



Preparation Provider Monthly Webinar

October 26, 2022

Agenda

School System Planning Process

LDOE Updates/Opportunities

Certification Updates

Mentor/Content Leader Training Providers

Resources

Louisiana's School System Planning Process



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.



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.



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.

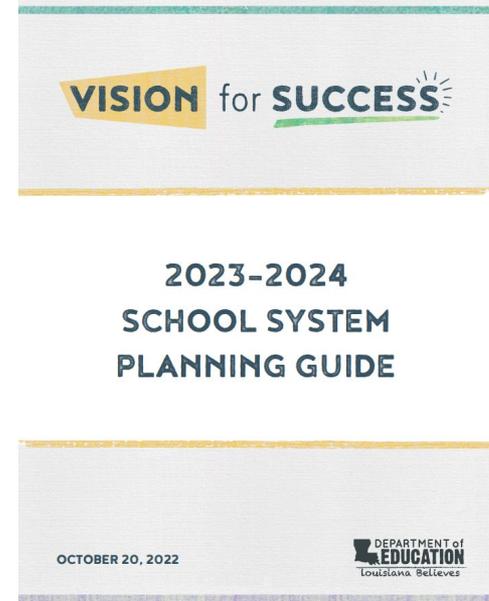
Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

School System Planning Process

Each year, school systems and lead agencies plan for how to improve student learning in the coming year. This process is aligned to our Vision for Success and involves:

- Reviewing student achievement and progress data,
- Establishing priorities,
- Aligning budgets to these priorities, and
- Using all available funding sources.



Super App

Super App is the single birth through graduation plan that, when approved, gives each school system access to federal formula and competitive dollars and fulfills the federal requirement for each school system's ESSA plan.

This application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR), Urgent Intervention Required - Academics (UIR-A), and Urgent Intervention Required - Discipline (UIR-D) sites.

School system leaders have begun the planning process and will submit their Super App by January 27.

CIR and UIR Requirements

Within the larger plan, school systems with CIR and UIR schools have requirements in order to have an approved plan and funded plan.

- ELA, Math, and Science high quality curriculum and professional learning
- Partner with a teacher preparation program to meet workforce needs
- Partner with an Individual Graduation Planning Partner (high schools only)
- Instructional Leadership Team and Teacher Collaboration support (CIR only)
- School Support Institutes participation (CIR only)
- At least one Mentor Teacher, Math Content Leader, and ELA Content Leader (CIR only)
- English Learning Professional Learning (UIR-EL only)



Some Optional Funding Areas

- **New Teacher Supports** - Induction programming, affinity groups, professional learning modules, and mentor support *at any site regardless of label.*
- **Teacher Leader Summit** - Registration/travel costs of teachers and leaders attending 2023 Teacher Leader Summit *at CIR/UIR-Academics sites implementing School Improvement Best Practices.*
- **Content Leader Stipends** - Stipends for each credentialed Content Leader who is leading professional learning or supporting other educators *at CIR schools.*
- **Para to Teacher Training** - Paraprofessionals participating in a para to teacher training program *at all sites regardless of label.*



School System Connection to Providers

During the next few months, school systems will be:

- identifying workforce needs and connect with one or more teacher preparation partners to support them in the upcoming school year.
- identifying Content Leader and Mentor Teacher program providers to train their educators.

LDOE Updates/Opportunities



Literacy Office Hours

On **Friday, October 28 from 10-11 a.m.** the Department will host our first Teacher Prep office hours for the 2022-2023 school year. The topic of this first call is Literacy. Join the call to hear from LDOE literacy staff about the most recent resources, how K-12 is addressing the science of reading, and share your own best practices around literacy courses. Call details are below. Please share this information with any literacy instructors at your program.

Webinar link:

<https://ldoe.zoom.us/j/91390614934?pwd=cGhqTm9IS1ZyVHpaa2p0RWo5UWlrUT09>

Meeting ID: 913 9061 4934

Passcode: 442362

Phone:1-470-381-2552

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

Science Collaborative

The Department is excited to announce the educators who have been selected to participate in the science collaborative. The Science 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

Contact Information Update

To ensure that preparation providers receive timely updates and information from the Department we are again asking you to complete a quick contact update [survey](#).

This survey will provide programs an opportunity to update your program contacts and also share ideas on upcoming office hours. Office hours are an opportunity for program staff to share best practices and learn from one another.

Please have your dean or program lead complete the survey ASAP if you have not already done so.

Contact believeandprepare@la.gov with any questions.

