Instructional Materials Professional Learning Partner Guide

Submission and Review Process

October 2024

Academic Content

Purpose

Louisiana's school systems use the Instructional Materials Professional Learning Partner Guide (IMPLPG) to identify partners who provide initial and ongoing training for High-Quality Instructional Materials (HQIM). The guide identifies partners who specialize in helping school systems design and implement a cohesive academic system focused on high-quality curriculum, professional learning, and assessment. School systems are free to purchase other professional learning services using district funds in accordance with their local procurement policies.

High-Quality Professional Learning: High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher academic needs and supports the implementation of high-quality instructional materials, leading to increased student outcomes.

Submission and Review Process Overview

Submission Steps	
Step 1: Determine Eligibility	Carefully read Instructional Materials PLPG eligibility requirements. Make sure that the submission meets the initial requirements.
Step 2: Review of Submission Requirements and Prepare Submission	Download and complete all Required Templates to Prepare for Submission.
Step 3: Submit: Complete the IMPLPG Online Submission Form	Complete Online Submission Form and Upload all Required Documents.
State Review	
Submission Phase I: Initial Prescreening	Submissions are screened to confirm eligibility and ensure all required documentation is included.
Submission Phase II: PL Review	A content team reviews submissions, and feedback is given to the partner with an opportunity to make adjustments if needed.
Submission Phase III: Publication	The partner is notified when the submission is approved and will be: ● invited to create a canopy profile; or ● informed that a new curriculum has been added to their Instructional Materials Professional Learning Partner

Submission Steps
	[Guide](#) profile (provided that all criteria and requirements are met).

Revisions to Published IMPLPG Entries	
Steps for Revisions to Published Instructional Materials PLPG Entries	Partners may request **revisions or corrections** to their profile at any time after publication. These requests are considered and handled on a case-by-case basis throughout the year.

Submission Timeline

March 1	Submissions/revisions open
June 30	Submissions/revisions close*
July 1 - September 15	Review of submissions/revisions
October - February	Submissions/revisions closed*

*Only contact updates or newly posted HQIM PL will be accepted after submissions close.

Submission Steps

Step 1: Determine Eligibility

To be eligible for the [Instructional Materials Professional Learning Partner Guide](#), partners:

1. Must offer professional learning that **directly and explicitly connects to the implementation of HQIM**, and
2. Must assure **one** of the following:
   a. The submitting partner/organization is the original author of the HQIM for which they are offering training;
   b. The submitting partner/organization has secured (and will submit) permission from the original author/partner; or
   c. The HQIM is an open educational resource (OER)[1] and, therefore, permission is not required.

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[1] **Open educational resources (OER):** Learning materials that are available under a Creative Commons Attribution 4.0 International license that allows them to be: reused, revised, remixed, and redistributed. See www.oercommons.org.

What if the PL you want to offer districts does not directly and explicitly connect to the implementation of HQIM?

If the professional learning you are offering does not **directly and explicitly connect to the implementation of HQIM**, then the Instructional Materials Professional Learning Partner Guide is not the appropriate venue and review of those services would not be handled through this office.

Districts are free to purchase other professional learning using district funds in accordance with their local procurement policies. Partners can check the Office of State Procurement website periodically for education and training open bid opportunities that are advertised not only through the Department of Education but also through all other state agencies.

Step 2: Review of Submissions Requirements and Preparing Submission

To prepare an entry for consideration in the Instructional Materials Professional Learning Partner Guide, complete the following steps:

Required Documents/Templates	Submission Notes	Filename Convention (Submit as filename shown.)
Download and complete the **Assurance Statement***	Assurance statements are required for all submissions. If selecting option 2, an email or letter from the original author/partner should be included as page 2 of the file.	0_Partner Name_Assurance Statement.pdf
Download and complete the **PL Model Description***	Describe your approach to training in terms of the following criteria: **Alignment, Customization, Effectiveness, Capacity, and Sustainability.**	1_Partner Name_PL Model.doc/pdf
Download and complete the **Professional References***	Provide three professional references (SEAs, LEAs, or other organizations) for whom you have provided or currently provide the support included in your application.	2_Partner Name_References.doc/pdf
Prepare and submit **sample training materials***	Training **materials should explicitly connect to the HQIM of the submission.** Submit the following materials that demonstrate your ability to provide *each* type of professional learning you selected (initial curriculum/assessment training, school-based curriculum training, ongoing instructional support, coaching support): • Syllabus/overview of course offerings • Sample Training decks with facilitator notes *including materials provided to address English Learners and Students with Disabilities	3_Partner Name_Syllabus of Course Offerings.doc/pdf 4_PartnerName_Course Name.Training Deck.ppt/pdf 5_Partner Name_Course

