



Preparation Provider Monthly Webinar

August 31, 2022

Agenda

Vision for Success

LDOE Updates/Opportunities

Mentor and Resident Funding

Certification Updates

Mentor/Content Leader Training Providers

Resources



Vision for Success



Louisiana Believes



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright



Louisiana Department of Education **VISION**



It is our vision that every child can reach their potential, no matter where they're from, how much money their family makes, or where they live.

Louisiana Department of Education **MISSION**



Our mission is to give all children the opportunities and tools they deserve, so they are prepared to graduate high school ready for success in a career, college, or service.

Louisiana's Goals and Priorities

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

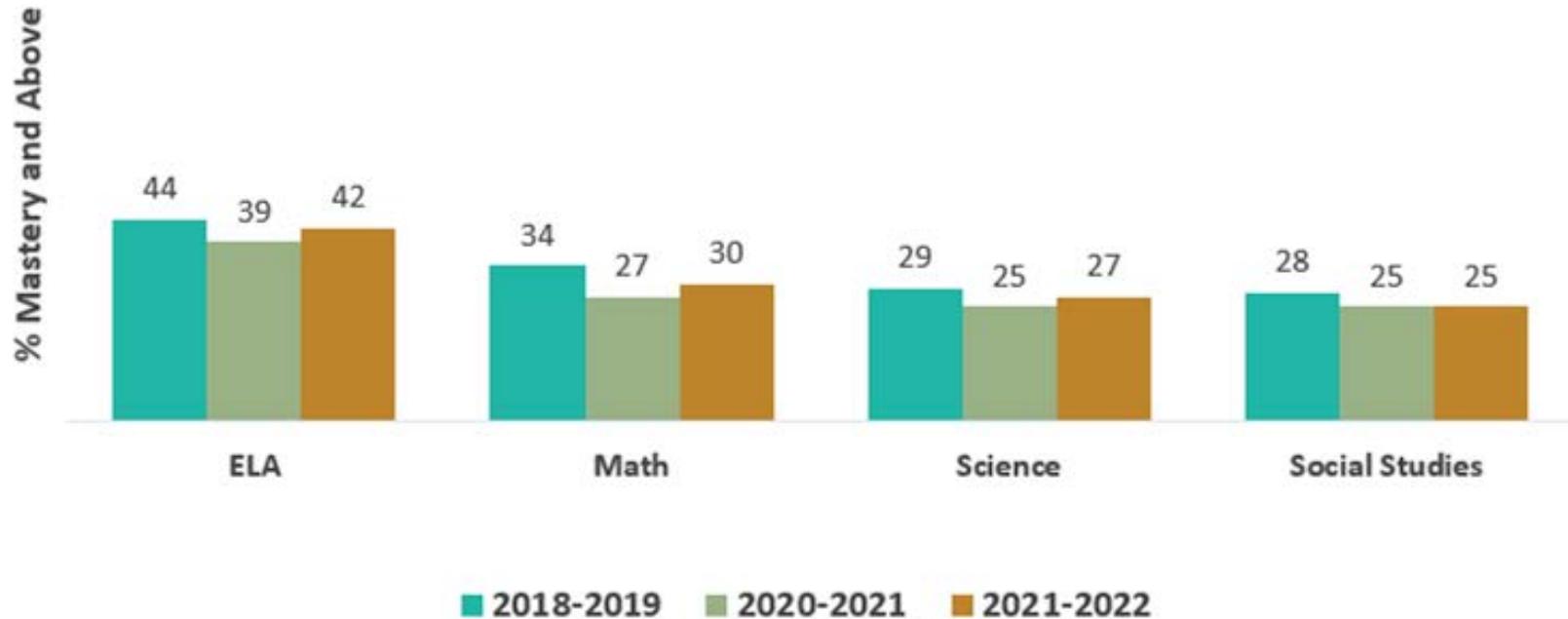
Cultivate high-impact systems, structures, and partnerships

Summary of LEAP Results

- A true testament to the work of our educators and communities, our students returned to a more normal teaching and learning environment in 2021-2022. **98% of students engaged in full in-person learning (compared to 57% of students in 2020-2021).**
- LEAP scores showed signs of academic recovery in 2021-2022. **The rate of students scoring Mastery and above improved among all individual subject areas for grades 3-12.**
 - 80% of traditional school system LEAs improved.
 - For students in grades 3-8, **both ELA & Math Mastery rates improved by 3 percentage points.**
 - For student groups most impacted by the pandemic, **the rate of students scoring Mastery and above improved for many student groups** including economically disadvantaged students, Black or African American students, and students with disabilities.

Percent Mastery and Above: Grades 3-8, by Subject

ELA and Math both recovered about 3 points which reflects about half the mastery loss due to the pandemic.



Each child's educational journey is focused on six critical goals.

Birth *through* Graduation



Students enter Kindergarten ready.

Students achieve Mastery level on third grade assessments and enter fourth grade ready for grade-level content.

Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.



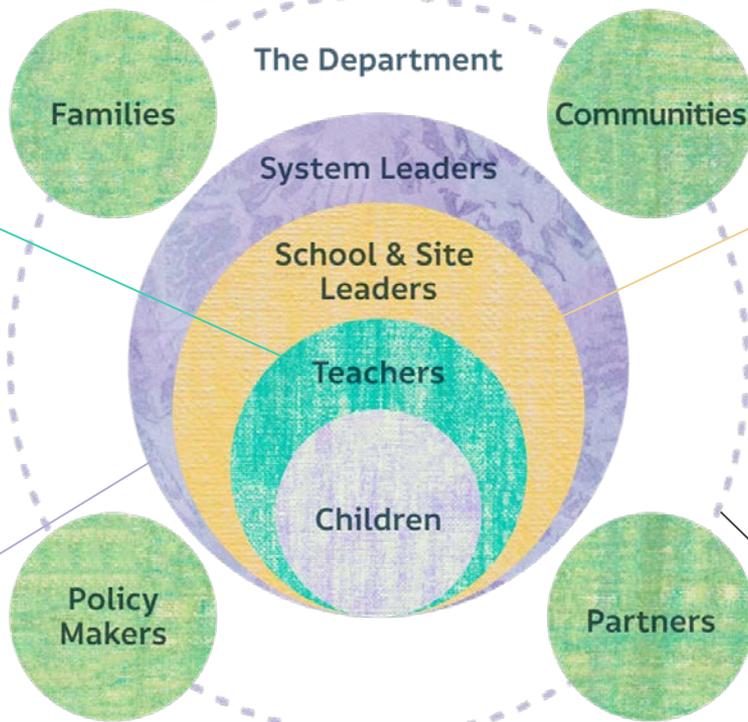
Along the Educational Journey, each of Louisiana's 730,000+ children is supported by more than 50,000 educators.

