



**Preparation Provider Monthly
Webinar
September 28, 2022**

Agenda

Recruitment and Retention Strategy Updates

LDOE Updates/Opportunities

Mentor and Resident Funding

Certification Updates

Mentor/Content Leader Training Providers

Resources



Recruitment and Retention

The legislature created a Teacher Recruitment, Retention, and Recovery Task Force. The purpose of the task force is to recommend strategies to increase recruitment and retention of Louisiana's education workforce.

The Task Force, consisting of leaders in various secondary, postsecondary, and professional education organizations, spent five months reviewing local, state, and national data to investigate Louisiana's teacher workforce in order to provide a clear picture of current data and trends.

In November, the task force released a report on the state's educator workforce and best practices and effective strategies used across the country related to recruiting and retaining educators. The task force also approved 28 recommendations for LDOE and the Board of Regents.



Recruitment Recommendations

- Evaluate current data collection practices to create a plan for more robust data collection
- Expand the pre-educator pathway strategy in high schools
- Implement a strategy to recruit diversity in the educator workforce
- Study the impact of Praxis Core and content exams on educator preparation program enrollment
- Expand the Human Resources Fellowship
- Study and invest in the para-to-teacher model
- Develop a strategy to attract mid-career professionals into the teaching profession
- Create a campaign to elevate the teaching profession
- Study and develop statewide plan for incentive and compensation models
- Develop and implement statewide career ladder for teachers
- Study effectiveness of current teacher residency model to include mentor teachers and identify areas of improvement

Recovery and Retention Recommendations

- Research the reciprocity agreements for certification in other states
- Mentor teacher and residency study
- Provide research and guidance for teacher well-being supports
- Reinstitute and implement a statewide new teacher induction program and system support
- Complete compensation study including return to work guidance for school districts
- Study the current educator evaluation system and create a plan to improve the system
- Build strong support strategies for experienced teachers
- Expand the teacher pipeline supports for aspiring and current principals
- Review school culture and strategies to improve working conditions



Updates on Recommendations

Expansion of pre-educator pathways

- LDOE allocated \$1,204,000 to school systems for the 2022-2023 school year.
- The pre-educator pathway has expanded from 20 school systems to 50 school systems this year, and is being offered in over 90 high schools in the state.

Implement a strategy to recruit diversity in the educator workforce

- LDOE was selected for American Institute for Research (AIR) Center for Great Teachers and Leaders' National Collaborative to accelerate policy and practice to address the shortage of educator diversity.



Updates on Recommendations

Studying Praxis impact on EPP enrollment

- Legislation and policy was passed removing Praxis I (Core) from both entrance into a teacher preparation program and for certification.

Expand para-to-teacher model

- There are over 575 total enrolled Louisiana educators participating in Reach University's para-to-teacher program.

Develop a strategy to attract mid career professionals into the teaching profession.

- A Master's Degree Program Alternative Path to Certification was passed during the 2022 legislative session and at BESE, creating an additional pathway for professionals to enter the profession.
- The Geaux Teach Fund was instituted to provide financial aid for aspiring teachers, and the legislature allocated \$5,000,000.

Updates on Recommendations

Create a campaign to elevate the teaching profession

- The Department is pursuing avenues to elevate the teaching profession and create a positive perception of education as a career to increase Louisiana's teacher applicant pool and retention rates through a statewide marketing campaign.

Evaluate current data collection practice to create a plan to collect more robust data.

- Static workforce reports have been shifted to a live, dynamic reporting system, EdLink 360. The dashboards and data metrics were released in June 2022; all dashboards display data over a three-year period and can filter to the teacher level.



Updates on Recommendations

Study Teacher Residency Model

- The Department is currently partnering with Regional Education Laboratory to conduct a study on the implementation and outcomes of the Believe and Prepare program. The study of the initial pilot is anticipated to conclude by December 2022.

Aspiring and Practicing Principal Support

- 21 Aspiring Principal Fellows completed the Fellowship in 2021-2022, and four have been already been promoted to principal.
- The Fellowship has been expanded to include 50 participants from across the state for 2022-2023.

Expand the Human Resources Fellowship

- In partnership with the Urban Schools Human Capital Academy, the Recruitment and Retention Fellowship expanded to an additional 20 participants for a third year for 2022-2023.



Updates on Recommendations

New Teacher Support

- The Department created a comprehensive [New Teacher Experience](#) program that offers multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. There are direct supports that include online asynchronous training modules and implementation follow up, affinity groups, and mentoring. There are also system supports that will include guidance for inducting new teachers.
- School systems sent first-year teachers to the NTE Kick-off in July.
- LDOE launched the New Teacher of the Year program and awarded the first ever New Teacher of the Year this summer.
- Registration for affinity groups and professional development modules will open in November.



Updates on Recommendations

Study the current educator evaluation system

- LDOE has begun the planning process for evaluating the current system which includes the current collection of feedback through surveys and focus groups.
- All educators who are evaluated or who evaluate have the opportunity to share opinions on the current system and ideas for revisions by completing a teacher or leader survey.