	and/or Coaching Support (if selecting those checkmarks) ● Sample Participant handouts	Name.Participant Handout.XYZ.ppt/pdf *If more than one document is being submitted, please submit as 3a, 3b, 4a, 4b, 5a, 5b, etc.*
Download and complete the **Partner Response to Feedback Criteria***	Draft a brief response in each area to help expedite the state review.	6_Partner Name_PLPG Criteria Response.doc/pdf
Download and complete **Louisiana's Instructional Materials PLPG Template** to be published	● Indicate the HQIM for which you are offering training. Please be sure to include the grade levels for which you would like to be approved. Complete one template for each HQIM. ● In the table, insert concrete, clear titles and descriptions for **up to 5 offerings**. ● This template is the information that will be published in the Instructional Materials Professional Learning Partner Guide.	7_Partner Name_HQIM Name_PLPG One Pager.pdf
Download and complete the **Professional Learning Packages - Guidance and Template** to be reviewed (pending an approved submission)	Professional Learning Partners are required to submit proposed professional learning packages to meet the needs of Louisiana schools and systems and ensure access to comprehensive high-quality professional learning. Use the template to draft proposed professional learning packages in alignment with the guidance outlined.	8_Partner Name_Professional Learning Packages.doc

*This information is collected for state review purposes only and will not be shared or published. Professional learning packages will be added to a menu made available to school systems to select from upon submission approval.

Step 3: Complete the Instructional Materials Professional Learning Partner Guide Online Submission Form

To submit your entry for consideration, complete the online submission form and upload all of the **required** documents listed below:
- 0_Partner Name_Assurance Statement.pdf
- 1_Partner Name_PL Model.doc/pdf
- 2_Partner Name_References.doc/pdf
- 3_Partner Name_Syllabus of Course Offerings.doc/pdf
- 4_Partner Name_Course Name.Training Deck.ppt/pdf
- 5_Partner Name_Course Name.Participant Handout.XYZ.ppt/pdf

- 6_Partner Name_PLPG Criteria Response.doc/pdf
- 7_Partner Name_HQIM Name_PLPG One Pager.pdf
- 8_Partner Name_Professional Learning Packages.doc

State Review

After submitting, you will receive email notifications from our office at each phase of review (initial screening, state review, and publication).

Submission Phase I: Initial Prescreening

Submissions will be screened to confirm eligibility and ensure all required documentation is included.

Submission Phase II: Professional Learning Review by State Content Specialist

Submissions are reviewed by a Content Team and the Diverse Learner team (if applicable), and feedback is given to the partner with an opportunity to make adjustments if needed.

Submission Phase III: Publication

The partner is notified when the submission is approved. Upon approval, the partner will either receive an invitation to create their partner profile or will be notified that their new approval will be added to their Instructional Materials Professional Learning Partner Guide profile.

Opportunity is given for dialogue and feedback with the partner having the option to make adjustments to the entry and/or sample training materials or withdraw the submission from the review process.

Professional Learning Efficacy Indicators

The LDOE has added the Professional Learning Efficacy Indicators to the Instructional Materials Professional Learning Partner Guide evaluation process in order to inform systems about the effectiveness of our professional learning partners who are featured in our Instructional Materials Professional Learning Partner Guide. The Professional Learning Efficacy Indicators are a framework emphasizing key elements that impact the value of educators' learning experiences.

The incorporation of these indicators into the professional learning partner guide evaluation process is intended to convey valuable information about professional learning providers. The data gleaned from these indicators will signal to educators and stakeholders the quality and effectiveness of our professional learning providers.

Revisions to Instructional Materials

Partners may request **revisions or corrections** to their profile at any time after publication. These requests are considered and handled on a case-by-case basis throughout the year.

To request revisions or corrections, partners must complete two steps:

1. Send a request for changes to the LDOE team by using the smartsheets form. The LDOE team will review the requested changes. You will receive a notification of approval or a request for additional information.
2. After receiving an approval email, the partner can log in to the Instructional Materials Professional Learning Partner Guide site and make the desired changes.

Once both steps are complete, the LDOE's team will review the changes and approve them in the Instructional Materials Professional Learning Partner Guide platform or send a request for additional information or revisions.

Professional Learning Partner Guide Profile Partner Expectations

Louisiana values its relationship with partners in its schools and school systems and asks that partners agree to these general expectations.