Teachers who

- create **positive, inclusive** learning environments;
- provide **high quality interactions and instruction** using **aligned resources and assessments**;
- focus on **accelerating learning**; and
- engage appropriate **supports for diverse learners**.

System Leaders who

- **strategically build and sustain structures** to maximize access to high quality interactions & instruction and extend learning; and
- build a **diverse and talented team of educators** through equitable hiring and intentional professional development at all levels.



School & Site Leaders who

- Develop teachers' **content and pedagogical expertise** through **intentional structures**;
- Ensure all students receive **individualized planning**; and
- Align resources and operations, **such as staffing and scheduling**, in response to children's needs.

The Louisiana Department of Education

- provides tools and resources to **educators** to execute academic plans; and
- builds relationships to **leverage resources** to support Louisiana children.



Louisiana children receive strong support beyond the walls of the learning environment from many stakeholders.

Families

- partner in their child's educational journey.
- are informed about their child's progress.
- access resources for supporting their child's educational journey.
- choose the setting that is best for their child.

Communities

- are informed about the quality and progress of their schools and early learning sites.
- participate in the decision-making for their community (through organizations like school board and ready start network coalitions).

Policy Makers

- are child-centered.
- are informed about the progress of early care networks and sites, school systems and schools.
- have a positive, collaborative working relationship with the Department.

Partners

- support the local vision and mission.
- align to the Department's Vision for Success.
- expand and enrich the capacity of priority and operational work.



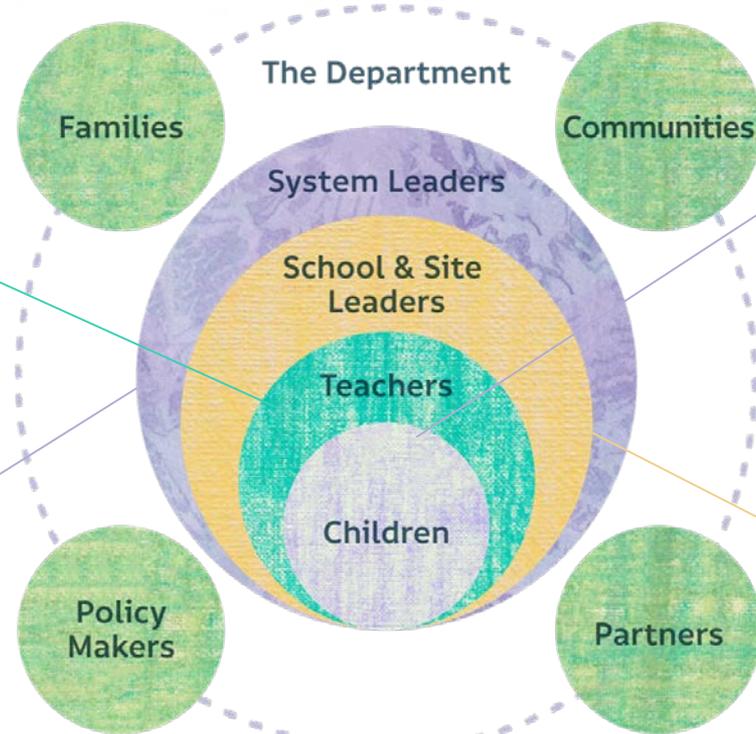
The Department of Education engages with systems to reinforce the supports Louisiana children have each day.

Support for Teachers is reinforced by

- Aligned **standards, instructional materials, resources, and assessments**
- Focus on **accelerating learning** with explicit instruction, intervention, and extension
- Training in **foundational literacy instruction**
- **Intentional structures** to grow content and instructional expertise
- Access to a **pipeline** for growth

Systems leaders receive

- Support for **coherent strategic planning & progress monitoring**
- Critical funding, ensuring that **federal and state funds** are well stewarded
- Positioning to make **data-driven decisions**



Support for children is reinforced by

- Access to **high-quality early childhood education**
- Well-developed **individual plans** focused on unique student needs
- Opportunities to **extend and reinforce classroom instruction** like tutoring and summer learning

Support for School & Site Leaders is reinforced by:

- Clarity on the resources and additional support appropriate for **diverse learners**
- **School & site improvement** processes
- Support in cultivating **dual enrollment and career education** opportunities
- **Staffing & scheduling** guidance to align resources to children's needs



We know several key things that must be true to position students for success along the educational journey:



Access to a high quality **early childhood experience**

Foundational **literacy instruction**

A **teacher** prepared to lead a classroom every single day

Daily instruction that **accelerates learning**

A meaningful **high school experience**



Engaging essential professional learning structures will make it possible for educators to adopt key shifts efficiently.