Special Education Certification

- During this year's school system planning process, 101 of 189 school systems requested funds for 730 educators to complete certification. LDOE allocated \$2,920,000 to systems to fund this initiative.



Updates on Recommendations

Listening Sessions and Teacher Survey

- LDOE, in conjunction with Westat's Region 14 Comprehensive Center Network, conducted statewide listening sessions that began in May and concluded this summer.
- These listening sessions were designed for stakeholders to describe their experiences and perceptions as well as offer suggestions on issues related to teacher recruitment, recovery, and retention. Stakeholders included teachers, support staff, principals, district central office staff, superintendents, student teachers/teacher residents, teacher preparation providers, and parents/guardians of students.
- A second round of listening sessions will be conducted in October, and additional information will be provided through newsletters and monthly calls.
- The teacher survey will also reopen in the fall.

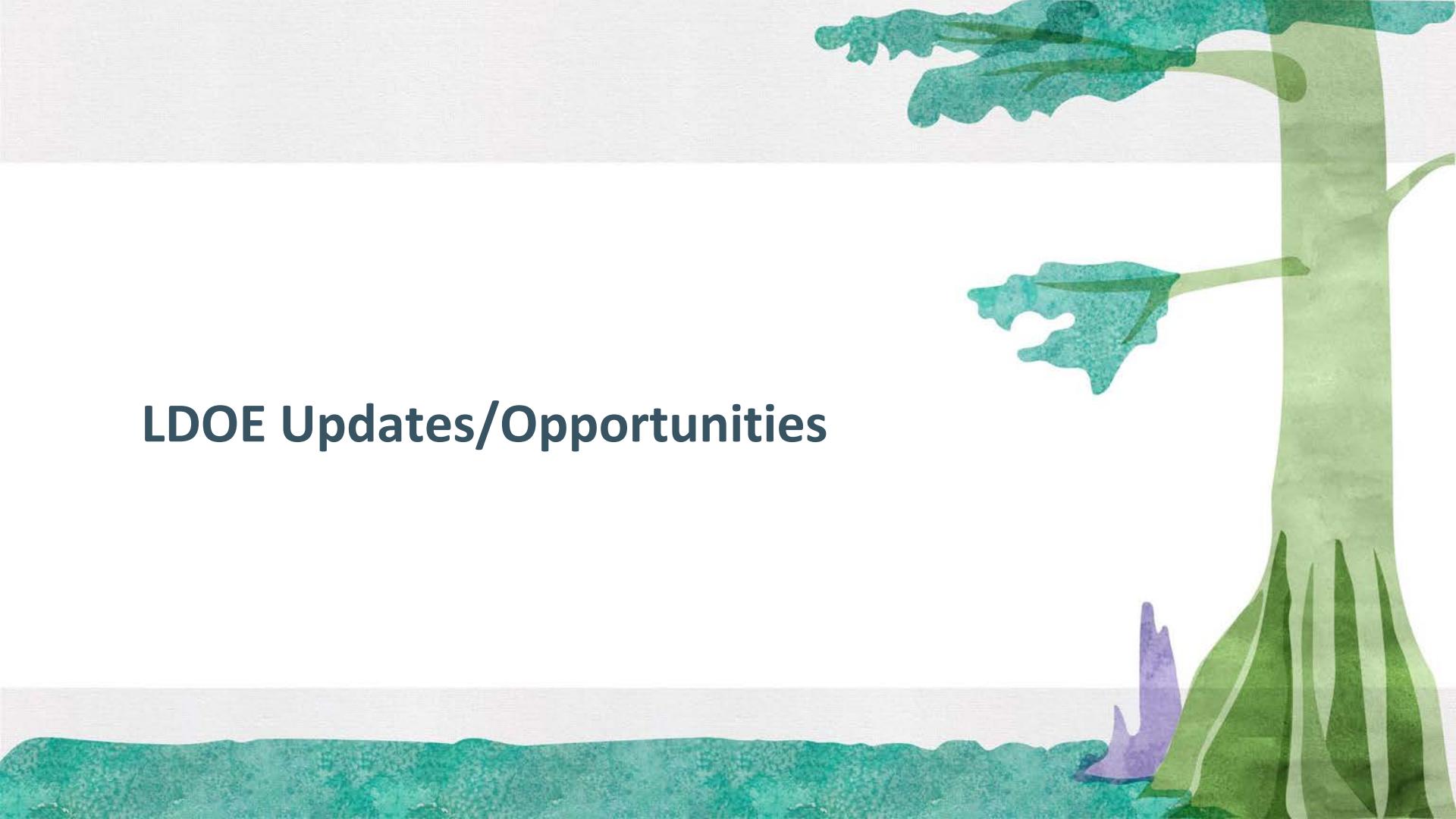
Updates on Recommendations

Complete a compensation study including return to work guidance for school systems.