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.

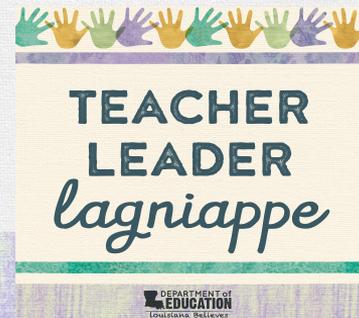
Teacher Leader Lagniappe

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 8: Building Relationships with Louisiana's New Teacher of the Year Jordyn Vicknair](#)

We chat with Louisiana's very first New Teacher of the Year, Jordyn Vicknair. A graduate of Louisiana State University's GeauxTeach program, she shares her journey through her first year of teaching, her love of teaching math, and the relationships she grew with her students. The graduates of Louisiana's 2022 Aspiring Principals Fellowship makes Em Cooper smile this week.

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 is looking for outstanding educators to lead these virtual sessions. The Affinity Group Leader (AGL) job description and application will be released on **November 1**.

AGLs will be required to attend an in person training on December 1 and lead nine virtual sessions with up to twenty participants. They will be compensated \$2,500 for their work.

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

New Teacher Experience: Professional Development Module

The first professional development module, Classroom Management and Classroom Environment, will be released in early November. 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.

Certification Updates



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**
- **2.50** or higher **undergraduate** grade point average (GPA) on a 4.00 scale **to enter a non-university provider program**; or
- **2.20** or higher **undergraduate** GPA on a 4.00 scale **to enter a college or university program**; 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.



Certification Reminders



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 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.

New Applications (PL)

Other than the removal of Praxis I Core, the major change to the Practitioner's License (PL) application is the removal of the GPA flexibility form, since this option was removed from the law.

The intent to employ form has also changed slightly. More guidance is provided around appropriate placement. The assigned teaching area section of the form only requires the inclusion of **subject, grade** and **if area includes special education**.

I attest that I have read and acknowledge understanding of my responsibilities as a partnering school system. I agree that my electronic signature as entered on this form is the legal equivalent of my manual signature on this application.

School System & School Site:		
Assigned Teaching Area(s): <i>(Ensure the teaching area aligns with or is included within program/certification area on the Plan-of-Study; Include SUBJECT, GRADE, and if it includes SPED)</i>		
School System HR Representative Name & Title:		
School System HR Representative Signature:		Date:

New Applications (IN)

The significant changes to the initial application (IN) include:

- Removal of the private provider form
- New verification of meeting Reading requirements section
- Removed “higher” certificate option

Applicant's Signature: _____		Date: _____	
COMPLETED BY DEAN OF EDUCATION OR PROGRAM PROVIDER:			
Select Program Provider: ---Select Program Provider---	Program Admission Date: <small>(format MM/DD/YYYY)</small>	_____	
Select Certification Areas: <small>(in alignment with Plan-of-Study)</small> ---Select Program Certification Area---	Program Completion Date: <small>(format MM/DD/YYYY)</small>	_____	
Select Program Type: ---Select Program Type---	Indicate Residency Term: <small>(specify the start to end calendar years formatted YYYY for selection)</small>	_____ to _____	Start Year End Year
Indicate how the teacher candidate fulfilled teaching of reading/literacy requirements mandated by law and outlined in Bulletin 996 §745:		Select Method Applicant Demonstrates Fulfillment of Reading/Literacy Requirements--> <input type="button" value="v"/>	
Optional Requests:		Select Method Applicant Demonstrates Fulfillment of Reading/Literacy Requirements-->	
<input type="checkbox"/>	Add-on Endorsement(s): <small>Enclose completed self-evaluation form for the requested area</small>	<input type="button" value="v"/> TEACHING READING PRAXIS EXAM for Any Program PK-3, Elem1-5, or General-Special Ed Mild/Moderate (1-3) PK-3, Elem1-5, or General-Special Ed Mild/Moderate (1-3) Middle Grades or General-Special Ed Mild/Moderate (4-6) Middle Grades or General-Special Ed Mild/Moderate (4-6) Secondary 6-12, All-Level K-12, or General-Special Ed Mild/Moderate (4-6) Secondary 6-12, All-Level K-12, or General-Special Ed Mild/Moderate (4-6) Special Ed Areas (Early Interventionist, Hearing/Visually Impaired) Special Ed Areas (Early Interventionist, Hearing/Visually Impaired)	
<input type="checkbox"/>	Place Initial Certificate in "Non-practicing" status. <small>Teachers who are not serving/employed or who are into Non-practicing status. Doing so preserves the educator earn effective teacher evaluations via Contract.</small>		
I certify that the above named applicant has completed All college/university/state-approved private program including completion of residency, and earning the minimum program requirements for the requested area(s) and have included all required documentation. I request the issuance of a professional level teaching certificate appropriate to the applicant's credentials and experience. I agree that my electronic signature as entered below is the legal equivalent of my manual signature on this application.			
Dean of Education/Program Provider signature: _____		Date: _____	