Instructional Leadership Teams

Teacher Collaboration

Career Pipeline

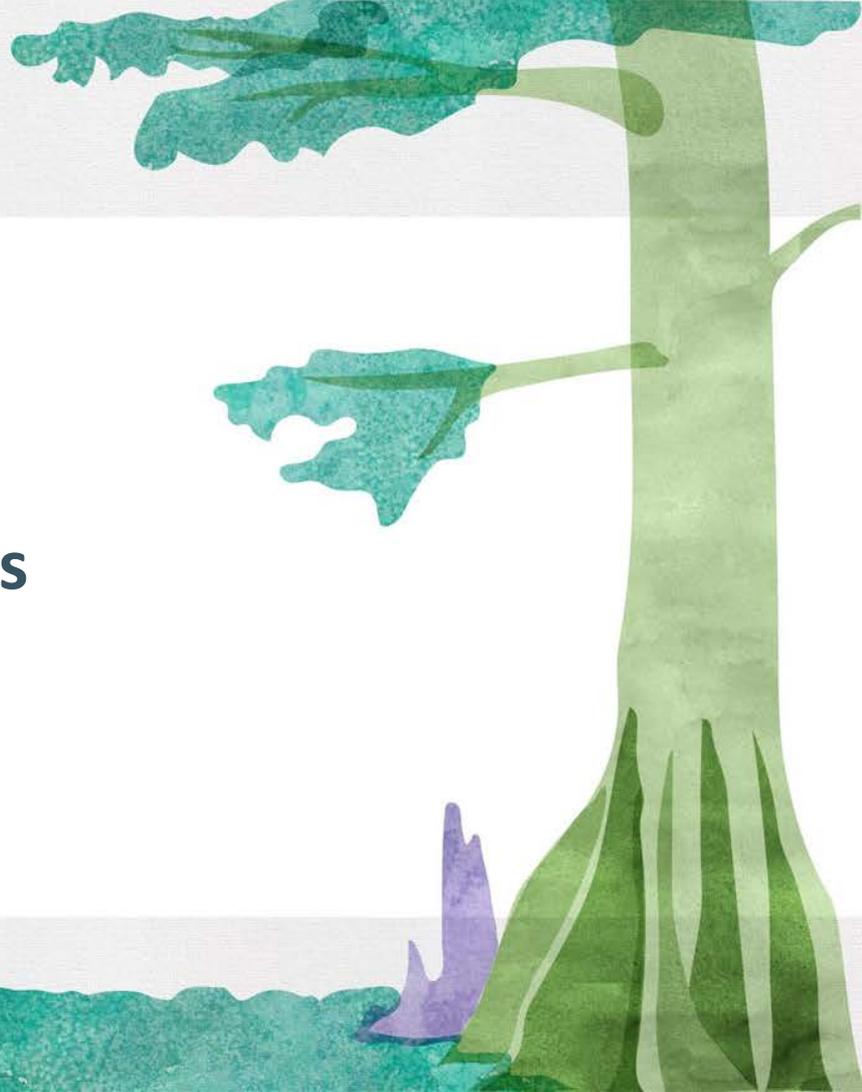
High quality school and system leadership team meetings are critical to ensuring that policy, funding, and programs are aligned to key priorities.

High quality opportunities for teacher collaboration provide the critical setting for educators to synthesize strong practices.

Ensuring that content leaders, mentor teachers, and other opportunities are available to teachers will be critical to supporting the frameworks for collaboration.



LDOE Updates/Opportunities



Science Collaborative

The Department will be launching a science collaborative similar to the math and ELA collaboratives held previously. This collaborative will bring together K-12 science educators with teacher preparation science faculty to co-create course outlines for science methods courses.

The Department will release the application in the coming weeks. Look for further details in the Believe and Prepare monthly email blast.

Contact nicole.bono@la.gov with any questions.

Teacher Preparation Program Office Hours

This year the Department will again offer Teacher Preparation Office Hours. These webinars are an opportunity for program staff to share best practices and learn from one another. We are currently seeking topics for this year's series.

Please email nicole.bono@la.gov with suggestions for call topics and recommendations of staff that can facilitate these sessions.

Previous topics included:

- Recruiting minority candidates to programs
- Supporting post- bacs
- Strong feedback cycles
- Collaborating with system partners

New Teacher Experience

The [New Teacher Experience](#) is a comprehensive induction program that will offer multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. Components of the New Teacher Experience include:

- Affinity Groups
- Professional Development Modules
- Mentoring
- [Guidance Document](#)
- New Teacher of the Year award process
- New Teacher Experience [kick off event](#)
- New Teacher Experience [pilot](#)

More details about registering new teachers for participation in these events will be coming this fall. Information about these programs can be found on the NTE [webpage](#).

Please contact laurie.carlton@la.gov with questions.

2023 *New Teacher of the Year*



Jordyn Vicknair

St. Charles Parish
Destrehan High School

TOY, NTOY, POY Nominations Portal

The Department recognizes great teachers and school leaders are critical to student success. Annually, the Department honors some of the state's most successful educators through the Louisiana Teacher and Principal of the Year programs, as well as the New Teacher of the Year program. Part of the selection process for naming the district and state-level winners includes recommendations from teachers, principals, district employees, parents, colleagues, and community members. To assist with the process, a nominations portal was created.

The **[nominations portal](#)** is open now and will close on **September 30**. Multiple nominations are accepted, as well as self-nominations. Upon portal close, the nomination information will be shared with school systems for their consideration.

For questions regarding Teacher/Principal of the Year contact excellenteducators@la.gov.
For New Teacher of the Year contact Laurie.Carlton@la.gov.

Initial/Innovative Program Applications

Summer Initial/Innovative Program Applications:

- September 12- Notification of pending program application decisions are sent to June applicants.
- October 12- BESE will consider program applications recommended for approval.

Fall Initial/Innovation Program Applications:

- September 1- The Initial/Innovation Program application portal opens.
- October 1- Notices of Intent are due for all applications.
- December 9- Applications must be complete and submitted.

Fall program applications will receive pending decisions by March 3, 2023, and BESE will consider applications for approval during the April 2023 BESE meeting.

Please email emily.smiley@la.gov with questions.

