



Preparation Provider Monthly Webinar

November 30, 2022

Agenda

Louisiana's Professional Learning Roadmap

LDOE Updates/Opportunities

Certification Reminders

Mentor/Content Leader Training Providers

Resources

Louisiana's Professional Learning Roadmap



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.



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**



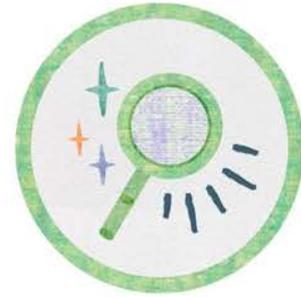
Proven strategies will make it possible for schools to adopt and sustain key shifts to better support Louisiana Children.



**INSTRUCTIONAL
LEADERSHIP
TEAM**



**TEACHER
COLLABORATION
SUPPORT**



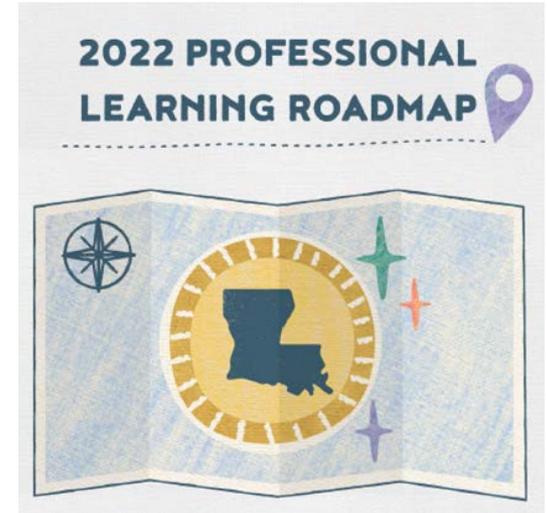
**CAREER
PIPELINE
SUPPORT**



Professional Learning Roadmap

A key component of overall school system strategic planning is the implementation of a comprehensive professional learning plan.

The [Professional Learning Roadmap](#) intends to guide and support school system and school leaders in their implementation of essential professional learning structures: school system instructional leadership team, school instructional leadership team, and teacher collaboration.



Instructional Leadership Teams

Instructional Leadership Teams:

- discuss improving educational outcomes through analysis of student, teacher, and leader data
- incorporate best practices for high impact leader and teacher actions
- provide school and school system level leaders with regular, high-quality feedback and support through an observation and feedback cycle

A **School System Level ILT** has an intentional and purposeful focus on curriculum-based instructional improvement and is based on school system level instructional goals. It also models continuous improvement for school leaders.

A **School Level ILT** includes the lead learners on a school's campus and intentionally includes teacher leaders. The members facilitate teacher collaboration meetings and plan for and implement purposeful observation and feedback cycles

Teacher Collaboration

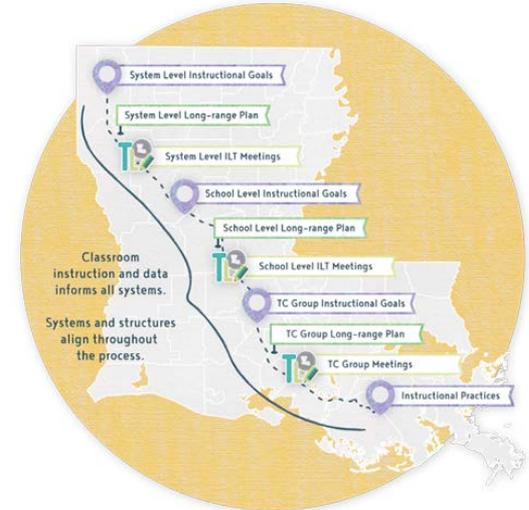
Teacher Collaboration occurs in small groups of teachers in like grade level or content areas and includes:

- cycles of structured professional learning.
- the analysis of student work.
- unpacking, discussing, and annotating units and lessons from high-quality curriculum.
- planning for and addressing the needs of diverse learners.
- addressing unfinished learning through acceleration.

Professional Learning Roadmap

The Roadmap is organized to support system leaders in:

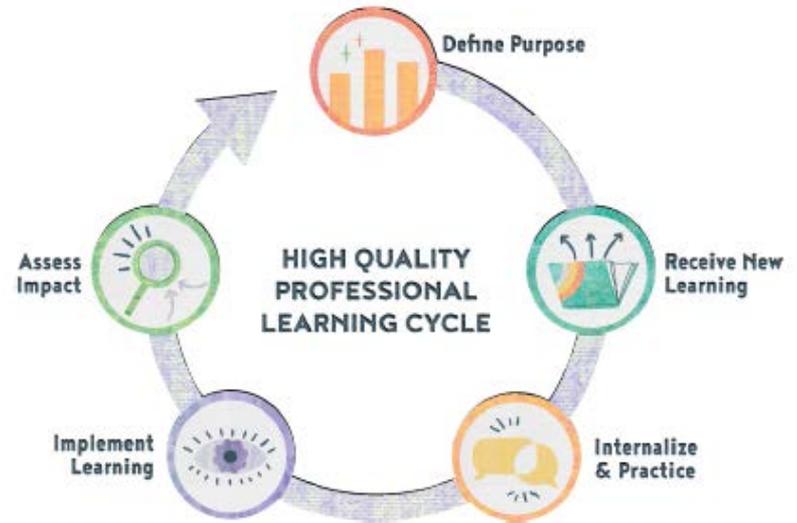
1. Defining and setting instructional goals.
2. Understanding and defining the purpose of Instructional Leadership Teams and Teacher Collaboration.
3. Strategically planning how to leverage Teacher Leaders to achieve instructional goals.
4. Planning for System and School Level Instructional Leadership Team meetings.
5. Planning for Teacher Collaboration meetings.
6. Reflecting and refining professional learning structures.



High Quality Professional Learning Cycle

The Roadmap and professional learning structures are grounded in the High Quality Professional Learning Cycle.

This cycle is a process in which a purpose is defined, and then teams receive new learning, internalize and practice the new learning, and assess the impact.



Professional Learning Roadmap Structure

The Roadmap's components include:

- the definitions, need, and critical elements for the structures.
- Implementation guidance.
- A call to action for system leaders in planning for the academic vision of their system.
- Steps for success with templates of guiding questions for system leaders to plan for each stage of implementation.

APPENDIX A

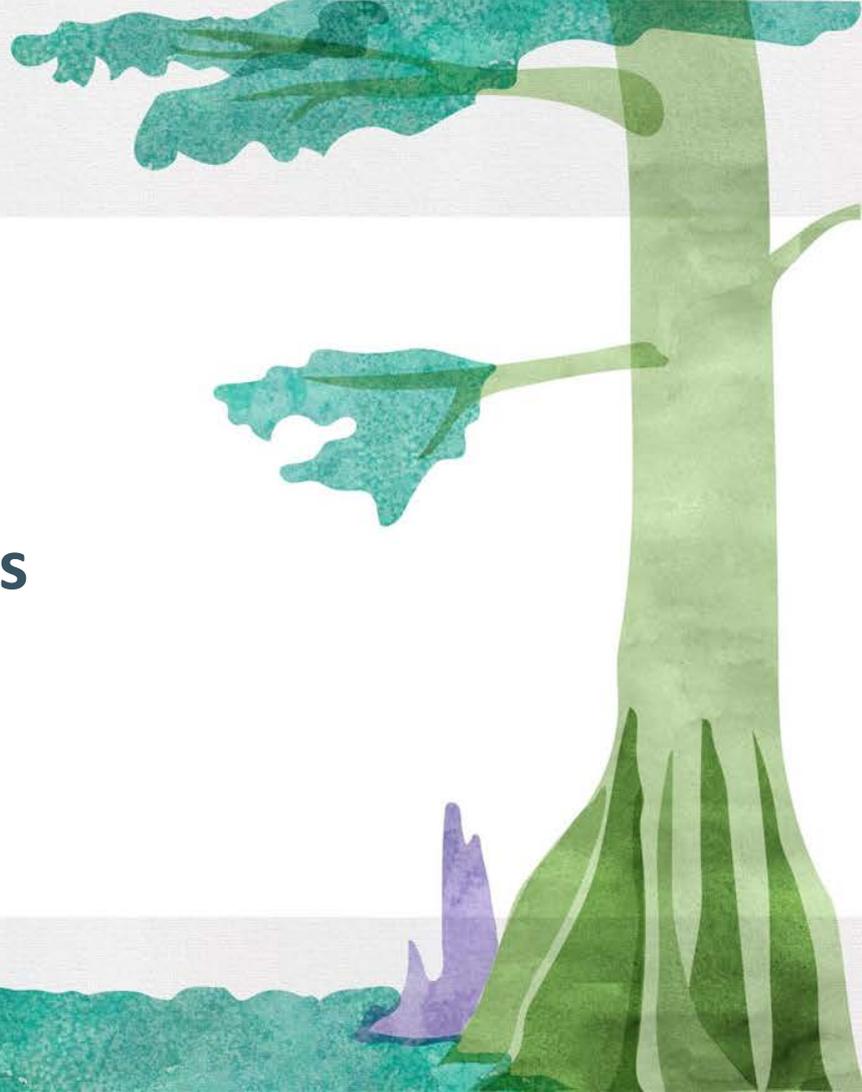
INSTRUCTIONAL LEADERSHIP TEAM: PLANNING BEFORE IMPLEMENTATION
GUIDING QUESTIONS

These questions should be answered by the leader of the ILT to best prepare for the planning needed to determine the general outlines, parameters, and structure of the ILT prior to meeting the full ILT.