New Applications (TEP)

Act [244](#) of the 2022 Regular Legislative Session expanded options for the Temporary Employment Permit (TEP). There are two options for issuance of a TEP:

- Educators possessing a graduate degree in the area in which he/she is seeking employment may be eligible for a TEP. ([Graduate Degree Option](#))
- Educators completing a teacher preparation program but lacking [required exams](#) by 10% only may be eligible for a TEP. ([Preparation Option](#))

The application includes dropdown menus from which to choose the TEP pathway and the TEP Certification area. Please note that not all certification areas are available for the TEP.

TEPs **will not be issued** in Special Education Areas or Agriculture at this time. Additionally, a TEP in an Elementary or Physical Education area is only available through the Preparation option.

New Applications (TEP)

The TEP application includes documents required for both options. The instructions include details about which forms are required for each option. Additional guidance documents are provided for each pathway: [preparation pathway guidance](#) and [graduate degree pathway guidance](#).

Some of the forms required for the TEP include:

- Program Completion Verification (must be completed by a BESE-approved teacher preparation program)
- Pre-service Training Verification
- Exam Verification
- Mentoring Attestation

New Applications (TEP)

Indicate type of TEP requested:

-----Select TEP Pathway----->

Select the TEP Certification
Area/Grade Level

(See guidance documents
Linked on instructions page
for allowable areas):

-----Select TEP Certification Area ----->

For **preparation program completers lacking exams only**, indicate Praxis exams attempted or successfully completed, including score reports for these exams:

Indicate by Checking	Exam #	Praxis Exam Attempted	Select <i>Successful</i> or <i>Unsuccessful</i>
<input type="checkbox"/>		Elementary Content	Select:
<input type="checkbox"/>		Middle School Subject-Specific Content Exam	Select:
<input type="checkbox"/>		Secondary Subject-Specific Content Exam	Select:
<input type="checkbox"/>		Pedagogy/PLT	Select:
<input type="checkbox"/>		Other	Select:

New Applications (TEP)

COMPLETED BY DEAN OF EDUCATION OR PROGRAM PROVIDER:

Select Program Provider: Program Admission Date:
(format MM/DD/YYYY)

Select Program Type: Program Completion Date:
(format MM/DD/YYYY)

Select Certification Area(s): (in alignment with Plan-of-Study) Residency/Internship/Student Teaching:
 Term: Specify start and end calendar years (YYYY)
 Start End

Three years in lieu of student teaching: if allowed based on Program Admission/Completion Dates, include In-State Experience Verification Form

Indicate how the teacher candidate fulfilled teaching of reading/literacy requirements mandated by law and outlined in Bulletin 996 §745:

Indicate exams completed/attempted:

	Exam #	Exam Name	Highest Score	Successful/Not Successful
Content				<input type="text" value="Select:"/>
PLT				<input type="text" value="Select:"/>
Specialty				<input type="text" value="Select:"/>
Other				<input type="text" value="Select:"/>

I certify that the above named applicant has completed ALL requirements for completion of an approved education program from this college/university/state-approved private program with the EXCEPTION of the required exams, completing the required/allowable coursework, successful completion of residency, student teaching, or internship, and earning the minimum program completion GPA as mandated by law in [L.A.R.S. 17:7.1](#). I agree that my electronic signature as entered below is the legal equivalent of my manual signature on this verification.

Dean of Education/Program Provider signature: Date:

Rev. 9/15/2022

Certification Monthly Call

The Certification Office will now have a monthly call devoted solely to certification. 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=N1JobWIDU1gvNnNYQk40Wjl3YmpxUT09>

Meeting ID: 978 0104 5748

Passcode: 959091

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

Mentor and Content Leader training providers will receive an updated list of training and assessment completion. Providers will verify participant training completion and assessment passage status. This data will be included in the [October 2023 effectiveness report](#).