- In the 2022 Regular Legislative Session, legislation was passed regarding retirees returning to work and requirements for hiring in critical shortage areas.
- The legislature approved a \$1500 pay increase for teachers, \$750 for support staff, and the inclusion of a \$2000 stipend for Mentors in the MFP.
- SSA has begun the statewide compensation and incentives study by collecting information from all school system superintendents and their teams. This study will be the first step in developing a strategy to improve compensation and incentives state and system wide.



LDOE Updates/Opportunities



Science Collaborative

The Department is excited to announce that the [application](#) for the Science Collaborative is now open. This 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.

Who should apply?

- Higher education faculty who teach science methods courses
- Higher education faculty who teach science courses for education majors
- Strong K-12 educators who help support science instruction (e.g., science curriculum coaches, current science content leaders, district science supervisors)

Interested educators should submit the application to believeandprepare@la.gov by 5 p.m., October 7. Please contact believeandprepare@la.gov with questions.

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 no later than **October 7**.

Contact believeandprepare@la.gov with any questions.

TOY, NTOY, POY Nominations Portal

The Department recognizes great teachers and school leaders are critical to student success. Annually, the Department honors some of the state's most successful educators through the Louisiana Teacher and Principal of the Year programs, as well as the New Teacher of the Year program. Part of the selection process for naming the district and state-level winners includes recommendations from teachers, principals, district employees, parents, colleagues, and community members. To assist with the process, a nominations portal was created.

The nominations portal is open now and will close on September 30. Multiple nominations are accepted, as well as self-nominations. Upon portal close, the nomination information will be shared with school systems for their consideration.

For questions regarding Teacher/Principal of the Year contact excellenteducators@la.gov.
For New Teacher of the Year contact Laurie.Carlton@la.gov.

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.

Louisiana Pre-Educator Pathway Teacher Preparation Roundtable

In the 2021-2022 school year there were over 600 high school students enrolled in the pathway representing over 20 different school systems. In the 2022-2023 school year, we are excited to see the pathway expand into approximately 30 new school systems on 90 new high school campuses. We hope to provide greater support to aspiring educators by connecting our graduating Pre-Educator Pathway students to Louisiana Teacher Preparation Programs.

Pre-Educator Pathway lead for your program, or an appointed designee, attends the Fall Teacher Preparation Program Pre-Educator Pathway Fall Roundtable:

- Time: **October 4, 2022 1:00 PM-2:30 PM**
- Link: <https://ldoe.zoom.us/j/3455048179>
- Meeting ID: 345 504 8179
- +14703812552,,3455048179# US (Atlanta)

All Teacher Preparation Programs should complete the [2022-2023 LA Pre-Educator Pathway Teacher Preparation Inventory](#). Pre-Educator Pathway Implementation Guidebook coming soon to the [Resource Library](#).

Teacher Leader Lagniappe

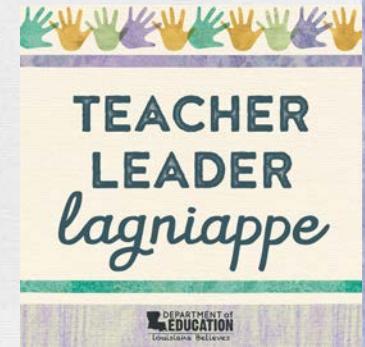
LDOE's podcast, [Teacher Leader Lagniappe](#) provides *a little something extra* for educators to stay inspired, motivated, and connected in the work with students.

Season 2

- Episode 4: Changing the Culture of Attendance with Dr. Judith Rhodes
- Episode 5: Changing our Minds with Sheena Lall
- Episode 6: Legislative Lowdown with Ethan Melancon

Educators can [submit pictures and stories](#) of the great work happening in their system to be highlighted on the podcast. Subscribe through [Apple](#) Podcasts, Google Play, [Spotify](#), or other apps.

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





Mentor and Resident Funding

Funding Overview

In the 2022-2023 academic year, the data collection for the mentor stipend will take place using a similar process to what was used in 2021-2022.

- Mentors who support year-long undergraduate residents and post-baccalaureate candidates (first year PLs) will receive **\$2,000**.
- Through the teacher pay increase approved by the Legislature in 2019-20 (\$1000), 2021-22 (\$800), and 2022-23 (\$1,500) the Department will allocate funds for LEAs to pay **\$3,300** to yearlong undergraduate residents who hold a resident certificate and are completing their residency in a public school.
- This funding is allocated to school systems who host residents. School systems should pay Mentors and residents directly.
- Funding will be provided through the **Minimum Foundation Program (MFP)** formula via the certificated pay raise calculation.

Resident Eligibility

Who is eligible for the resident teacher pay raise compensation?