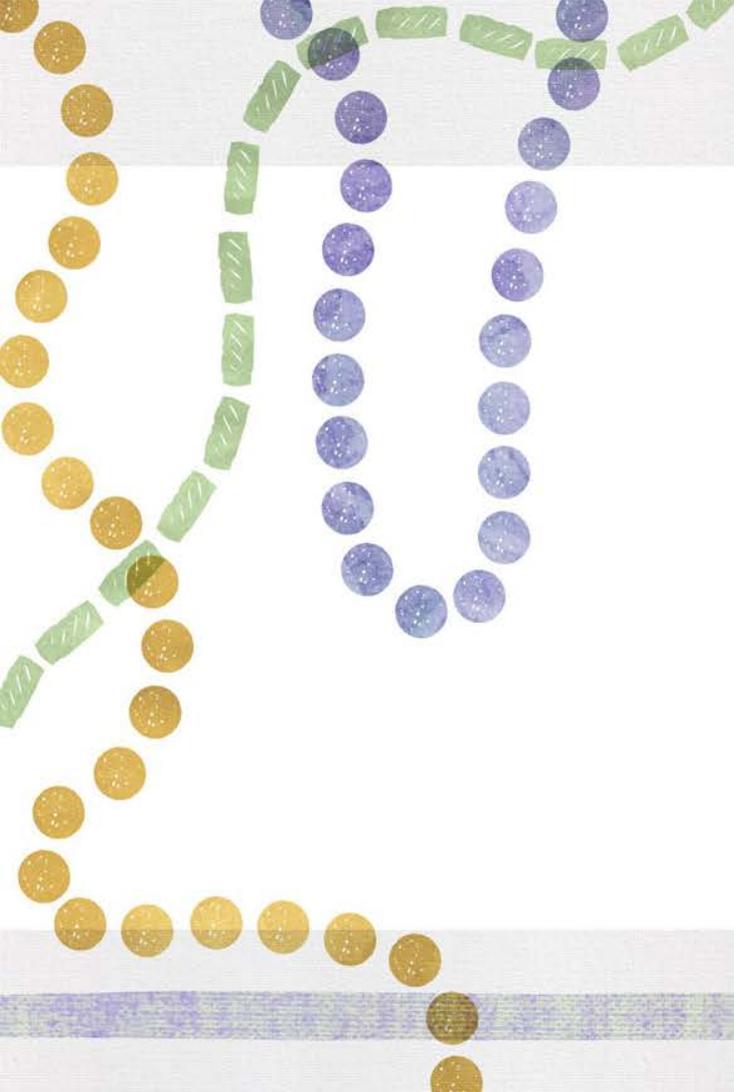
Louisiana Pre-Educator Pathway Teacher Preparation Roundtable

In the 2021-2022 school year there were over 600 high school students enrolled in the pathway representing over 20 different school systems. In the 2022-2023 school year, we are excited to see the pathway expand into approximately 30 new school systems on 90 new high school campuses. We hope to provide greater support to aspiring educators by connecting our graduating Pre-Educator Pathway students to Louisiana Teacher Preparation Programs.

Pre-Educator Pathway lead for your program, or an appointed designee, attends the Fall Teacher Preparation Program Pre-Educator Pathway Fall Roundtable:

- Time: **October 4, 2022 1:00 PM-2:30 PM**
- Link: <https://ldoe.zoom.us/j/3455048179>
- Meeting ID: 345 504 8179
- +14703812552,,3455048179# US (Atlanta)

All Teacher Preparation Programs should complete the [2022-2023 LA Pre-Educator Pathway Teacher Preparation Inventory](#). Pre-Educator Pathway Implementation Guidebook coming soon to the [Resource Library](#).

A decorative graphic on the left side of the slide consists of three vertical lines of beads. The leftmost line is made of yellow beads, the middle line of green beads, and the rightmost line of purple beads. These lines are arranged to form a shape that resembles a stylized letter 'D' or a similar abstract form. The beads are set against a background of horizontal stripes in light gray, white, and light blue.

Mentor and Resident Funding

Funding Overview

In the 2022-2023 academic year, the data collection for the mentor stipend will take place using a similar process to what was used in 2021-2022.

- Mentors who support year-long undergraduate residents and post-baccalaureate candidates (first year PLs) will receive **\$2,000**.
- Through the teacher pay increase approved by the Legislature in 2019-20 (\$1000), 2021-22 (\$800), and 2022-23 (\$1,500) the Department will allocate funds for LEAs to pay **\$3,300** to yearlong undergraduate residents who hold a resident certificate and are completing their residency in a public school.
- This funding is allocated to school systems who host residents. School systems should pay Mentors and residents directly.
- Funding will be provided through the **Minimum Foundation Program (MFP)** formula via the certificated pay raise calculation.

Resident Eligibility

Who is eligible for the resident teacher pay raise compensation?

- The resident must hold a resident certificate with a valid from date on or before **October 1, 2022**. *(It is suggested that providers apply for resident certificates by **September 1** to ensure they are processed in time for the stipend.)*
- The resident must serve in a MFP funded entity.
- The resident must serve with a mentor teacher in the same MFP funded entity as the resident teacher.
- The resident must serve with a mentor teacher that is reported in ED Link 360 Staffing with an object code of 112 (teacher) and a function code within the 1000s excluding 1530 (Pre-K) and 1531 (Head Start).
- The resident must serve with a mentor teacher that is not a contract employee.
- The resident must serve with a mentor teacher holding one of the following on **October 1, 2022**: Mentor Teacher Ancillary Certificate, Provisional Mentor Teacher Ancillary Certificate, Supervisor of Student Teaching Certificate, or [2022-2023 Mentor Waiver Credential](#).

Resident Eligibility for Post Baccalaureate Candidates

What does the post baccalaureate candidate need in order for their Mentor to be eligible?

- The candidate must hold a Practitioner License with a valid from date on or before **October 1, 2022**.
- The candidate must serve in a MFP funded entity.
- The candidate must serve with a mentor teacher in the same MFP funded entity as the candidate.
- The candidate must serve with a mentor teacher that is reported in EdLink360 Staffing with an object code of 112 (teacher) and a function code within the 1000s excluding 1530 (Pre-K) and 1531 (Head Start).
- The candidate must serve with a mentor teacher that is not a contract employee.
- The candidate must serve with a mentor teacher holding one of the following on **October 1, 2022**: Mentor Teacher Ancillary Certificate, Provisional Mentor Teacher Ancillary Certificate, Supervisor of Student Teaching Certificate, or [2022-2023 Mentor Waiver Credential](#).