ILT: PLANNING BEFORE IMPLEMENTATION	
GUIDING QUESTION	RESPONSE
<p>Who might participate in the ILT meetings?</p> <p>School System Recommendation: Members should be those within school system cabinet leadership who directly or indirectly impact instructional practice. (e.g., Superintendent/Executive, academic leader(s), financial leader, Human Resources leader, Special Education leader, English Learner leader, Early Childhood leader, etc.).</p> <p>School Recommendation: Members should be those within school leadership who directly or indirectly impact instructional practice. (e.g., principal, assistant principals), Content leader(s), Mentor teacher(s), special education leader, grade or content teacher leader, etc.).</p>	
<p>When will the team meet (date/time)?</p> <p>School System Recommendation: Weekly meetings are ideal, but they should not meet less than bi-monthly.</p> <p>School Recommendation: These should be held weekly.</p>	
<p>How long will the team meet?</p> <p>Recommendation: Approximately 60 minutes each week. Extend time if meetings are less frequent.</p>	
<p>Where will the team meet?</p> <p>Recommendation: A designated space for regular meetings is encouraged.</p>	



LDOE Updates/Opportunities



Upcoming Meetings

There will not be a December monthly preparation webinar due to the holidays. The next monthly call will be on **January 25 from 10-11 a.m.**

Due to Mardi Gras, the February monthly webinar has been moved to **Tuesday, February 28 from 10-11 a.m.**

Please contact nicole.bono@l.gov with any questions.

Louisiana Literacy Foundations Training

- This series of professional learning modules will be designed to improve educators' understanding of foundational literacy instruction grounded in the science of reading.
- Series content developers will work with the project director to develop literacy modules.
- **Who should apply?** Louisiana higher education faculty who teach English Language Arts methods courses and have a deep knowledge of the science of reading and key components of literacy development. Compensation will be paid upon completion of modules.
- If you are interested in this opportunity, please contact louisianaliteracy@la.gov for an application.

Science Collaborative

The Science Collaborative will hold a kick off meeting in Baton Rouge December 15-16. The collaborative is designed to bring together the best minds from both teacher preparation and K-12 to design teaching methods syllabi for elementary and secondary science courses that, in turn, will be available for public use.

Amanda Brady- Jefferson	Jessie Church, Natchitoches	Dr. Bianca Deliberto- Central	Dr. Nathan Dolenc- ULL
Lakiesha Domingue, EBR	Lindsay Duet, University View Academy	Dr. Aimee Hollander- Nicholls	Dr. Christine Hypolite, Holy Cross
Dr. Emily Jackson-Osagie, Southern	Loren Klein, Lafayette	Melinda McClesky- Ascension	Jaimie McQuarn, Ascension
Dr. Erica Smith, Tulane	Jill Sutton, Lincoln	Dr. Sandy Watson- ULM	Dr. Susan Zimlich, Southeastern

Teacher Leader Lagniappe

LDOE's podcast, [Teacher Leader Lagniappe](#) provides *a little something extra* for educators to stay inspired, motivated, and connected in the work with students.

Season 2, Episode 9: Love Leads to Knowledge with Louisiana Early Childhood Leader of the Year Rochelle Wilcox

Rochelle Wilcox talks with us about what it means to value students, what makes a classroom special, and how to keep teachers around you motivated to go above and beyond for their students. She also shares how it feels to be the first recipient of the 2022 Louisiana Early Childhood Leader of the Year award. The Lafourche Parish School System makes Em smile this week for being awarded a Louisiana Model of Excellence for science instruction.

Please contact em.cooper@la.gov with questions.

New Teacher Experience: Affinity Groups

The Department has partnered with Louisiana Tech University to create collaboration opportunities for new teachers by establishing Affinity Groups that new teachers may join virtually.

The Department received over 90 applications for Affinity Group Leaders (AGLs). AGLs will attend an in-person training December 1 in Ruston. Affinity Group meetings will begin for new teachers in January.

Visit the New Teacher Experience [webpage](#) for additional details about Affinity Groups.

For more information contact laurie.carlton@la.gov.

New Teacher Experience: Professional Development Module

The first professional development module, Classroom Management and Classroom Environment, has been released. The in person follow up session will be offered three times in December at the following locations and dates:

Date	City
Friday, December 2	Alexandria
Friday, December 9	Baton Rouge
Saturday, December 10	Ruston

For more information contact laurie.carlton@la.gov.