- The resident must hold a resident certificate with a valid from date on or before **October 1, 2022**. (*It is suggested that providers apply for resident certificates by September 1 to ensure they are processed in time for the stipend.*)
- The resident must serve in a MFP funded entity.
- The resident must serve with a mentor teacher in the same MFP funded entity as the resident teacher.
- The resident must serve with a mentor teacher that is reported in ED Link 360 Staffing with an object code of 112 (teacher) and a function code within the 1000s excluding 1530 (Pre-K) and 1531 (Head Start).
- The resident must serve with a mentor teacher that is not a contract employee.
- The resident must serve with a mentor teacher holding one of the following on **October 1, 2022**: Mentor Teacher Ancillary Certificate, Provisional Mentor Teacher Ancillary Certificate, Supervisor of Student Teaching Certificate, or [2022-2023 Mentor Waiver Credential](#).

Resident Eligibility for Post Baccalaureate Candidates

What does the post baccalaureate candidate need in order for their Mentor to be eligible?

- The candidate must hold a Practitioner License with a valid from date on or before **October 1, 2022**.
- The candidate must serve in a MFP funded entity.
- The candidate must serve with a mentor teacher in the same MFP funded entity as the candidate.
- The candidate must serve with a mentor teacher that is reported in EdLink360 Staffing with an object code of 112 (teacher) and a function code within the 1000s excluding 1530 (Pre-K) and 1531 (Head Start).
- The candidate must serve with a mentor teacher that is not a contract employee.
- The candidate must serve with a mentor teacher holding one of the following on **October 1, 2022**: Mentor Teacher Ancillary Certificate, Provisional Mentor Teacher Ancillary Certificate, Supervisor of Student Teaching Certificate, or 2022-2023 Mentor Waiver Credential.

Mentor Eligibility

Who is eligible for the mentor teacher funding?

- Mentors of certificated **undergraduate** residents in yearlong residencies and Mentors of **post- baccalaureate** candidates who are on their first year of a practitioner's license are eligible for \$2,000.
- The mentor teacher must hold one of the following on **October 1, 2022:**
 - Mentor Teacher Ancillary Certificate
 - Provisional Mentor Teacher Ancillary Certificate
 - Supervisor of Student Teaching Certificate
 - 2022-2023 Mentor Waiver Credential

Data Collection Timeline

August	Funding data collection process communicated to School Systems and Preparation Providers
September	LDOE Team generates list of residents based on resident certificates issued for the 2022-2023 Academic Year and a list of first year Practitioner Licenses Providers complete a review of residents and PLs and LEAs indicated on certificates
October	School Systems report Resident teacher and Mentor teacher data in EdLink360 Staffing
November	Department compiles allocation counts for Mentor and resident funding from EdLink360 Staffing and confirms eligibility
December	Preparation Providers and School Systems receive final funding list with rationale Resident and Mentor teacher information is reported for MFP allocation BESE receives allocation counts for funding for PreK residents and Mentors

2022-2023 Mentor Credential Waiver

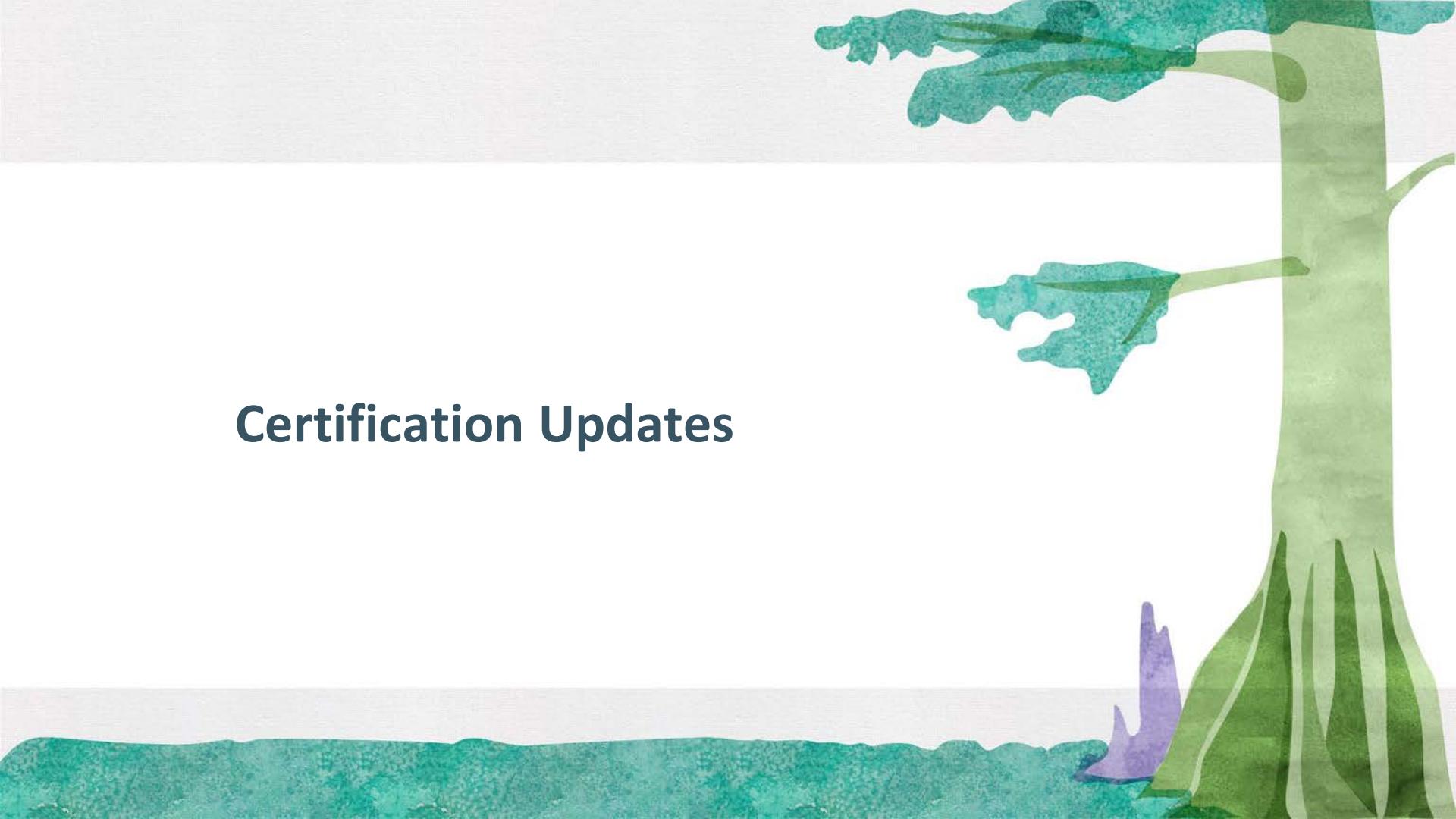
At the April BESE meeting, the Board approved a waiver for the Mentor policy for the 2022-2023 school year. Mentor teacher waivers will be granted on a case-by-case basis through the application process established by the LDOE and at no fee to the applicant, school system, or teacher preparation provider. **School System Mentor Coordinators should initiate each Mentor Waiver Application.** For completion guidance, refer to the [2022-23 Mentor Waiver Application Guide.](#)

