

## Office of Teaching and Learning

# Numeracy Professional Learning Guidance for Teachers

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The Louisiana Department of Education has developed a full suite of Numeracy Professional Learning courses for K-12 math teachers. This includes the training required by [Act 260 \(2023\)](#).

## Timeline

[Act 260](#) requires all grade 4-8 mathematics teachers to complete an approved professional learning course that focuses on numeracy skills instruction **by August 1, 2025**. K-3 and HS courses are optional.

### UPDATED Release Schedule:

- The Leadership course is **LIVE** (09051991). This course was developed for school and system leaders to support implementation. Three leadership modules in this course provide guidance for scheduling, identifying the transfer of learning, reporting progress, and more. Module Overviews are embedded for each module of each course.
- Grades 4-8 Course modules 1-10 are **LIVE as of July 1, 2024**.
  - [Act 260 system contacts](#) received specific course codes **the week of June 21, 2024**.
    - System lead contacts must share these course codes with teachers for enrollment in the assigned Canopy Course. Please contact [STEM@la.gov](mailto:STEM@la.gov) with any questions.
- Grades K-3 and high school courses modules 1-10 will be **LIVE by July 15, 2024**.
- Full courses will be available **by September 1, 2024**.

## Scheduling Guidance

System leaders must plan structures and time with 2024-2025 school calendars for teachers to [complete](#) the required 50 hours of training.

## Course Content and Design

All required and optional courses will follow a similar design, structure, and length. Each course consists of 25 modules. Each module is planned for approximately two hours. Modules include learning experiences and application tasks to support teachers in building the breadth of understanding of the math students experience as they progress through the grades, including the strategies and models students engage with at each level. Required and optional courses intentionally overlap so that teachers

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can access the training appropriate to currently assigned roles, but also so that as teaching assignments change, teachers will have experienced some of the required training.

## LDOE Numeracy Project K-3 Learning Trajectory

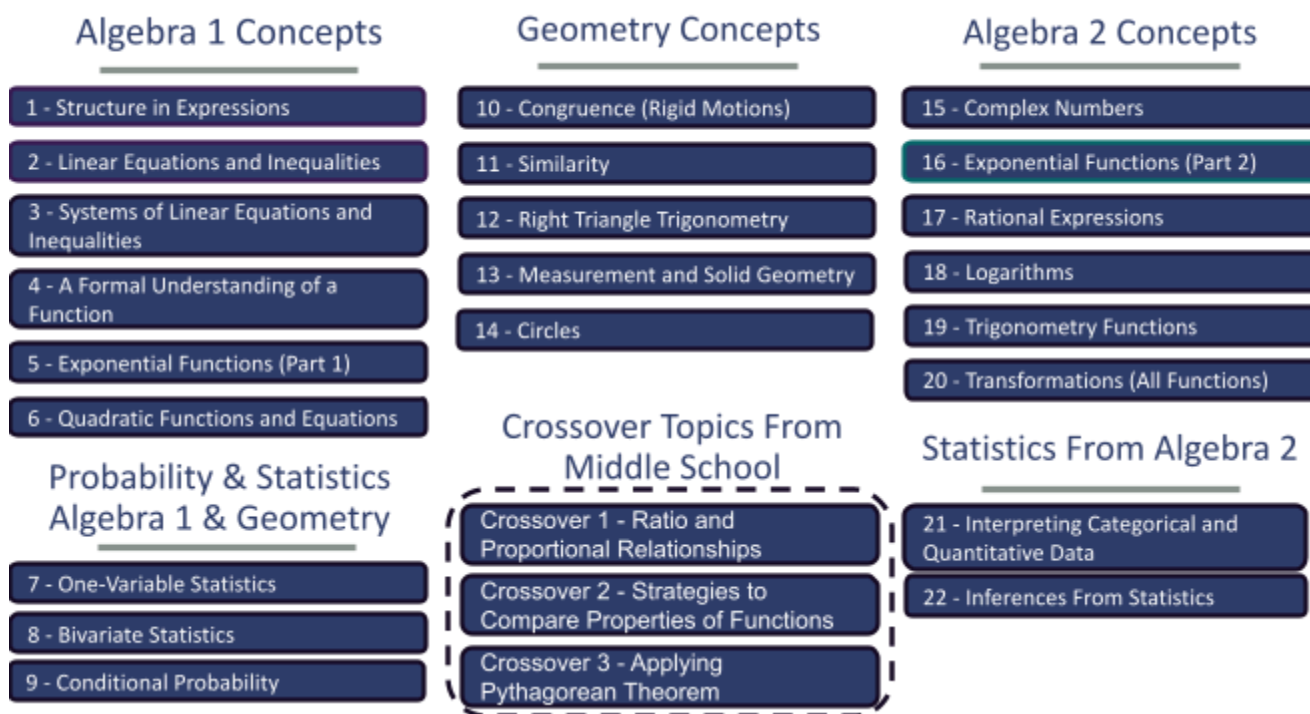
Setting a Foundation	Working with Complex Numbers	Numbers in Context
1 - Understanding numbers	7 - Understanding fractions	16 - Intro to length
2 - Addition of single digit numbers	8 - Understanding equivalent fractions	17 - Graphing
3 - Place value to 1,000	9 - Multiplication of multi-digit numbers	18 - Area & perimeter
4 - Addition and subtraction of multi-digit numbers	10 - Division strategies	19 - Time
5 - Understanding multiplication	11 - Place value of whole numbers	20 - Measurement
6 - Understanding division	12 - Understanding decimals	21 - Angle measurement
	13 - Applying decimals	22 - Volume
	14 - Fraction operations (addition & subtraction)	23 - Coordinate plane
	15 - Fraction operations (multiplication & division)	24 - Geometry in the early grades
		25 - Geometry in the later grades