Pre-Educator Pathway Site-Visits

Pre-Educator Pathway School System and Teacher Preparation leads are invited to attend a Learning Visit for a day of on-site learning and community building. During Learning Visits, leads will observe Grow Your Own work that is being done in a school system and strategize to improve Grow Your Own efforts in their community.

Two visits will be hosted in Spring 2023.

- January 26: Monroe City Schools
- March 9: Calcasieu Parish Schools

A limited number of spots are available for each visit. [Register](#) to attend by **December 19**.

Link: <https://forms.gle/phrHGShdE5fmHREC6>

Email questions to toriano.hayward@la.gov.

Pre-Educator Pathway Guidance Released

A [compilation of guidance and resources](#) for developing access to the Louisiana Pre-Educator Pathway and other Grow Your Own strategies has been added to the [Pre-Educator Pathway Resource Library](#).

Guidance includes information and resources related to the following topics:

- Building Access to the Louisiana Pre-Educator Pathway
- Coursework, Curriculum, and Instruction Guidance
- Pathway Recruitment Strategies
- Teacher Leader Resources

Contact believeandprepare@la.gov with questions.

Spring Program Applications

The spring new program application period is open for the following programs:

- TPP Initial/Innovative
- Mentor Teacher
- Content Leader
- Educational Leadership
- Early Childhood Ancillary Certificate

Applications should be submitted through the [application portal](#) by **December 9**.

Please contact emily.smiley@la.gov with any questions.



Certification Reminders



Initial/PL Certificate Policy Updates

Earlier this year, both Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs*, and Bulletin 746, Louisiana Standards for State Certification of School Personnel, were updated regarding the issuance of initial certification. The updates aligned the two policies.

Updated requirements include that educators:

- Obtain a pre-service **certificate** while being prepared-either a Resident (R) or Practitioners License (PL)
- Are **mentored** as part of the pre-service preparation
- Comply with requirements for certification for both **in-state** and **out-of-state** residencies

Practitioner candidates are required to be mentored during their **first** year on a PL, thus also requiring mentoring to renew the PL. The waiver regarding these requirements ended on June 30, 2022.

Provisional Admittance/Pre-practitioner's License

At October BESE, policy was adopted to allow for GPA flexibility for candidates with less than a 2.20 GPA. This policy allows for **provisional** admittance into a teacher preparation program and creates a **temporary, non-standard** certificate (pre-practitioner's license) for teacher candidates **without** the required GPA.

The policy is an **interim** solution until such time the law is amended. The policy was adopted as emergency rule, meaning it is effective now, and the policy end date is at the end of the next legislative session.

Provisional Admittance

For program providers, provisional admission requirements include:

- possess a **non-education baccalaureate degree** from a university accredited in accordance with 34 CFR 602;
- **pass** the required **content examinations**. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of **30 semester** hours of **coursework** specific to the **content** area
- preparation provider **informs teacher** candidate of the **risk*** of provisional enrollment; and
- provisional admittance rules **end** at the conclusion of the 2023 legislative session.

*The risk is if the law is **not changed** during the next legislative session to allow for flexible GPA entry options, these candidates **may not be able to complete** the teacher preparation program, **nor will they be able to seek certification** in the state of Louisiana.

Provisional Admittance

Specific GPA flexibility rules include:

- applicants not meeting GPA requirements may be allowed provisional admittance provided the following requirements are met:
 - satisfactory **completion a personal interview** by the program admissions officer;
 - if the program awards credit hours, the applicant shall achieve a minimum grade point average **(GPA) of 3.00** in alternate teacher preparation program courses by the **end of the first 12 credit hours** and successfully complete the program;
 - if the program does not award credit hours, the applicant shall **demonstrate mastery of competencies** as required **by the program administrator and by the school system** in which the applicant completes required clinical practice;
 - satisfactory completion all program requirements as set forth by BESE, including any requirements for clinical practice, at graduation

Pre-Practitioner's License

Pre-Practitioner's License requirements include:

- minimum of a **non-education baccalaureate degree**
- **2.20** or higher **undergraduate** GPA on a 4.00 scale; or
- be granted **conditional admittance** into an alternate teacher preparation program **following a satisfactory personal interview** by the program admission officer
- **passing scores on content area exam(s)**, or 30 semester hours of coursework specific to the content area

Pre-Practitioner's License

Pre-Practitioner's License requirements include:

- The approved teacher preparation program provider shall submit the request for the pre-practitioner license directly to the LDOE.
- Teacher candidates receiving mentoring while on the pre-practitioner license by a certified mentor and completing all other certification requirements for issuance of the initial standard level teaching certificate **may** advance from the pre-practitioner license to the standard level teaching certificate.
- Teacher candidates not receiving mentoring while on the pre-practitioner license by a certified mentor **must** serve on the **practitioner license and be mentored** by a certified mentor for a year and meet all other certification requirements prior to advancing to the standard level teaching certificate.