2022-2023 Mentor Waiver Application Link: <https://louisianabelieves.smapply.io/prog/>

Mentor Waiver Applications must be created by the system leader responsible for resident placement and/or Mentor recruitment and support. Mentor waivers should be in place prior to **October 1**. The application will remain open until June 2023.

Please contact believeandprepare@la.gov with questions.

Certification Updates



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>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.</i>		
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: _____ (format MM/DD/YYYY)
Select Certification Areas: ---Select Program Certification Area--->	Program Completion Date: _____ (format MM/DD/YYYY)
Select Program Type: ---Select Program Type--->	Indicate Residency Term: (specify the start to end calendar years formatted YYYY for selection) Start Year _____ to _____ End Year _____
Indicate how the teacher candidate fulfilled teaching of reading/literacy requirements mandated by law and outlined in Bulletin 996 §745.	
<input type="checkbox"/> Add-on Endorsement(s): Enclose completed self-evaluation form for the requested area	
<input type="checkbox"/> Place Initial Certificate in "Non-practicing" status. Doing so preserves the educator earn effective teacher evaluations via Co	
<i>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 recommendation this individual for certification in the above areas 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.</i>	
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 Successful or Unsuccessful
<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: --Select Program Provider-->			Program Admission Date: (format MM/DD/YYYY)	
Select Program Type: --Select Program Type-->			Program Completion Date: (format MM/DD/YYYY)	
Select Certification Area(s): <i>(in alignment with Plan-of-Study)</i> --Select Program Certification Area-->	<input type="checkbox"/> Residency/Internship/ Student Teaching: --Select One -->		Term: Specify start and end calendar years (YYYY) Start <input type="text"/> End <input type="text"/>	
<input type="checkbox"/> Three years in lieu of student teaching: if allowed based on Program Admission/Completion Dates, include In-State Experience Verification Form		Select Method Applicant Demonstrates Fulfillment of Reading/Literacy Requirement-->		
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				Select: <input type="text"/>
PLT				Select: <input type="text"/>
Specialty				Select: <input type="text"/>
Other				Select: <input type="text"/>
<i>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.</i>				
Dean of Education/Program Provider signature: <input type="text"/>			Date: <input type="text"/>	

Rev. 9/15/2022

Certification Reminders



Residents/Mentors

For funding purposes, resident teacher, practitioner licenses, and mentor teacher certificates that need to be issued by *October 1* to receive a stipend must have been submitted completely and correctly via the online portal **on or before September 1**.

Any applications submitted after September 1, or any incomplete/incorrect submission may not be processed by October 1. This may result in the candidate's inability to be eligible for the funding.

Please direct any funding questions to believeandprepare@la.gov.