Mentor Eligibility

Who is eligible for the mentor teacher funding?

- Mentors of certificated **undergraduate** residents in yearlong residencies and Mentors of **post- baccalaureate** candidates who are on their first year of a practitioner's license are eligible for \$2,000.
- The mentor teacher must hold one of the following on **October 1, 2022**:
 - Mentor Teacher Ancillary Certificate
 - Provisional Mentor Teacher Ancillary Certificate
 - Supervisor of Student Teaching Certificate
 - [2022-2023 Mentor Waiver Credential](#)

Data Collection Timeline

August	Funding data collection process communicated to School Systems and Preparation Providers
September	LDOE Team generates list of residents based on resident certificates issued for the 2022-2023 Academic Year and a list of first year Practitioner Licenses Providers complete a review of residents and PLs and LEAs indicated on certificates
October	School Systems report Resident teacher and Mentor teacher data in EdLink360 Staffing
November	Department compiles allocation counts for Mentor and resident funding from EdLink360 Staffing and confirms eligibility
December	Preparation Providers and School Systems receive final funding list with rationale Resident and Mentor teacher information is reported for MFP allocation BESE receives allocation counts for funding for PreK residents and Mentors

Preparation Providers

Resident Teacher Certificate Applications

Preparation providers apply for resident certificates by **September 1, 2022**

Resident Teacher Certificate Review

LDOE sends preparation provider resident teacher and PL file by **September 7, 2022**

Preparation providers review the data and address any issues through the certification portal by **September 21, 2022**

LDOE Report

LDOE runs final report on October 1, 2022.

2022-2023 Mentor Credential Waiver

At the April BESE meeting, the Board approved a waiver for the Mentor policy for the 2022-2023 school year. Mentor teacher waivers will be granted on a case-by-case basis through the application process established by the LDOE and at no fee to the applicant, school system, or teacher preparation provider. **School System Mentor Coordinators should initiate each Mentor Waiver Application.** For completion guidance, refer to the [2022-23 Mentor Waiver Application Guide](#).

2022-2023 Mentor Waiver Application Link: <https://louisianabelieves.smapply.io/prog/>

Mentor Waiver Applications must be created by the system leader responsible for resident placement and/or Mentor recruitment and support. Mentor waivers should be in place prior to **October 1**. The application will remain open until June 2023.

Please contact believeandprepare@la.gov with questions.

Certification Updates



Praxis I (Core) Update

During the 2022 Legislative session, Acts [707](#) and [244](#) of the 2022 Regular Legislative Session were passed removing the requirement of a core academic skills assessment (e.g. Praxis Core, ACT, SAT) as a requirement for entering the profession and for teacher licensure.

Last Week, BESE approved the removal of the requirement of a core academic skills assessment (e.g. Praxis Core) for both entrance into a Teacher Preparation Program and for licensure. All other requirements (Praxis II, PLT, one-year residency, etc.) remain the same.

Praxis I (Core) Update

For the **exam** portion of requirements for the following certificates, this means:

- Praxis **Core** is **not required** for issuance of a **Resident Certificate**
 - Praxis **Content** is **required** for **renewal** of a **Resident Certificate**
- Praxis **Core** is **not required** for issuance of a **Practitioner's License (PL)**
 - Praxis **Content** is **REQUIRED** for issuance of a **Practitioner's License (PL)**
- Praxis Core is **not required** for issuance of an **initial Level 1 (or higher)** certificate
 - Praxis **Content, Pedagogy, and Specialty exams** are **REQUIRED** for issuance of **Level 1 (or higher)** certificate

Grade Point Average (GPA) Update

Act [244](#) of the 2022 Regular Legislative Session updated the GPA requirements for entry into a teacher preparation program and for program completion. GPA flexibility for entrance into a teacher preparation program was **removed** from law.

Last week, BESE adopted policy to align with the legislation that requires a 2.20 GPA on a 4.0 scale for **entrance** into a teacher preparation program. This means a **2.20 undergraduate** GPA for entrance into post-baccalaureate programs and 2.20 GPA **prior to entrance** into the college of education for traditional programs.

This requirement has been updated for issuance of both the PL and the R certificates. This law is **not retroactive** and thus **does not** affect candidates **enrolled/admitted** prior to the law's effective date (**5/31/2022**).

Grade Point Average (GPA) Update

The updates related to program completion amended by Act [244](#) include the following:

- applicants must have a 2.50 on a 4.0 scale **program GPA at graduation**
- applicants in post-baccalaureate programs only that do not have a program GPA of 2.50 or higher have some flexibility for certification

New Applications

Due to recent changes in legislation and policy, the Certification Office will be updating all applications related to these changes. The new applications will be posted and available on teachlouisiana.net by **September 15**.

There will be a little over a one-month grace period where either version of the application can be submitted. However, the new version of the application will be required by **November 1**.

Since policy was approved as emergency rule regarding these changes, any unprocessed application that is currently “unassigned” can have additional supporting documentation uploaded via the “history” option if needed.

Residents/Mentors

For funding purposes, resident teacher, practitioner licenses, and mentor teacher certificates that need to be issued by *October 1* to receive a stipend must be submitted completely and correctly via the online portal **on or before September 1**.

Any applications submitted after September 1, or any incomplete/incorrect submission may not be processed by October 1. This may result in the candidate's inability to be eligible for the funding.

Please direct any funding questions to believeandprepare@la.gov.

Certification Monthly Call

The Certification Office will now have a monthly call devoted solely to certification. This call will began earlier this week. It will generally fall on the third **Monday** of each month at **10:30 a.m.** Any changes due to BESE meetings or holidays will be included on the [school system support calendar](#).