New Applications

The Certification Office has updated all applications related to the recent legislation and policy changes. The new applications were posted and available on teachlouisiana.net on **September 15**.

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

The Pre-PL application was posted on **November 1**.

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 **spring** training please send the completed assurance document to believeandprepare@la.gov no later than **December 9**.

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.

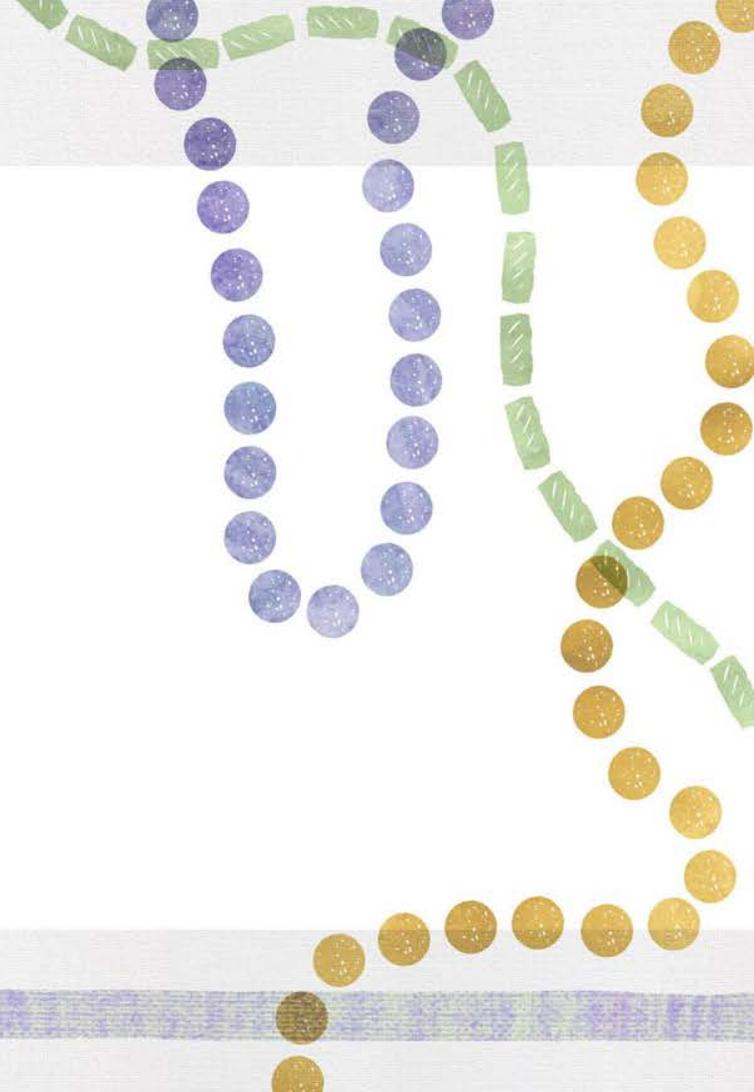
2022 Training Provider Data Verification & Training Vendor Survey

Thank you for verifying your participant data for the 2022 training provider data reporting process. Our team will use your verification to compile the report that will be made available in the [Mentor library](#) in December.

The 2022 report will include information that clarifies how mentor policy updates may impact program completion rates.

Contact teacherleadertraining@la.gov with any questions.

Resources



Student Learning Target (SLT) Planning Resources

There are resources available in the [Compass Library](#) to assist in developing meaningful student learning targets.

- The [Student Learning Target Assessment Identification Guide](#) outlines approved assessments for gathering baseline information and progress monitoring.
- The [Student Learning Target Reflection Tool](#) provides an outline to guide the SLT process.
- The [Teacher SLT Guidance and Sample Templates](#) outlines the types of targets and process for setting targets and provides sample templates.
- The [Student Learning Target FAQ](#) document provides answers to common questions pertaining to student learning targets.

Please contact compass@la.gov with questions.

Student Learning Target Legislation/Policy Update

[Bulletin 130](#) requires a meeting between evaluator and evaluatee to discuss student learning targets. If no meeting takes place, the student learning targets shall not be used in evaluation. The following steps have been taken to assist in communicating the policy and ensuring the meeting takes place:

- Announcements have been made about the policy change in newsletters and on system calls.
- The policy information was added to the [CIS Timeline](#).
- [Sample SLT templates](#) have a space for evaluator and evaluatee signature.
- The [Student Learning Targets Frequently Asked Questions](#) document outlines the policy.
- The Compass Information System (CIS) will have a reminder on the submission screen.

Please contact compass@la.gov with questions.