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=N1JobWlDU1gvNnNYQk40Wjl3YmpxUT09>

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

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 14	Training providers receive initial data for verification
October 17-31	Training providers verify data and submit verification file to LDOE
late November	LDOE releases updated training provider effectiveness report

2022-2023 Training Provider Effectiveness Measures Pilot

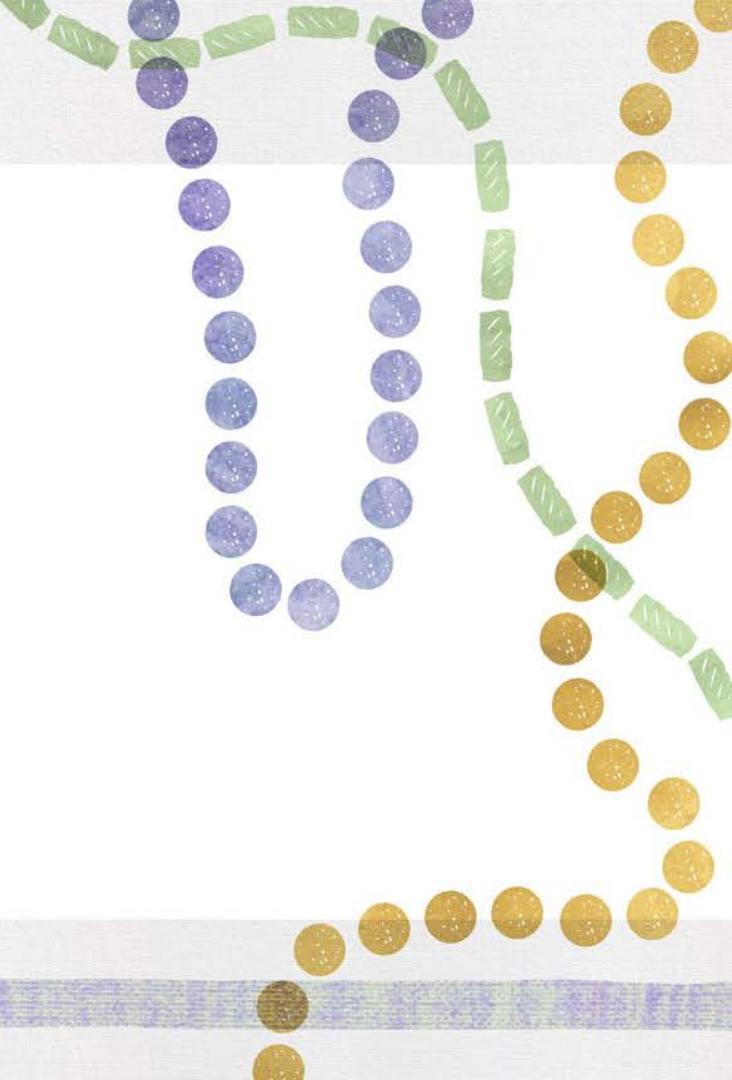
Based on training provider feedback and our hope to provide BESE with a more comprehensive view of your programs, we are continuing to pilot tools that would create additional data points to be included in future [training provider effectiveness reports](#).

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.

To be considered for pilot participation, email the following information to believeandprepare@la.gov no later than **October 4, 2022**.

- 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



Instructional Materials Review Updates

Recently Published Tier I Materials

The Department conducts ongoing reviews of curricular materials to support school systems in adopting curricula in all core subjects. Newly rated Tier 1 curricula is listed below. All reviewed curricula can be found on the [Tiered Reviews](#) webpage.

Publisher	Title and Grade Levels	Core Subject	Tier
McGraw Hill LLC	Wonders, Grades 3-5	ELA	Tier 1
K12, Inc.	Math + Blue, Orange Summit, Grades K & 2	Math	Tier 1

New Science Resource: Louisiana Guide to Implementing Amplify Grade 7

The [Louisiana Guide to Implementing Amplify Grade 7](#) provides instructional supports for implementing high quality Amplify Science Louisiana Grade 7 units. This guide provides insight as to how units correlate to the [Louisiana Student Standards for Science](#).

Additional guidance within this resource includes

- sequencing support for Engineering Internship Units;
- companion lesson recommendations; and
- unit alignment to LDOE formative assessment items.

Please contact STEM@la.gov with questions.

Social Studies: Louisiana Endowment For the Humanities Partnership

Understanding Prehistoric Louisiana

By studying artifacts, archaeologists know that people were in Louisiana at least 13,000 years ago.

BY REBECCA SAUNDERS, JOANNE RYAN

• THIS ENTRY IS 4TH GRADE LEVEL • VIEW FULL ENTRY



Middle Archaic Period Artifacts.

PHOTO BY JENNY ELLERBE

In Partnership with the Louisiana Endowment for the Humanities, the Department is producing an encyclopedia of Louisiana History articles to support the implementation of the new 2022 Louisiana Student Standards for Social Studies.