Louisiana partners are expected to
● provide quality professional services;
● represent services candidly to the field by providing accurate and complete information on a timely basis;
● treat all LEAs equitably and fairly ethically and lawfully throughout the negotiating process and performance of contractual obligations;
● respond and be open to feedback;
● communicate issues and identify potential degradation of service levels before the situation becomes critical; and
● work with school systems/LDOE to solve problems.

Instructional Materials Professional Learning Guide Criteria

As part of the review process, reviewers will provide feedback using General Criteria, Content Specific Criteria, and Diverse Learner Criteria (if applicable).

General Criteria

Reviewers will provide feedback on all submissions in these areas.

High-Quality Instructional Materials Connection
The professional learning focuses EXCLUSIVELY on the use of high-quality instructional materials (HQIM) and does not reference other non-HQIM.
The partner demonstrates an understanding of the academic standards, instructional shifts, and the

High-Quality Instructional Materials Connection
HQIM that align with them.
The professional learning for initial implementation option adequately supports teachers in HQIM adoption and the professional learning for long-term implementation provides ongoing support.
The partner demonstrates an understanding of the HQIM's approach, design principles, and structure/components.

LDOE Alignment
The partner's approach aligns with [Louisiana's Key Initiatives of Curriculum Support]().
The professional learning builds educators' beliefs that all students can be successful with grade-level work.

Quality of Materials Submitted
The syllabus of course and support offerings include initial and ongoing training such as wrap-around supports, walk-throughs, coaching, leadership support, etc.
Training objectives are clearly noted AND met by the end of training.
Activities balance time among theory, experience, application, and reflection to ensure quality professional learning.
The professional learning incorporates opportunities for active engagement and collaboration and includes adult learning strategies in a variety of formats.
The professional learning includes best practices for preparing teachers to plan and internalize HQIM materials effectively and teach lessons and units.
The professional learning includes navigation guidance specific to the HQIM, such as technological considerations, components of the materials, how the materials are organized, and how teachers/students access the materials.
The professional learning provides guidance and support to assist educators in evaluating evidence of student learning, including work samples, and using student data to inform instruction.
The sample training materials (training decks with facilitator notes, participant handouts, webinars, resources, examples from the HQIM, etc.) demonstrate the partner's ability to provide sufficient support for each type of professional learning offered, such as initial curriculum training, school-based curriculum training, and ongoing instructional coaching support.

High-Quality Instructional Materials Connection
Coaching and Design
The partner offers professional learning for instructional leaders on topics such as program design, scheduling decisions, and observation "look fors".
Professional learning for leaders supports instructional leaders in developing and executing an adoption plan as well as defining and refining a vision for strong implementation.
The professional learning for leaders adequately prepares leaders to support teachers in implementing HQIM and supports leaders in developing system-level procedures and processes to monitor and support implementation.
OPTIONAL: If provided, multiple/adequate coaching options are available to districts that are goal-oriented and focus on growth and development for teachers and leaders (coaching not required; WILL NOT AFFECT OVERALL SCORE).

Content Specific Criteria

Reviewers will provide content-specific feedback in these areas for the content area submitted.

ELA Criteria
The professional learning model builds teacher understanding that reading, writing, speaking, listening, and language are to be connected in instruction and not taught in isolation.
The professional learning model is aligned with the science of reading and supports Louisiana's ELA goal for all students to be able to read, understand, and express understanding of complex grade-level texts.
The professional learning model builds teacher understanding of how student knowledge is built, as demonstrated in the Reader's Circles (informational, literary non-fiction, literary).
The professional learning model embeds an accelerating learning approach (page 6) to address unfinished learning so that students can access the features of complex, current grade-level texts.

Math Criteria
The professional learning model provided is designed to build teacher understanding of the focus and coherence of mathematics within the standards through study of the lesson, unit, course, and series.
The professional learning model provided is designed to support teachers in the instructional process of equipping students to become fluent and proficient with mathematical concepts by attending to rigor as required by the standards and evident within HQIM.
The professional learning model provided is designed to support teachers in the use of the Math Practice Standards (page 6) as central to the instructional process.

The professional learning model embeds an [accelerating learning approach](#) to address unfinished learning so that students can become fluent and proficient with mathematics concepts.