Observation Resources

Per [Bulletin 130](#), two observations/site visits are required for all teachers and leaders for the 2022-2023 school year. The following resources are available in the Compass Library to assist with conducting and scoring observations:

- [Compass Teacher Rubric](#)
- [Compass Leader Rubric](#)
- [Converting CLASS® to Compass Equivalent](#)
- [Converting NIET SKR to Compass Equivalent](#)

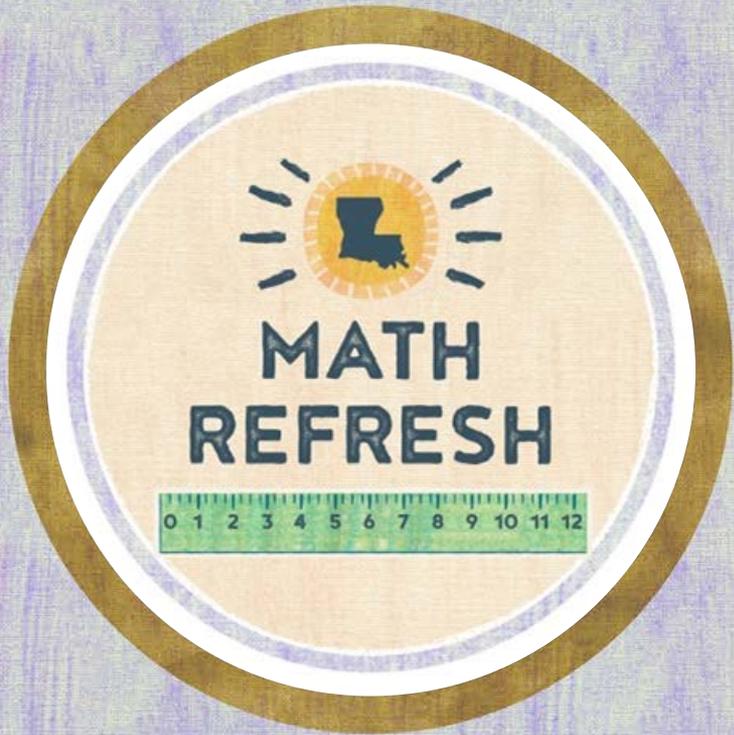
Note: One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year.

Please contact compass@la.gov with questions.

Louisiana's Math Refresh

To support all schools in accelerating math learning, the **Louisiana Math Refresh** provides strategically focused support to teachers and school and system leaders in two key areas:

- funding to support a **refresh of math materials** to ensure resources used during any instructional time are of the same high level of quality as core instruction
- explicit guidance, resources, and professional learning to support a **refresh of existing instructional practices** to align with evidence-based approaches for maximum impact in accelerating students' math progress



Accelerating Learning



Teachers have access to **high-impact structures and systems** to support their growth.



Teachers have access to **high-quality, aligned resources**.

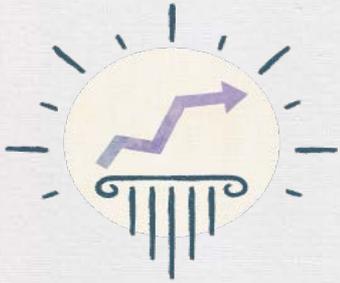


Teachers are prepared to lead **highly-effective instruction in positive, inclusive environments** every day.

Accelerating Math Learning

more of this...	less of this...
<ul style="list-style-type: none">● emphasis on <i>forward movement</i>; unfinished math learning is systematically addressed just in time for new concepts● ensuring all students, including students with disabilities and English Learners, have daily access to high-quality, grade level learning alongside peers● math instruction across settings (e.g. tutoring, extended learning time) is connected to core instruction and of the same standard of quality, prioritizing individualized supports that ensure readiness to engage in grade level work	<ul style="list-style-type: none">● emphasis on <i>backward movement</i>, reteaching every “missing” skill or concept in isolation from grade level work● structuring extended learning time and interventions so that students miss sacred core ELA, math, science, or social studies instruction● instructional and intervention time is passive and isolated from core (e.g. focused on worksheets or computer-based fluency drills), and/or students are engaging with work that is better suited for earlier grades

Louisiana's Math Pillars



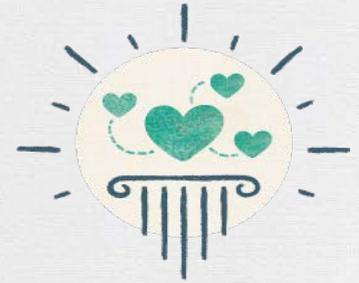
school structures
prioritize **all students'**
successful engagement
in **high-quality, grade-**
level core math
instruction alongside
peers



timely, proactive
interventions
connecting
prerequisite learning
to upcoming and
current grade-level
work



ongoing
professional
learning and
proactive planning
are essential for
effective teaching
and accelerating



families, caregivers
and communities
play an essential
role at all ages and
stages