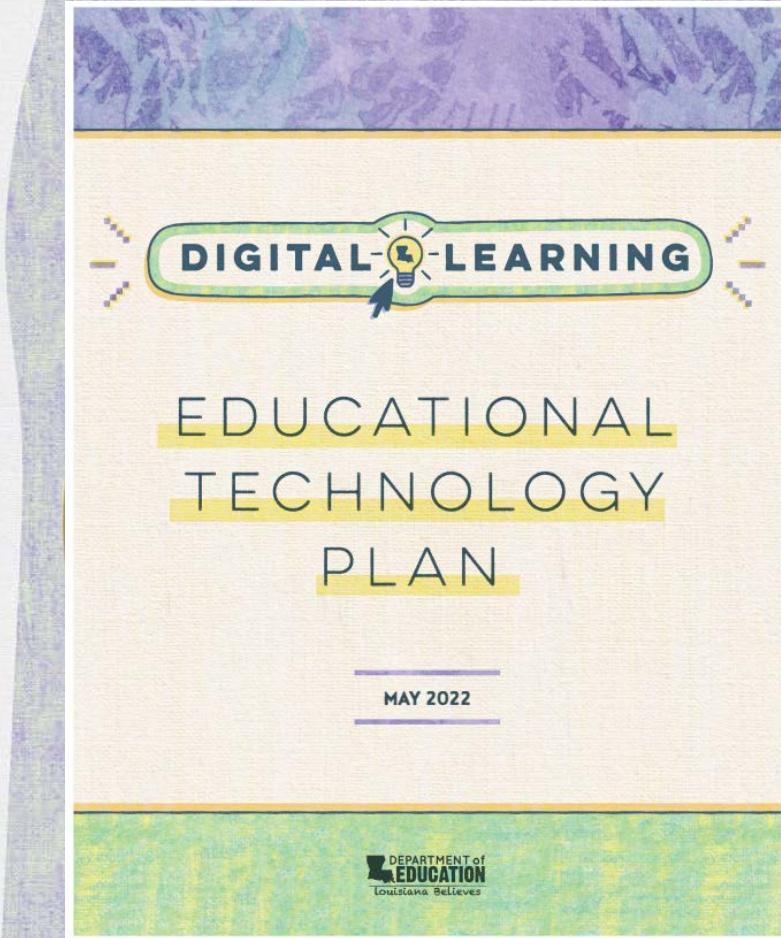
Each article was written and vetted by subject matter experts, and Louisiana teachers for grade level appropriateness and complexity. The first few entries are now available at 64.parishes.org/Education.

Please contact classroomsupporttoolbox@la.gov with questions.

EdTech Plan (ICYMI)

- The revised Educational Technology Plan is [live](#) and can be found on the [Digital Learning](#) website.
- This revised educational technology plan is intended to be a guide to inform and influence school systems in crafting their own strategic technology plan. This plan also serves as a guide for school leaders in developing a framework for educational technology integration at the school level.

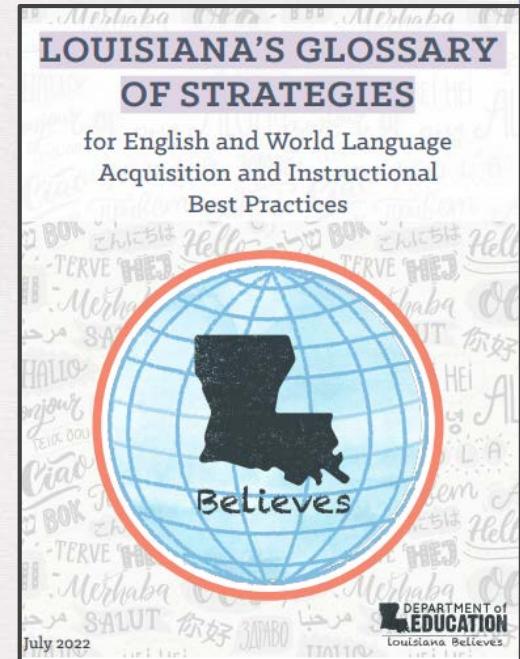
Please contact digitallearning@la.gov with questions.



Louisiana's Glossary of Strategies for English Learners

The Department released a new resource, [Louisiana's Glossary of Strategies for English and World Language Acquisition and Instructional Best Practices](#), to support educators with best practices and strategies to scaffold high quality instruction for multilingual students, including English Learners. These tools are content neutral and are beneficial in all disciplines. Each practice includes the recommended grade level, proficiency level, language domain, description, and example strategies or approaches.

Please contact diverselearnersupport@la.gov with questions.



Supports for Grades 3-5: Foundations Lessons

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Three units are comprised of forty, ten-minute lessons, including two skills “check-points” that assess students on skills targeted in that unit.
- These lessons are intended to be delivered during whole group instruction.
- Lessons are designed to provide direct instruction in three key areas: advanced spelling patterns, grammar, and morphology.
- These lessons do not replace, but rather complement existing reading programs.
- Find Unit 1 materials in the [Literacy Library](#). Units 2 and 3 will be released this Fall.

