <li>• Consider innovative and engaging options for supporting parent and child participation in literacy activities as well as opportunities to open school buildings for adult learners from the community during evening hours</li> <li>• Survey and analyze data on impact of family access of LDE Family Support resources to determine needs for additional support and assistance</li> </ul>

**APPENDIX A: LOCAL NEEDS ASSESSMENT - EVIDENCED-BASED LITERACY PRACTICES MATRIX**

This document features an innovation configuration matrix that can guide districts and schools in the development of appropriate use of evidence-based literacy practices.<sup>1</sup> These practices should be integrated with other practices, not used in isolation. The matrix describes practices in the far left column of the matrix. Several levels of implementation are defined in the top row of the matrix. Districts decide how to collect the data: self-reflection, observations, interviews, or any combination of these approaches. Districts also decide whether to analyze the data by school, grade level, or another method. Data can be used to prioritize needs and plan professional development.

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	ECE: BIRTH TO FIVE (AS AGE AND DEVELOPMENTALLY APPROPRIATE)			
Conduct observation-based assessments on all children for potential language and literacy development problems at the beginning of the year.				
Use data from observation-based assessments to monitor children's progress and make instructional decisions.				
Use word/sound play experiences to build children's phonological awareness from rhyming through alliteration, sound matching, blending and segmenting.				

<sup>1</sup> Evidence-based practices for K-12 are supported by moderate or strong evidence as described in the practice guides published by the Institute of Education Sciences, U.S. Department of Education. ECE practices are described in the Report of the National Early Literacy Panel.

INSTRUCTIONS	IMPLEMENTATION LEVELS			
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	ECE: BIRTH TO FIVE (AS AGE AND DEVELOPMENTALLY APPROPRIATE)			
Engage children with interactive materials and experiences that promote identification of letters.				
Provide opportunities for repeated readings of a variety of genres of books.				
Provide repeated exposure to new words and opportunities to practice them in multiple contexts.				
Model language stimulation techniques such as parallel talk, self-talk, and expansion.				
Ask open-ended questions to build children's engagement and prompt thought processes before, during, and after reading.				
Create opportunities for children to express ideas in writing, by drawing, or a combination of both.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Screen all students for potential reading problems at the beginning of the school year.				
Provide intensive, systematic instruction (e.g., 20 minutes daily) on up to three foundational skills in small groups to students based on screening assessment.				
Use data from formative assessments to monitor student progress and make instructional decisions.				
Use the same assessment approaches in a scaffolded manner for English learners (ELs) and native English speakers.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Provide repeated exposure to new words in multiple contexts.				
Provide extensive and varied vocabulary instruction for ELs that includes acquisition of everyday words.				
Schedule regular peer-assisted learning opportunities for ELs.				
Integrate daily academic English instruction for ELs into the core curriculum.				
Maintain a strong instructional focus on both comprehension and foundational skills needs.				
Teach students to recognize and manipulate segments of sound in speech.				
Instruct students in sound–spelling patterns.				
Teach students to recognize common word parts.				
Teach high frequency words so that students can recognize them efficiently.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Model strategies, scaffold, and provide feedback to support children's accurate and efficient reading of challenging words within challenging texts.				
Teach students to self-monitor their understanding of text.				
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.				
Teach students to use reading comprehension strategies such as drawing inferences and summarizing while reading complex texts.				
Teach students to identify and use organizational structures of literary and informational texts to comprehend content.				
Create collaborative opportunities for students to engage with text to extract and construct meaning.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES K-3			
Teach students strategies for the various components of the writing process.				
Gradually release writing responsibility to the student.				
Teach students to emulate the features of good writing.				
Teach students techniques for writing effectively for different purposes.				
Teach students to construct sentences for fluency, meaning, and style.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES 4-12			
Provide meaningful opportunities for students to use new vocabulary in a variety of contexts such as discussion and writing.				
Provide comprehension strategy instruction that builds meaning of complex texts.				
Provide numerous opportunities for extended discussion of text meaning and interpretation.				
Make literacy experiences relevant to student interests, everyday life, or important current events.				
Use intensive individualized interventions for struggling readers provided by qualified specialists.				
Explicitly teach writing strategies for planning, drafting, evaluating, revising, and editing.				
Instruct students on how to choose and apply writing strategies appropriate for the audience and purpose.				