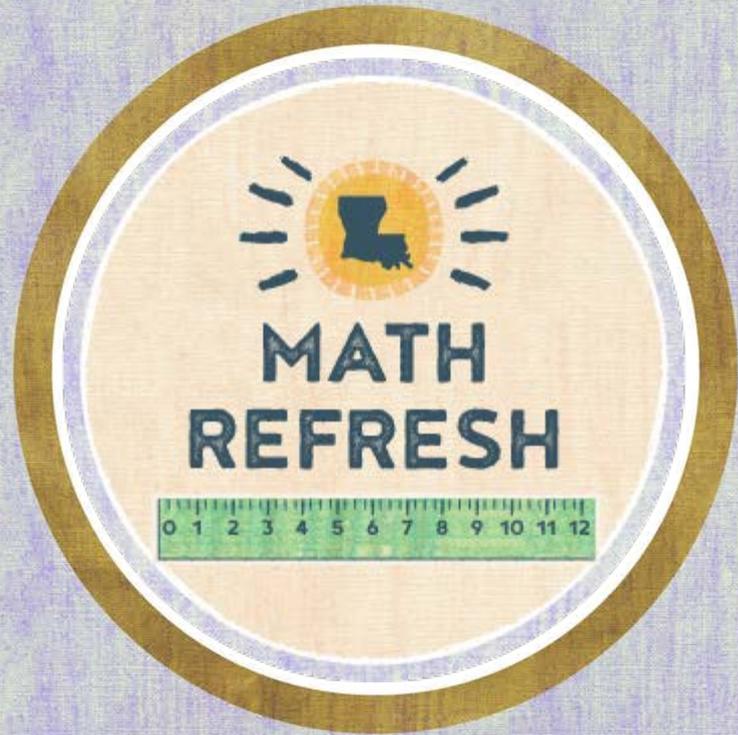


Louisiana's Math Refresh: Support Overview

Key Event	Timeline
Math Refresh Library	resources added on a rolling basis
LDOE professional learning (PL) and individualized assistance	ongoing
Math Refresh funding opportunity guidance and resources released with 2023-2024 School System Planning	October 2022- February 2023
statewide Zearn access for grades K-8 with aligned professional learning (PL) support	November: teacher webinars, rostering and virtual teacher PL begins January 2023: school account access begins, regional PL for leaders
Eureka Math² Algebra I Pilot Opportunity with aligned professional learning (PL) support	November: potential pilot schools notified, PL begins January 2023: pilot implementation starts

Contact Information

Please contact STEM@la.gov with any questions or to request an individualized call to support your implementation planning efforts.



IMR: Act 517 Compliance Reviews

The LDOE reached out to publishers with posted Tier 1 or Tier 2 state reviews that include foundational skills and requested access to their instructional materials to examine for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV cues in reading instruction.



IMR: Act 517 Compliance Reviews

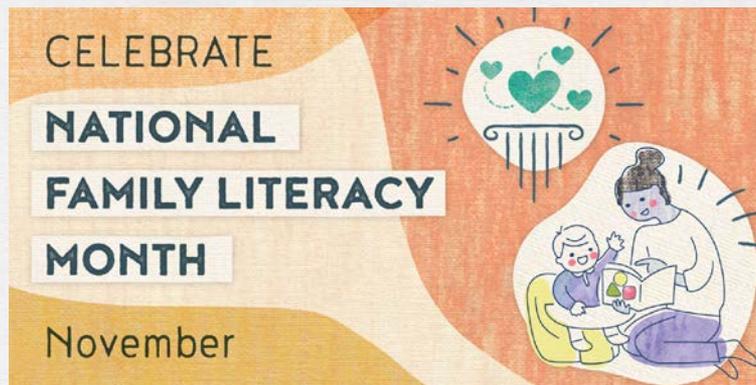
Access to the following materials was not provided by the publisher. The titles **have not been reviewed** for compliance under [Act 517](#), and, therefore, have been removed from the [Tiered Reviews](#) webpage and added to the [Not Reviewed for Compliance Under Act 517](#) report. The LDOE recommends that district curriculum staff, principals, and teachers take this information into consideration when selecting and using instructional materials.

NOT REVIEWED FOR COMPLIANCE UNDER ACT 517				
Review Cycle	Content Area	Publisher	Title	Archive Date
2017-2018	ELA	American Reading Company, Inc.	ARC Core, Grades K-2	12/31/2024
2016-2017	ELA	American Reading Company, Inc.	IRLA Foundational Skills Toolkit, Grades K-2 (FS Only)	12/31/2022
2019-2020	ELA	Pearson Online Blended Learning	Language Arts 1 A/B, Gr 1	12/31/2026

Please contact louisianacurriculumreview@la.gov with questions.