## LDOE Numeracy Professional Learning 4–8

Foundational Numeracy	Advancing in Numeracy
1 - Understanding Fractions	14 - Applying Ratio and Proportional Relationships
2 - Multiplication of Multi-Digit Numbers	15 - Use Properties of Operations to Generate Equivalent Expressions
3 - Division Strategies	16 - Reason About and Solve One-Variable Equations
4 - Place Value of Whole Numbers	17 - Reason About and Solve One-Variable Equations
5 - Understanding Decimals	18 - Strategies for Adding and Subtracting Rational Numbers
6 - Applying Decimals	19 - Strategies for Adding and Subtracting Rational Numbers
7 - Fraction Operations (Addition & Subtraction)	20 - Strategies for Multiplying and Dividing Rational Numbers
8 - Fraction Operations (Multiplication & Division)	21 - Strategies for Multiplying and Dividing Rational Numbers
Numeracy in Context	Functions
9 - Time	22 - Strategies to Compare Properties of Functions
10 - Measurement	23 - Use Functions to Model Relationships Between Quantities
11 - Angle Measurement	24 - Use Functions to Model Relationships Between Quantities
12 - Volume	25 - Apply Pythagorean Theorem
13 - Geometry in Third, Fourth, and Fifth Grade	

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# LDOE High School (A1, G, A2) Learning Trajectory



## Preparing to Access the Courses

The [Canopy Professional Learning Platform](#) has been released for all school system employees at no cost to the school system.

Superintendents must opt-in through EdLink Security each academic year to grant all classroom teachers a role in Canopy. Once this step is completed, PK-12 Public School Teachers and Staff should follow the steps below to [create an EdLink Security account](#).

- Step 1: [Create MyLa Credentials](#)
  - Please see this [document](#) for any MyLa account concerns and troubleshooting.
- Step 2: [Create EdLink User Profile](#) (**Teachers of private institutions will NOT create this credential.**)

You can log into [Canopy](#) by signing in through the [EdLink Security](#) Application Menu with your MyLa user credentials 24 hours after creating your account.

Act 260 System Contacts will receive guidance to ensure accurate enrollment and monitoring of course completion.