Science Criteria
The professional learning model is designed to engage participants in science reflective of [Louisiana's shifts](#) through the eyes of a learner ("student hat") and provides related opportunities for reflection and discourse as a practitioner ("teacher hat").
The professional learning model is designed to build teacher understanding of the crucial role of student engagement with science and engineering practices and crosscutting concepts in the development of science core ideas. Adult learning experiences and embedded content within the PL model provides an authentic representation of three-dimensional learning aligned to [A Framework for K-12 Science Education](#) and Louisiana's Science [Learning Progressions](#) (Appendix A).
The professional learning model provides teachers with planning and implementation support for meaningfully integrating the three dimensions of the [Louisiana Student Standards for Science](#); facilitating students' incremental development of science ideas for the purpose of answering questions or solving problems in relation to phenomena; and identifying and leveraging formative assessment opportunities.

Social Studies Criteria
The professional learning model provided is designed to support teachers in the instructional process of equipping students to build and deepen content knowledge through engagement with primary/secondary/tertiary sources and the exploration of meaningful questions about grade-level content in alignment with the [Louisiana Student Standards for Social Studies](#).
The professional learning model provided is designed to support teachers in the instructional process of equipping students to develop and express claims that demonstrate their understanding of content by making connections among ideas, people, and events across time and by using evidence from sources and outside knowledge.
The professional learning model provides teachers with opportunities to build and deepen their own knowledge of grade-level content.

ECE Criteria
Not Applicable: ECE submissions will be reviewed with the General Criteria and Diverse Learner Criteria (if applicable).

Diverse Learners Criteria

Reviewers will provide diverse learner feedback for English Learners and Students with Disabilities supports in these areas if the supports are checked on the Professional Learning Partner Guide One-Pager document.

Diverse Learner Criteria

Adequate and specific materials are provided to address diverse learners' needs within the classroom to support teachers and students obtain optimal learning objectives (English Learners and/or students with disabilities).
The professional learning supports teachers in addressing the needs of Diverse Learners by leveraging the HQIM's' embedded supports.
Explicit references are made to Diverse Learners throughout the professional learning materials and clear examples of content/skills with which they may struggle are provided.
Clear action steps teachers can use to ensure Diverse Learners succeed are provided (e.g., identify students struggling with particular skills; identify pre-requisite skills needed; use a "Model-Lead-Test" instructional strategy; employ a "measuring template" for support).
Opportunities are provided for teachers to create plans, practice, and receive feedback on their new learning about how to ensure Diverse Learners succeed.
Opportunities are provided for leaders to be fully trained to lead the ongoing development of teachers to ensure Diverse Learners succeed.
Specific strategies are presented for providing supports for EL students in the classroom.
Direct modeling opportunities are provided to give teachers and administration tangible strategies that ensure they understand how to fully implement the learning strategies.

Professional Learning Efficacy Indicators

The Professional Learning Efficacy Indicators are a framework emphasizing key elements that impact the value of educators' learning experiences. The LDOE is actively collecting data to evaluate the effectiveness of our current Professional Learning Partners. Your experience and feedback are instrumental in shaping our ongoing collaborations.

Teachers: On a scale of 1 to 5, with 1 being 'Strongly Disagree' and 5 being 'Strongly Agree', please rate the following statements.

1. Today's learning was focused on using a high-quality curriculum (HQIM) to support the learning of all students, including those with different learning needs.

2. After today's learning, I am better at recognizing teaching strategies included in the curriculum (HQIM).

3. During today's learning, I learned how to understand and use data from curriculum assessments (and/or student work) to make decisions about meeting student needs

4. Today's learning included other resources (such as Math Companion Documents, Social Studies Learning Progressions, K-12 Student Standards for ELA, Louisiana Student Standards for Science, etc.) and helped me understand how they can support the use of high-quality curriculum (HQIM) effectively.

5. I can continue using what I learned today in my work moving forward.

Leaders: On a scale of 1 to 5, with 1 being 'Strongly Disagree' and 5 being 'Strongly Agree', please rate the following statements.

1. Today's learning was focused on using a high-quality curriculum (HQIM) to support the learning of all students, including those with different learning needs.

2. Today's learning included other resources (such as Math Companion Documents, Social Studies Learning Progressions, K-12 Student Standards for ELA, Louisiana Student Standards for Science, etc.) and helped me understand how they can support the use of high-quality curriculum (HQIM) effectively.

3. Because of today's learning, I am better able to support teachers in recognizing and using teaching strategies that are embedded in the curriculum (HQIM) materials.

4. During today's learning, I learned how to understand and use data from curriculum assessments (and/or student work), teacher observations, and ongoing professional learning to help teachers meet students' needs.

5. The partner has helped build systems that will let me (or another leader) support teachers in continuing and using this new learning after today's training.

6. The leader who will continue this work was given clear steps to follow between partner visits to continue and support the application of new learning.

Contact Information

Email all questions to LouisianaCurriculumReview@LA.gov.