Certification Monthly Call details:

Webinar link:

<https://ldoe.zoom.us/j/97801045748?pwd=N1JobWIDU1gvNnNYQk40WjI3YmpxUT09>

Meeting ID: 978 0104 5748

Passcode: 959091



Certification Reminders



Literacy Updates

At June BESE, proposed revisions to certification policy were approved to align with literacy requirements in law. These literacy updates have a **future effective** date. The updates include:

- updating teacher certification requirements to include the adoption of a Teaching Reading exam that assesses updated literacy competencies,
- specifying the type of reading coursework required to align with the science of reading competencies, and
- including the adopted science of reading training as options to meet certification requirements.

LDOE is also partnering with ETS to update the Teaching of Reading exam for Louisiana for the future.

Reading Competencies

In the meantime, the more **broad** interpretation of the law regarding teaching reading will be used. When issuing initial certification, our team will be looking for the following:

- Traditional Programs: Semester hours 3, 6 or 9 hours
- Alternate Programs:
 - BESE-adopted Teaching Reading Exam (5206) OR
 - Signed Assurances indicating contact hour equivalent

If a university program **does not** offer the reading competencies **via coursework**, a signed assurance document indicating contact hour equivalent is **required**.

Reading requirements are outlined in law, therefore, these requirements are also considered when additional areas are added to existing certificates.

ETS Exam Updates

ETS is phasing out or redesigning some of its exams. At April BESE, revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, were adopted to include the newly redesigned ETS exams. There will be a one-year overlap where either current exams or new exams can be accepted for certification. Current exams will **expire** on **8/31/2023**. The **effective** date for newly adopted exams is **9/1/2022**. Newly adopted exams include:

- Biology (**5236**), score of 154
- Chemistry (**5246**), score of 146
- General Science (**5436**), score of 141
- Physics (**5266**), score of 145
- Early Childhood Special Education/Early Intervention Praxis (**5692**), score of 159
- School Counselor (**5422**), score of 159
- School Librarian (**5312**), score of 154

Mentor/Content Leader Training Providers



Mentor Training Module Updates

Updates have been made to the [Mentor Training Modules](#). Revisions to the modules include:

- Reduced total number of modules from nine to six.
- Increased focus on developing and executing a coaching cycle.
- Less explicit training on content topics, content is embedded through examples.

If you plan on using the revised modules for your fall training please send the completed assurance document to believeandprepare@la.gov no later than **September 2**.

Training Provider Reminders & Updates

- Share the steps for [Applying for Mentor/Content Leader Certification](#) with your participants.
- Cohort enrollment should be emailed to teacherleadertraining@la.gov and support@bloomboard.com.

2022-2023 Training Provider Effectiveness Measures Pilot

Based on training provider feedback and our hope to provide BESE with a more comprehensive view of your programs, we are continuing to pilot tools that would create additional data points to be included in future [training provider effectiveness reports](#). These tools include a **participant survey**, a **district partner experience survey**, and a **training observation rubric**.

During the 2022-2023 school year, the LDOE is looking to work with 15 approved training providers (10 Mentor & 5 Content Leader) to pilot these tools and provide feedback on the future development and implementation. Pilot participants will contract with the Department for \$2,000. We encourage programs that are interested in participating to attend the webinar below to learn more about pilot participants' roles and responsibilities.

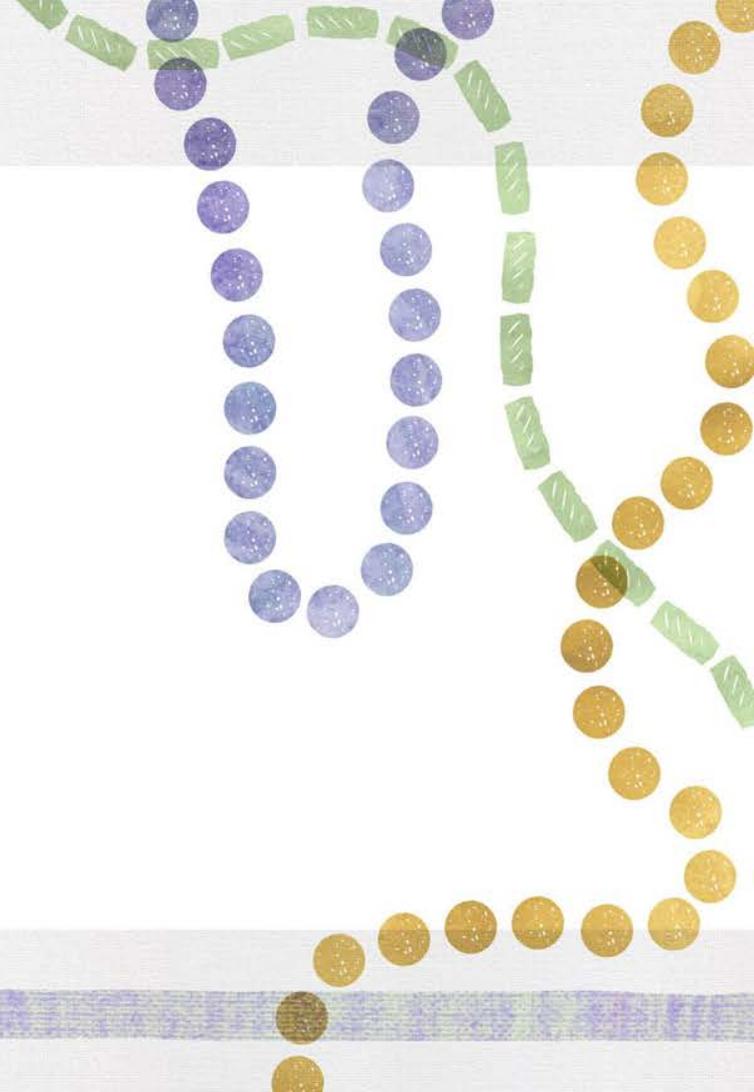
Time: September 20, 2022 11:00 AM- 12:00 PM

Link: <https://ldoe.zoom.us/j/3455048179>

Meeting ID: 345 504 8179

Phone: +14703812552,,3455048179# US (Atlanta)

Resources



Instructional Materials Review Updates

Recently Published Tier I Materials

The Department conducts ongoing reviews of curricular materials to support school systems in adopting curricula in all core subjects. Newly rated Tier 1 curricula is listed below. All reviewed curricula can be found on the [Tiered Reviews](#) webpage.