Timeline

October 31	Training providers receive initial data for verification
November 14	Training providers verify data and submit verification file to LDOE
early December	LDOE releases updated training provider effectiveness report

Vendor Guide Updates and Training Offering

Through our [Approved Mentor and Content Leader vendor list](#) we hope to provide our school systems with the most up to date information about training options. Each year, we will ask approved providers to submit training updates including contact information, delivery method, dates, and cost.

Please complete the survey linked below to have your training details reflected in our 2023 guide no later than **November 18**. If no submission is received, your training may be marked as inactive for 2022-2023.

Vendor Guide Survey Link: <https://forms.gle/PQrPFP1SYXaxtXeh7>

2022-2023 Training Provider Effectiveness Measures Pilot

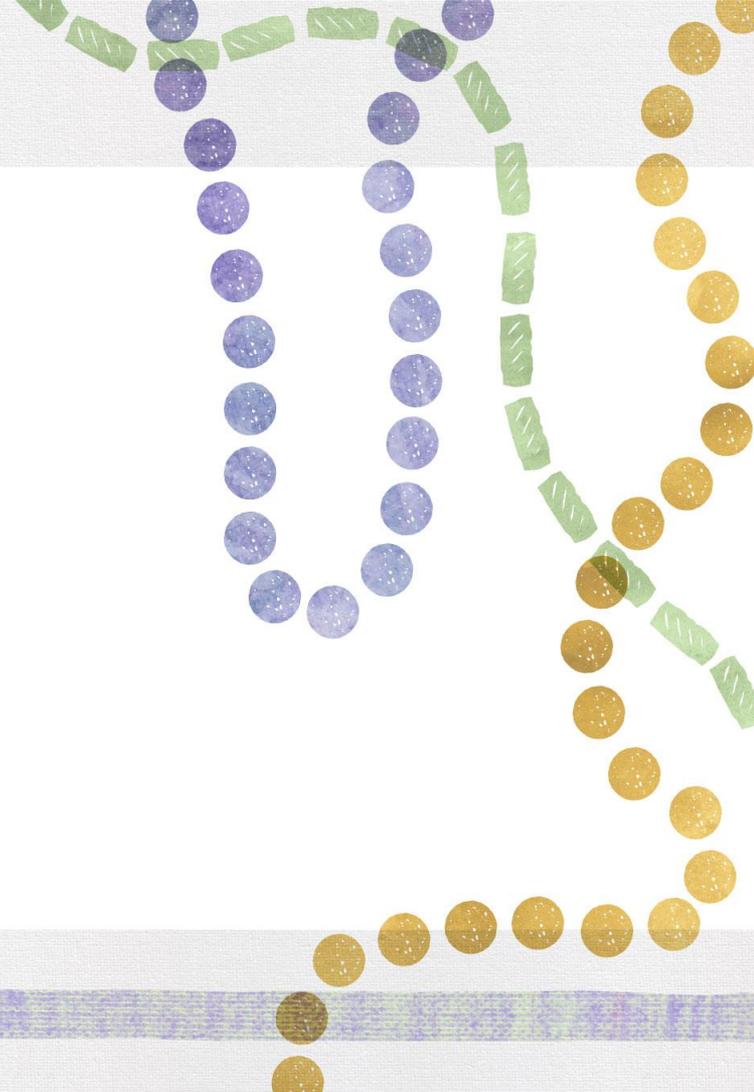
Based on training provider feedback and our hope to provide BESE with a more comprehensive view of your programs, we are continuing to pilot tools that would create additional data points to be included in future [training provider effectiveness reports](#).

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.

Pilot participants will be accepted through **November 9**. To be considered for pilot participation, email the following information to believeandprepare@la.gov.

- a. 2022-2023 Training Schedule
 - i. Including pathway, delivery method/location, estimated number of participants, and
- b. List of partner districts for Fall 2022, Spring 2023
- c. Main contact for coordinating the pilot work

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](#)