INSTRUCTIONS	IMPLEMENTATION LEVELS			
	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Determine the implementation level, from 0 to 3, for each practice by providing evidence for the rating in the text box under the respective level.	There is no evidence that this practice is implemented	There is limited evidence that this practice is implemented	There is moderate evidence that this practice is implemented	There is significant evidence that this practice is implemented
EVIDENCE-BASED PRACTICE	GRADES 4-12			
Model writing strategies for students.				
Provide students with opportunities to apply and practice writing strategies.				
Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies.				
Teach students to understand that both writers and readers use similar strategies, knowledge, and skills to create meaning.				
Use a variety of written exemplars to highlight the key features of texts.				

APPENDIX B: LDOE RESOURCES FOR ENGLISH LEARNERS

<p><a href="#">LDOE English Learners Resources</a></p>	<p>LDOE web page with tools and resources to support ELs, their families and their teachers.</p>
<p><a href="#">Louisiana's Birth to Five Early Learning and Development Standards (ELDS)</a></p>	<p>The Early Learning and Development Standards are designed to be used for all Pre-K children ages birth to five including English Learners and those with disabilities.</p>
<p><a href="#">Instructional Materials Reviews (IMR)</a></p>	<p>Reviews of instructional materials with ratings based on degree of alignment with state content standards.</p>
<p><a href="#">Classroom Assessment Scoring System (CLASS)</a></p>	<p>CLASS is an observational instrument that assesses the quality of interactions in the classroom which lead to greater achievement in literacy and other content areas.</p>
<p><a href="#">Crosswalk Document-Louisiana Student Standards for ELA to Louisiana Connectors for English Learners</a></p>	<p>Correlates the Louisiana Student Anchor Standards for ELA and Literacy with the Louisiana Connectors for English Learners (LA Connectors for ELs)</p>
<p><a href="#">English Learner Program Handbook</a></p>	<p>The English Learner Program Handbook for District and Charter School Administrators assists administrators in developing and implementing a plan for the education of English Language learners that meets student needs while complying with federal regulations.</p>
<p><a href="#">Bulletin 112 - Louisiana Connectors for English Language Learners</a> Revised May 2017</p>	<p>Policy guidelines for implementation of Louisiana Connectors for English Learners.</p>
<p><a href="#">English Language Proficiency Test</a></p>	<p>Provides information for parents about ELPT, which measures EL proficiency in listening, speaking, reading and writing.</p>

APPENDIX C: LDOE RESOURCES FOR STUDENTS WITH DISABILITIES

<a href="#">Crosswalk Document – Louisiana Standards to Louisiana Connectors</a>	Aligned expectations to ensure the Louisiana Student Standards for ELA are accessible to students with significant cognitive disabilities
<a href="#">Strategies for Success: A Guidebook for Supporting Students</a>	Provides principals and school system leaders with resources to create strong support plans around strategies for improving the academic achievement of students with disabilities.
<a href="#">Student Success Resources</a>	LDOE web page with a variety of resources focused on Early Identification, Student Success and Pathways to Prosperity
<a href="#">State Systemic Improvement Plan</a>	A path to graduation for students with disabilities that allows for alternate means to demonstrate skills and student progress.
<a href="#">Publicly-funded early learning programs</a>	Information about publicly funded early Learning programs that receive funding from state or federal sources to serve at-risk children including English Learners and those with disabilities
<a href="#">Curriculum Implementation Scale</a>	Helps administrators evaluate progress in implementation of a high-quality curriculum designed to meet needs of all students
<a href="#">Early Childhood Curriculum Initiative</a>	LDOE initiative for Type III child care centers to purchase a Tier I curriculum designed to meet the needs of all children
<a href="#">Family Support Toolbox Library</a>	Resources for parents including copies of the LA Special Education Handbooks in 5 different languages
<a href="#">Gifted and Talented Program</a>	Includes information on the characteristics of gifted children, an overview of the Louisiana program, and the Gifted Students Rights Handbook

## APPENDIX D: BIBLIOGRAPHY

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