Publisher	Title and Grade Levels	Core Subject	Tier
McGraw Hill LLC	Wonders, Grades 3-5	ELA	Tier 1
K12, Inc.	Math + Blue, Orange Summit, Grades K & 2	Math	Tier 1



New Science Resource: Louisiana Guide to Implementing Amplify Grade 7

The [Louisiana Guide to Implementing Amplify Grade 7](#) provides instructional supports for implementing high quality Amplify Science Louisiana Grade 7 units. This guide provides insight as to how units correlate to the [Louisiana Student Standards for Science](#).

Additional guidance within this resource includes

- sequencing support for Engineering Internship Units;
- companion lesson recommendations; and
- unit alignment to LDOE formative assessment items.

Please contact STEM@la.gov with questions.

Social Studies: Louisiana Endowment For the Humanities Partnership

In Partnership with the Louisiana Endowment for the Humanities, the Department is producing an encyclopedia of Louisiana History articles to support the implementation of the new 2022 Louisiana Student Standards for Social Studies.

Each article was written and vetted by subject matter experts, and Louisiana teachers for grade level appropriateness and complexity. The first few entries are now available at 64.parishes.org/Education.

Please contact classroomsupporttoolbox@la.gov with questions.

Understanding Prehistoric Louisiana

By studying artifacts, archaeologists know that people were in Louisiana at least 13,000 years ago.

BY REBECCA SAUNDERS, JOANNE RYAN

THIS ENTRY IS 4TH GRADE LEVEL. [VIEW FULL ENTRY](#)



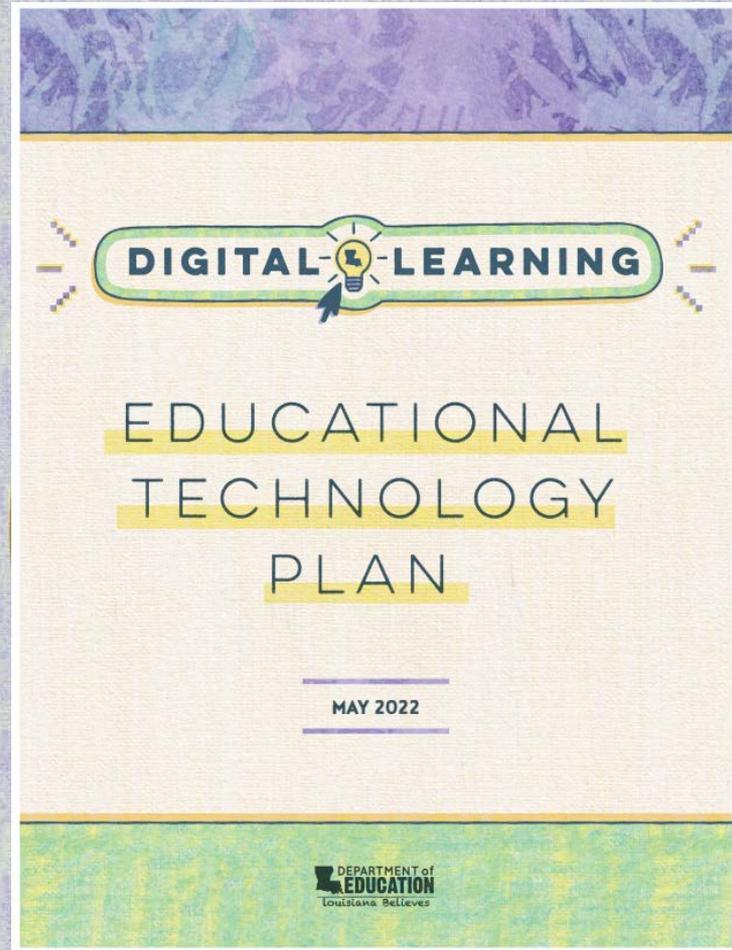
Middle Archaic Period Artifacts.

PHOTO BY JENNY ELLERBE.

EdTech Plan (ICYMI)

- The revised Educational Technology Plan is [live](#) and can be found on the [Digital Learning](#) website.
- This revised educational technology plan is intended to be a guide to inform and influence school systems in crafting their own strategic technology plan. This plan also serves as a guide for school leaders in developing a framework for educational technology integration at the school level.

Please contact digitallearning@la.gov with questions.

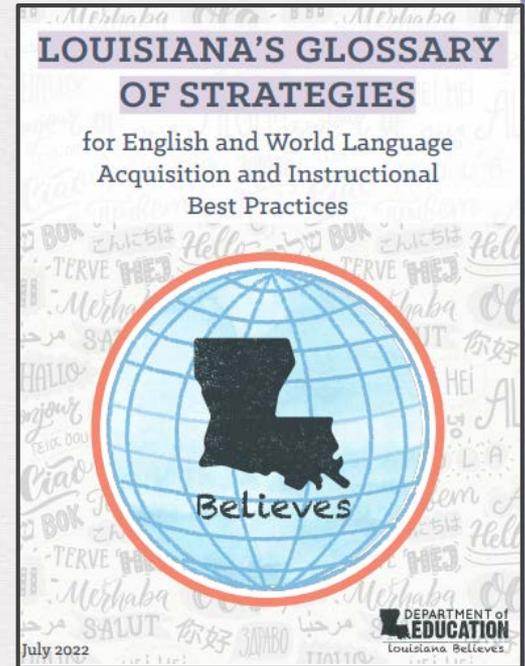




Louisiana's Glossary of Strategies for English Learners

The Department released a new resource, [Louisiana's Glossary of Strategies for English and World Language Acquisition and Instructional Best Practices](#), to support educators with best practices and strategies to scaffold high quality instruction for multilingual students, including English Learners. These tools are content neutral and are beneficial in all disciplines. Each practice includes the recommended grade level, proficiency level, language domain, description, and example strategies or approaches.