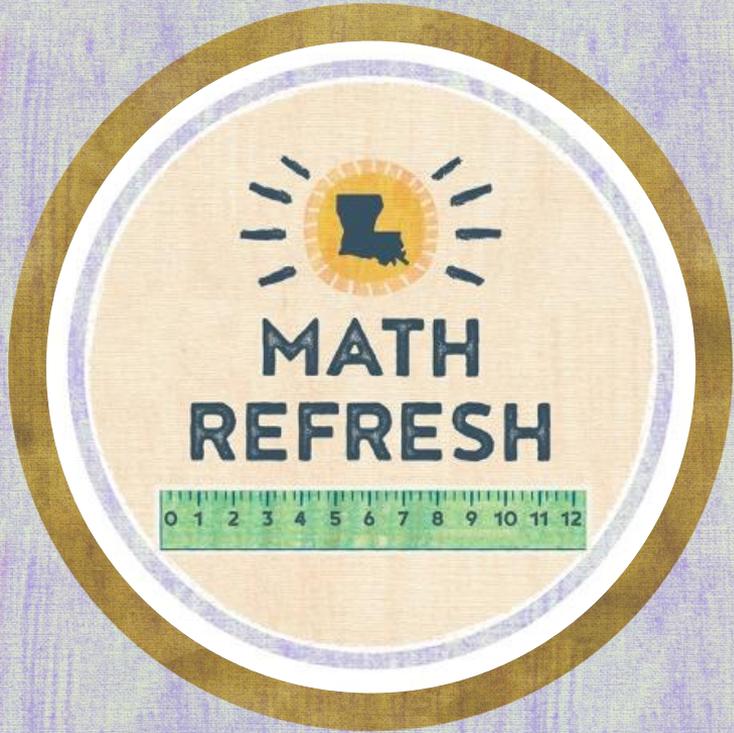
Note: One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year.

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



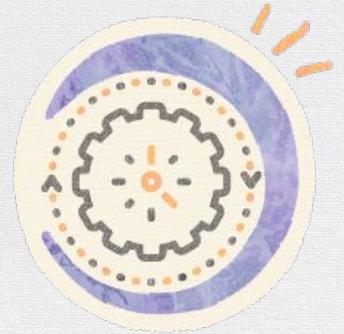
Accelerating Learning



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



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

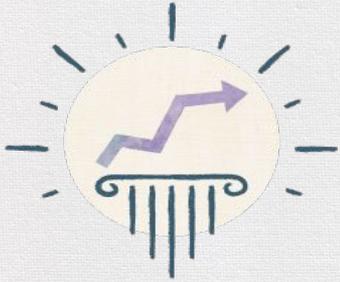


Teachers are prepared to lead **highly-effective instruction in positive, inclusive environments** every day.

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

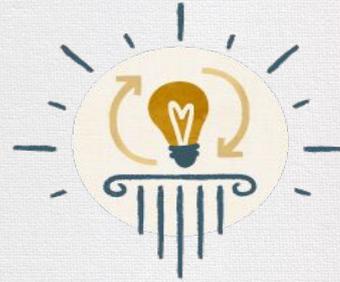
Louisiana's Math Pillars



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

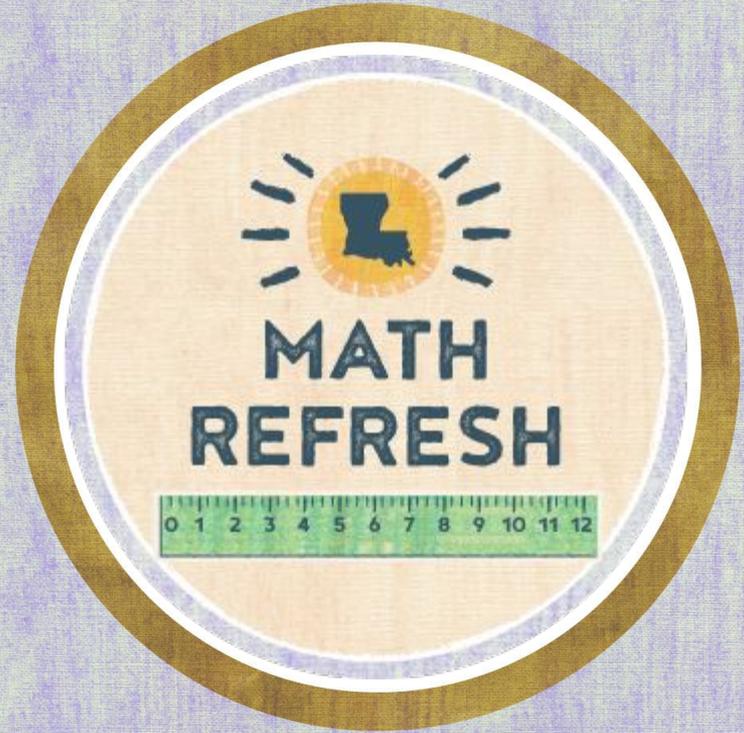


Louisiana's Math Refresh: Support Overview

Key Event	Timeline
<u>Math Refresh Library</u>	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 <u>Zearn access for grades K-8</u> 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
<u>Eureka Math² Algebra I Pilot Opportunity</u> 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.



