

## 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.

## 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.

Updated 6/14/2024

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

Hire Date	Plan for Completion	Legislation
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?"

Updated 6/14/2024

- 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 and highlight/annotate throughout the learning.