Please contact diverselearnersupport@la.gov with questions.



Supports for Grades 3-5: Foundations Lessons

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Three units are comprised of forty, ten-minute lessons, including two skills “check-points” that assess students on skills targeted in that unit.
- These lessons are intended to be delivered during whole group instruction.
- Lessons are designed to provide direct instruction in three key areas: advanced spelling patterns, grammar, and morphology.
- These lessons do not replace, but rather complement existing reading programs.
- Find Unit 1 materials in the [Literacy Library](#). Units 2 and 3 will be released this Fall.

Supports for Grades 3-5: Foundations Lessons

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Lesson sequence:
 - Attention getter
 - Explicit instruction
 - Guided Practice
 - Student Application
- Additional supports:
 - Overview of skill/concept
 - Supports for diverse learners

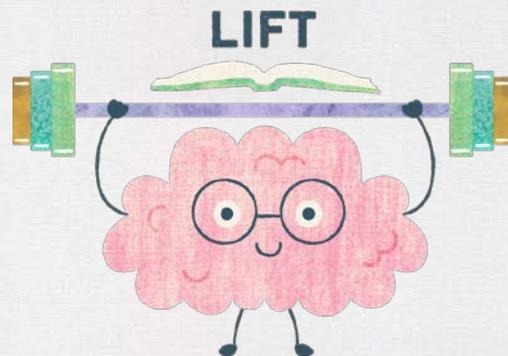


Intervention Resources for Grade 3 and Beyond

The Literacy Interventions and Foundational Tools (LIFT) Kit helps teachers pinpoint specific gaps in foundational skills for students beyond Grade 2. It includes:

- fluency passages
- code-knowledge inventory
- phonological awareness screener
- intervention activities targeted to specific skill needs of students
- student recording trackers

All resources are housed in the [LIFT Library](#).



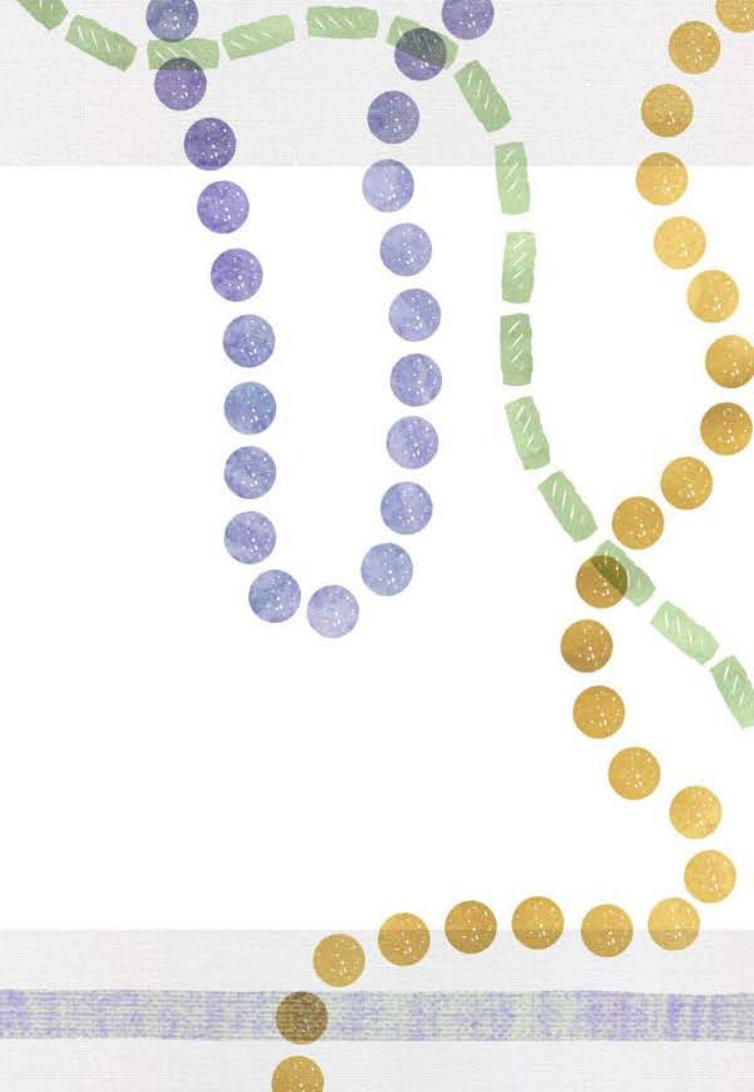
Supports for Grades 6-12: Content Literacy

Content Literacy involves basic literacy skills needed to comprehend and write throughout the different content areas. All teachers are literacy teachers. To support teachers of other content areas in middle and high school with incorporating literacy practices in their instruction, the [Literacy Library](#) has Content Literacy Support for:

- a. [Annotating Text](#)
- b. [Independent Reading](#)
- c. [Partner Reading](#)
- d. [Using Rubrics](#)
- e. [Using Student Exemplars](#)
- f. [Whole Class Read Aloud](#)

The Department anticipates releasing more supports this Fall (Fall 2022).

Closing



Next Steps

- Look for the Believe and Prepare email blast on **September 13**
- Work with school system partners to ensure all residents, practitioner's and Mentors have credentials in hand by October 1 to be eligible for funding.
- Submit Mentor assurances by **September 1** if utilizing revised Mentor modules in the fall.
- Join the Mentor and content leader Training Provider Effectiveness Measures Pilot call on **September 20**.
- Complete the [2022-2023 LA Pre-Educator Pathway Teacher Preparation Inventory](#).