

Office of Teaching and Learning

Numeracy Professional Learning Guidance for Teachers

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

Timeline

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

UPDATED Release Schedule:

- The Leadership course is **LIVE** (09051991). This course was developed for school and system leaders to support implementation. Three leadership modules in this course provide guidance for scheduling, identifying the transfer of learning, reporting progress, and more. Module Overviews are embedded for each module of each course.
- Grades 4-8 Course is published in its entirety with a certificate of completion.
 - Act 260 system contacts received course codes and account creation instructions in the summer of 2024.
 - System lead contacts must share these course codes with teachers for enrollment in the assigned Canopy Course. Please contact math@la.gov with any questions.
- Grades K-3 Course is published in its entirety with a certificate of completion.
- The high school course will be published in its entirety in the summer of 2025.

Scheduling Guidance

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

Course Content and Design

All required and optional courses follow a similar design, structure, and length. This curriculum-agnostic, asynchronous course — available through the [Louisiana Professional Learning Platform](#) — offers 25 content-rich modules designed to support teachers in deepening their understanding of the mathematical concepts students encounter as they progress through the grades. Each module includes learning

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experiences and application tasks focused on the strategies and models students use at various grade levels.

In addition to content modules, the course features three dedicated modules that emphasize the development of productive dispositions in mathematics, helping educators foster positive mathematical mindsets in their students.

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

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

LDOE Numeracy Professional Learning 4–8

Foundational Numeracy

- | | |
|---|---|
| 1 - Understanding Fractions | 5 - Understanding Decimals |
| 2 - Multiplication of Multi-Digit Numbers | 6 - Applying Decimals |
| 3 - Division Strategies | 7 - Fraction Operations (Addition & Subtraction) |
| 4 - Place Value of Whole Numbers | 8 - Fraction Operations (Multiplication & Division) |

Advancing in Numeracy

- | | |
|--|---|
| 14 - Applying Ratio and Proportional Relationships | 18 - Strategies for Adding and Subtracting Rational Numbers |
| 15 - Use Properties of Operations to Generate Equivalent Expressions | 19 - Strategies for Adding and Subtracting Rational Numbers |
| 16 - Reason About and Solve One-Variable Equations | 20 - Strategies for Multiplying and Dividing Rational Numbers |
| 17 - Reason About and Solve One-Variable Equations | 21 - Strategies for Multiplying and Dividing Rational Numbers |

Numeracy in Context

- | | |
|------------------------|---|
| 9 - Time | 12 - Volume |
| 10 - Measurement | 13 - Geometry in Third, Fourth, and Fifth Grade |
| 11 - Angle Measurement | |

Functions

- | | |
|--|--|
| 22 - Strategies to Compare Properties of Functions | 24 - Use Functions to Model Relationships Between Quantities |
| 23 - Use Functions to Model Relationships Between Quantities | 25 - Apply Pythagorean Theorem |

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

Algebra 1 Concepts

- 1 - Structure in Expressions
- 2 - Linear Equations and Inequalities
- 3 - Systems of Linear Equations and Inequalities
- 4 - A Formal Understanding of a Function
- 5 - Exponential Functions (Part 1)
- 6 - Quadratic Functions and Equations

Probability & Statistics Algebra 1 & Geometry

- 7 - One-Variable Statistics
- 8 - Bivariate Statistics
- 9 - Conditional Probability

Geometry Concepts

- 10 - Congruence (Rigid Motions)
- 11 - Similarity
- 12 - Right Triangle Trigonometry
- 13 - Measurement and Solid Geometry
- 14 - Circles

Crossover Topics From Middle School

- Crossover 1 - Ratio and Proportional Relationships
- Crossover 2 - Strategies to Compare Properties of Functions
- Crossover 3 - Applying Pythagorean Theorem

Algebra 2 Concepts

- 15 - Complex Numbers
- 16 - Exponential Functions (Part 2)
- 17 - Rational Expressions
- 18 - Logarithms
- 19 - Trigonometry Functions
- 20 - Transformations (All Functions)

Statistics From Algebra 2

- 21 - Interpreting Categorical and Quantitative Data
- 22 - Inferences From Statistics

Access the Courses

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

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

- Step 1: [Create MyLa Credentials](#)
 - Please see this [document](#) for any MyLa account concerns and troubleshooting.
- Step 2: [Create EdLink User Profile](#)
- Step 3: [Request Canopy permissions through EdLink Security](#)
 - All teachers should request “Learner” permissions. *Teachers in districts that have opted into auto-access permissions will not need to request Canopy permission.

You can log into [the Louisiana Professional Learning Platform](#) by signing in through the [EdLink Security](#) Application Menu with your MyLa user credentials 24 hours after creating your account. Click on “I am here to Learn.” Enroll in the system-specific course with the course code provided by your system administrator.

Non-public school teachers and outside vendors should contact math@la.gov for specific information.

Requirement FAQs

- *Are public charter schools exempt?* No. According to [Revised Statute 17:3996](#), Charter School educators who teach 4-8 mathematics are required to comply with Act 260 and should complete the course by August 1, 2025.
- *What if I teach multiple grade levels?* If you teach any mathematics within grades 4-8, you must complete the 4-8 modules. For example: If you teach grades 3 and 4 mathematics, you must complete the 4-8 modules in compliance with Act 260.
- *Are teachers of students with exceptionalities exempt?* No. Although your students may perform below the grade 4 level, you must still complete the numeracy training in compliance with Act 260.
- *What happens if I’m currently teaching within grades K-3, but I get moved into a 4-8 classroom?* If you already completed the grades K-3 modules then you will receive credit for those completed that cross over into the grades 4-8 modules. In compliance with Act 260, you must complete the remaining grades 4-8 course modules.
- *What if I teach Algebra I to 8th-grade students?* Any teachers of grades 4-8 mathematics (including Algebra I) must complete the required grades 4-8 course.
- *What about an ELA teacher who tutors in an afterschool program for mathematics or a paraprofessional/teaching assistant who supports interventions?* Grades 4-8 mathematics teachers are required to complete the numeracy professional learning. The LDOE does encourage any person supporting the efforts of mathematics to engage in one of the provided courses - grades K-3, grades 4-8, or high school.