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## Requirement FAQs

- *Are public charter schools exempt?* No. According to [Revised Statute 17:3996](#), Charter School educators who teach 4-8 Mathematics are required to comply with Act 260 and should complete the 4-8 modules by August 1, 2025.
- *What if I teach multiple grade levels?* If you teach any mathematics within grades 4-8, you must complete the 4-8 modules. For example: If you teach grades 3 and 4 mathematics, you must complete the 4-8 modules in compliance with Act 260.
- *Are teachers of students with exceptionalities exempt?* No. Although your students may perform below the grade 4 level, you must still complete the 4-8 modules in compliance with Act 260.
- *What happens if I'm currently teaching within grades K-3, but I get moved into a 4-8 classroom?* If you already completed the grades K-3 modules then you will receive credit for those completed that cross over into the grades 4-8 modules. In compliance with Act 260, you must complete the remaining grades 4-8 course modules.
- *What if I teach Algebra I to 8th-grade students?* Any teachers of grades 4-8 mathematics (including Algebra I) must complete the required grade 4-8 course.
- *What about an ELA teacher who tutors in an afterschool program for mathematics or a paraprofessional/teaching assistant who supports interventions?* Grades 4-8 mathematics teachers are required to complete the numeracy professional learning. The LDOE does encourage any person supporting the efforts of mathematics to engage in one of the provided courses - grades K-3, grades 4-8, or high school.
- *If a private school receives vouchers, would they be required to engage in the course?* Act 260 does not apply to private school teachers, but all educators are encouraged to complete available courses.
- *Are teachers of private institutions allowed to engage in the professional learning series?* Yes. When logging into [Canopy](#), use your created [MyLA credentials](#). Please see this [document](#) for any MyLa account concerns or troubleshooting. You will NOT need EdLink credentials. Please contact [STEM@la.gov](mailto:STEM@la.gov) for the specific course code.
- *Will each module contain a pretest?* A pretest is only administered at the beginning of the course.
- *Who do we contact if we haven't received our course codes by July 1, 2024?* Please contact [STEM@la.gov](mailto:STEM@la.gov) with any questions regarding specific course codes or to identify the system leader contact.
- *Who do we contact if we transfer into another system?* From your new school or system email address, please contact [STEM@la.gov](mailto:STEM@la.gov) to provide the necessary information - first and last name, previous school system and email address, new school system and email address, current teaching assignment, and official date of transfer.
- *Is it okay for my school administration to take my planning time for this?* Act 260 states training cannot be scheduled during a “statutorily guaranteed planning period” which is 45 minutes according to [RS 17:434](#). Rather, leaders can extend planning by 15 minutes daily which provides an additional 75 minutes per week, allowing time to engage in the numeracy modules.

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- What is the deadline for teachers who are hired later than August of 2024?

Hire Date	Plan for Completion	Legislative Requirement
August 2024	August 2025	
October 2025	December 2025	
January 2025	May 2026	
August 2025	August 2026	August 2027
October 2025	December 2026	October 2027
January 2026	May 2027	January 2028

## Course Tips

- To receive credit for this training, the following must be completed within the assigned course: pre-assessment, 3 disposition modules, 25 content modules, and a post-assessment.
- The course may be completed independently or within a professional learning community. All activities and discussion questions must be completed in the individual’s course.
  - Discussion questions often require at least one reply to a peer’s response. The intent of this requirement is for participants to read and consider a peer’s perspective while also responding with thoughtful commentary as expected of a student.
  - Participants should consider responses. Ask, “What does this mean? Would this be an exemplary response we expect from our students?”
  - When responding to peers, please consider, “How does this response to a peer promote productive discourse or provide thoughtful consideration?”
  - Responses will be **audited by system and state leaders**. Inappropriate or inaccurate responses will be removed. Anticipated misconceptions are identified in the Module Overview documents within the Leadership Course. Please contact [STEM@la.gov](mailto:STEM@la.gov) if an incorrect or improper response is posted in your course.
- A transcript is provided for each module in the Introduction section. This tool can be used to make notes throughout the learning.

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