Family Literacy Engagement

- November is National Family Literacy Month!
- To celebrate, the Department will be highlighting family activities throughout the month.
- If you have events or activities to share, please email us.



Family Literacy Engagement

- There are resources available to schools and families every day in the [Families](#) section of the Literacy Library.
 - [Family Literacy Engagement Strategic Plan for School and Systems](#)
 - Grab & Go activities
 - Building Literacy Skills at Home (by age level)
- Family resources are translated into the top languages spoken in Louisiana schools.

Please contact louisianaliteracy@la.gov with questions.

New Resources: FIRE Unit 2

The second units of Foundational Instruction for Reading Excellence (FIRE) lessons for grades 3-5 have been posted in the [Literacy Library](#). FIRE is an instructional resource designed to support teachers in providing students advanced reading foundational skills in grades 3-5.

- [Grade 3 Unit 2 - Teacher's Guide](#)
- [Grade 3 Unit 2 - Student Activity Book](#)
- [Grade 4 Unit 2 - Teacher's Guide](#)
- [Grade 4 Unit 2 - Student Activity Book](#)
- [Grade 5 Unit 2 - Teacher's Guide](#)
- [Grade 5 Unit 2 - Student Activity Book](#)

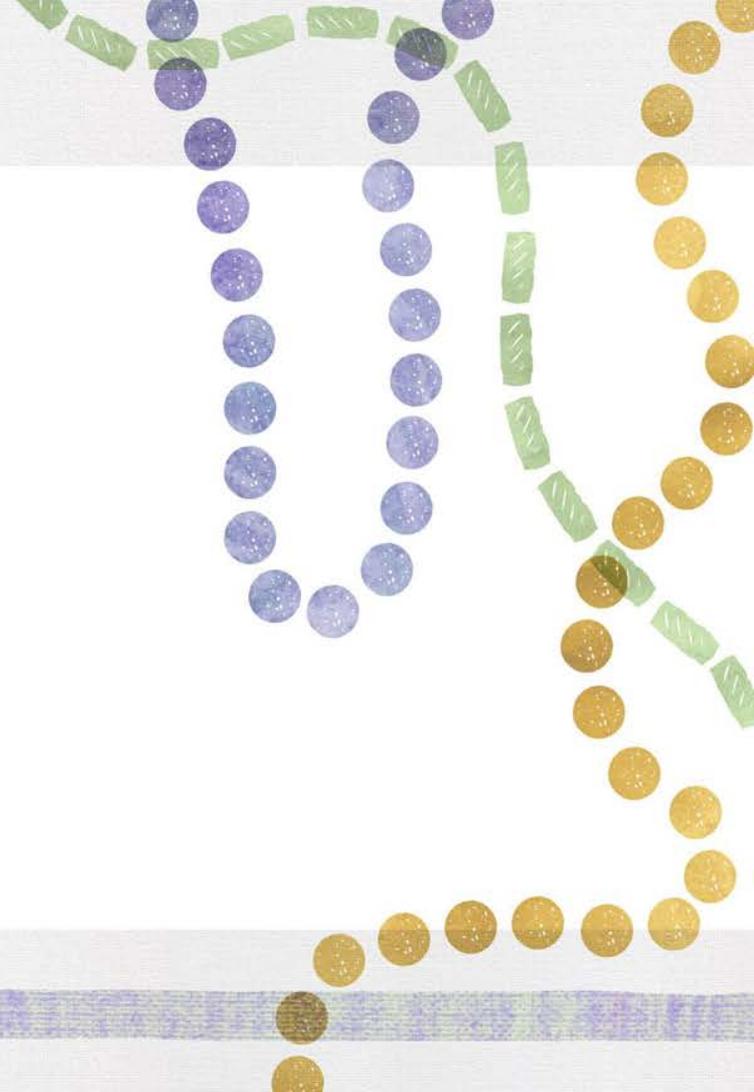
New Resources: Content Literacy Support

The Content Literacy Support documents provide guidance for teachers in all content areas with ways to naturally incorporate best practices that support content acquisition and literacy skills. Five new support documents have been added to the growing library of resources. These documents can be found in the [Literacy Library](#) under Instruction, Intervention, and Extensions.

- [Creating a Claim](#)
- [Direct and Explicit Vocabulary Instruction](#)
- [Reading and Writing for a Purpose](#)
- [Summary Writing to Develop Comprehension](#)
- [Writing Frames](#)

Please contact louisianaliteracy@la.gov with questions.

Closing



Next Steps

- Look for the Believe and Prepare email blast on **December 13**.
- Join next month's prep provider call on **January 25**.
- Complete the 22-23 contact update [survey](#).