Supports for Grades 3-5: Foundations Lessons

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Lesson sequence:
 - Attention getter
 - Explicit instruction
 - Guided Practice
 - Student Application
- Additional supports:
 - Overview of skill/concept
 - Supports for diverse learners

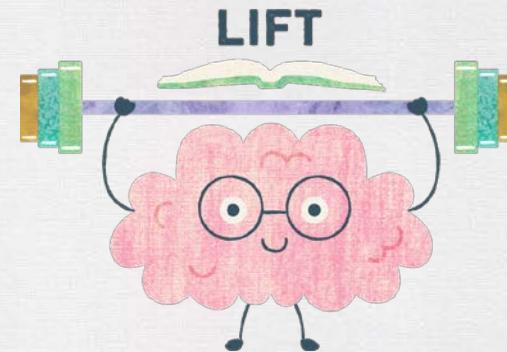


Intervention Resources for Grade 3 and Beyond

The Literacy Interventions and Foundational Tools (LIFT) Kit helps teachers pinpoint specific gaps in foundational skills for students beyond Grade 2. It includes:

- fluency passages
- code-knowledge inventory
- phonological awareness screener
- intervention activities targeted to specific skill needs of students
- student recording trackers

All resources are housed in the [LIFT Library](#).



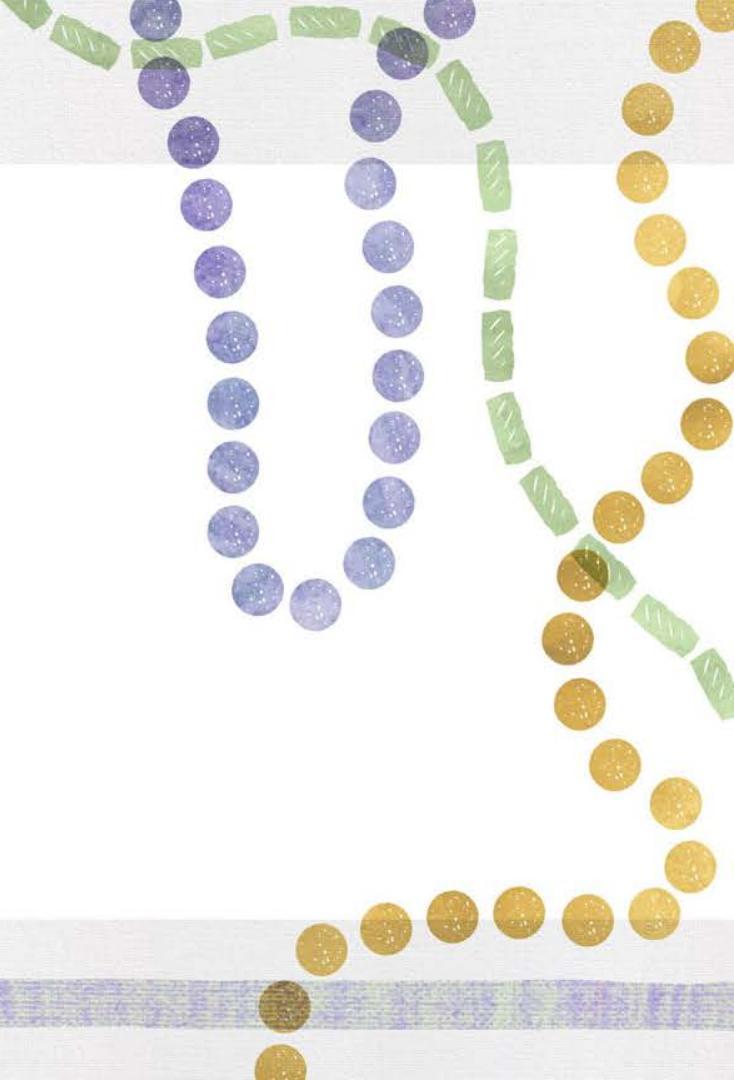
Supports for Grades 6-12: Content Literacy

Content Literacy involves basic literacy skills needed to comprehend and write throughout the different content areas. All teachers are literacy teachers. To support teachers of other content areas in middle and high school with incorporating literacy practices in their instruction, the [Literacy Library](#) has Content Literacy Support for:

- a. [Annotating Text](#)
- b. [Independent Reading](#)
- c. [Partner Reading](#)
- d. [Using Rubrics](#)
- e. [Using Student Exemplars](#)
- f. [Whole Class Read Aloud](#)

The Department anticipates releasing more supports this Fall (Fall 2022).

Closing



Next Steps

- Join the Louisiana Pre-Educator Pathway Teacher Preparation Roundtable on **October 4**.
- Submit science collaborative applications by **October 7**.
- Complete the contact update survey by **October 7**.
- Look for the Believe and Prepare email blast on **October 11**.
- Work with school system partners to ensure all residents, practitioner's and Mentors have credentials in hand by **October 1** to be eligible for funding.
- Complete the [2022-2023 LA Pre-Educator Pathway Teacher Preparation Inventory](#).