DO NOW

IMR: Act 517 Compliance Reviews

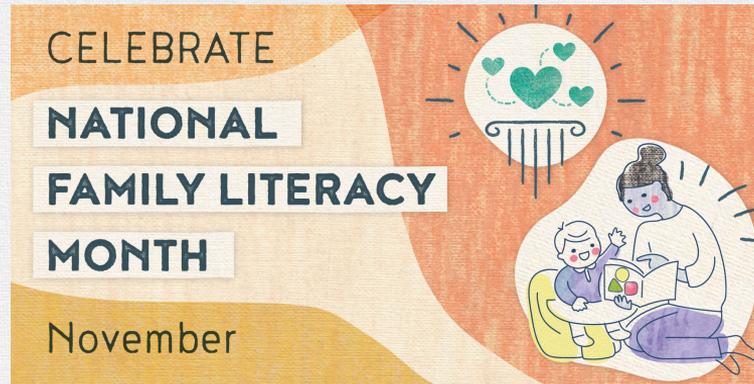
Access to the following materials was not provided by the publisher. The titles **have not been reviewed** for compliance under [Act 517](#), and, therefore, have been removed from the [Tiered Reviews](#) webpage and added to the [Not Reviewed for Compliance Under Act 517](#) report. The LDOE recommends 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](#)

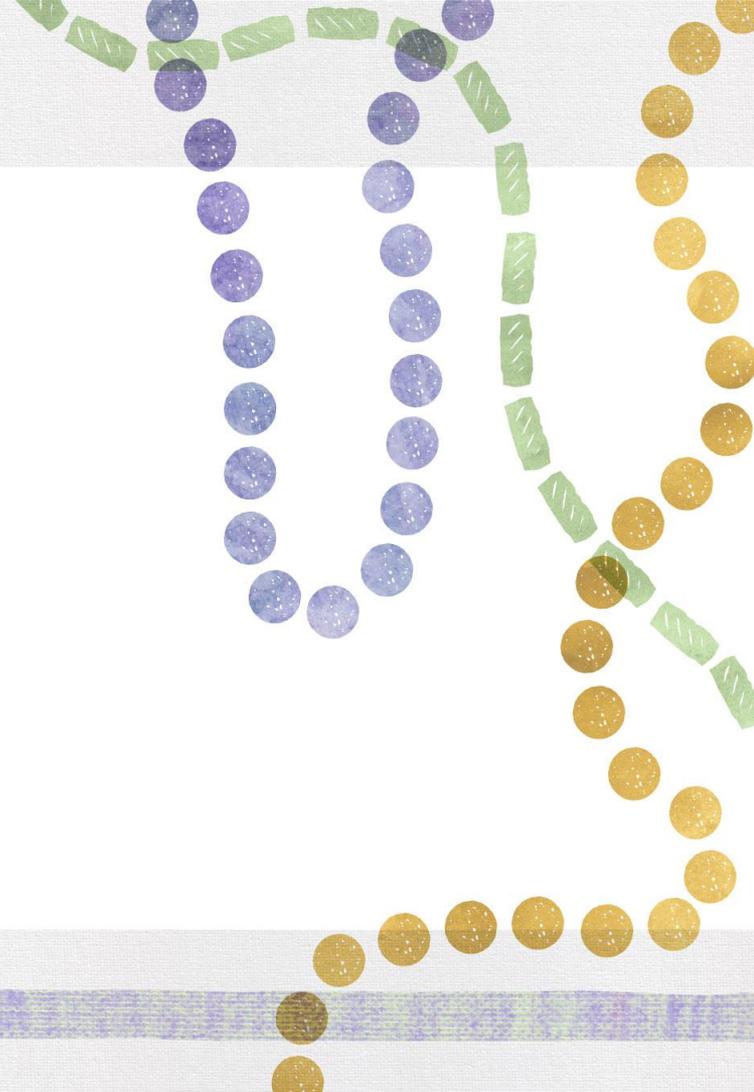
New Resources: Content Literacy Support

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

- Join the first office hours on Literacy on **October 28**.
- Look for the Believe and Prepare email blast on **November 9**.
- Join next month's prep provider call on **November 30**.
- Complete the [2022-2023 LA Pre-Educator Pathway Teacher Preparation Inventory](#).
- Complete the 22-23 contact update [survey](#).