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- *Is it okay for my school administration to take my planning time for this?* Act 260 states training cannot be scheduled during a “statutorily guaranteed planning period” which is 45 minutes according to [RS 17:434](#). Rather, leaders can extend planning by 15 minutes daily which provides an additional 75 minutes of planning for a five-day week.
- *What is the deadline for teachers who are hired later than August of 2024?*

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

- *Will each module contain a pretest?* A pretest is only administered at the beginning of the course.
- *Who do we contact if we haven’t received our course codes?* Please contact math@la.gov with any questions regarding specific course codes or to identify the system leader contact.
- *Who do we contact if we transfer into another system?* From your new school or system email address, please contact math@la.gov to provide the necessary information - first and last name, previous school system and email address, new school system and email address, current teaching assignment, and official date of transfer.

Questions Answered in Office Hours

- *Is the Leader Course required?* No. This course serves as a bank of resources and collaborative space.
- *Will I receive a completion certificate?* Yes. Once all content is completed, a certificate will be generated within Canopy. A user may access their completion certificate in their Canopy user profile. Certificates for the Leader course will be generated in the Summer of 2025.
- *How can a system leader monitor participant responses?* A system leader must have Instruct role [permissions](#) for Canopy and be added to the course by the LDOE. View responses in the module or learning experience by clicking on the “stack of papers” icon.
 - Participants should consider their responses. Ask, “What does this mean? Would this be an exemplary response we expect from our students?”
 - When responding to peers, please consider: “How does this response to a peer promote productive discourse or provide thoughtful consideration?”
 - Responses will be **audited by system and state leaders**. Inappropriate or inaccurate responses will be removed. Anticipated misconceptions are identified in the Module

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Overview documents within the Leadership Course. Please contact math@la.gov if an incorrect or improper response is posted in your course.

- *How can a system or school leader monitor progress and completion?* A school or system leader must have Admin/Lead role permissions for Canopy. Access reports by Course or Learner. See this [collection](#) of tutorials from Canopy for specific steps.
- *What does my score mean?* The score listed in Canopy should be disregarded as it is arbitrary. The platform has some limitations in posing questions or quizzes that automatically provide a score.
- *Will the grades K-3 and high school courses be required?* At this time, these courses are not required. Legislation does not mandate training for teachers in grades K-3 and high school at this time.
- *When should we see this course content completed by new teacher candidates?* Educator preparation programs have access to this content. According to [Bulletin 746](#), beginning September 1, 2028, an applicant for initial certification must have earned coursework or equivalent contact hours in alignment with the adopted foundational numeracy competencies. Current teacher candidates in an alternative certification program teaching with a practitioner's license in grades 4-8 mathematics should complete this course with the system's specific course before August 1, 2025.
- *If our teachers are going through Content Leader for mathematics or already have that ancillary certification, are they exempt from this course?* No. There is no alternative to this course at this time.
- *Where can I find the course materials after I've completed the course?* Within the "Learn" role, access the specific course and choose "Curriculum" to view all materials. To access any work and responses submitted throughout the engagement of the course, choose "My Coursework" and then choose "Submitted Work."
- *How can a leader identify modules completed versus percentage completion?* A leader can identify the percentage of progress completion from the "Admin/Lead" role; however, to review the specific modules that have been completed, a leader must access the "Manage Learners" section of the "Instruct" role.
- *Will grades K-3 teachers be required to complete a numeracy course?* At this time, no legislation is requiring grades K-3 or high school teachers to complete a numeracy course. LDOE does encourage engagement and completion of the optional course for all mathematics teachers.
- *What if I choose to complete more than one course? Will I have to work through the duplicated modules?* For a participant who elects to complete both the K-3 and grades 4-8 courses, the duplication of 13 content modules can be marked complete by contacting math@la.gov. For someone who chooses to complete grades 4-8 and high school courses, the duplication of 3 content modules can also be marked complete by contacting math@la.gov.

Course Tips

- To receive credit for the numeracy training, the following must be completed within the assigned course: pre-assessment, 3 disposition modules, 25 content modules, and a post-assessment.
- The course may be completed independently or within a professional learning community. All activities and discussion questions must be completed in the individual's course.

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- Discussion questions often require at least one reply to a peer’s response. The intent of this requirement is for participants to read and consider a peer’s perspective while also responding with thoughtful commentary, as expected of a student.
- A transcript is provided for each module in the Introduction section. This tool can be used to make notes throughout the learning process.

2024-2025 Office Hours

The LDOE will hold office hours on the third Wednesday of each month to review important components of the numeracy training, including progress completion and monitoring reports and responses/submissions.

[Join us](#) at 9 a.m. on the following dates:

Fall Semester 2024	Winter/Spring Semester 2025
Wednesday, September 18, 2024	Wednesday, January 15, 2025
Wednesday, October 16, 2024	Wednesday, February 19, 2025
Wednesday, November 20, 2024	Wednesday, March 19, 2025
Wednesday, December 18, 2024	Wednesday, April 16, 2025
	Wednesday, May 14, 2025

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