LOUISIANA DEPARTMENT OF EDUCATION

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) and Act 353 of 2025 (LANE).

Timeline

Act 260 of 2023 mandates that all mathematics teachers in grades 4–8 complete a Louisiana Department of Education (LDOE)-approved professional learning course focused on numeracy instruction by **August 2025**. Additionally, Act 353 of 2025 (LANE) requires all K–3 mathematics teachers to complete an approved foundational numeracy course by **August 2027**. Teachers hired after July 31, 2025, have two years to meet the legislative requirements. Together, these laws ensure that all K–8 mathematics teachers participate in high-quality, LDOE-identified professional learning aligned to effective numeracy practices. While a course for high school mathematics teachers is available, it is currently **optional**.

- The Leadership resources (09051991) are available for school and system leaders to support implementation. Three leadership modules provide guidance for scheduling, identifying the transfer of learning, reporting progress, and more. Module Overviews are embedded for every module of both the K-3 and 4-8 courses.
- Course codes are system-specific and should **NOT** be shared on social media platforms or outside of the system. System lead contacts must share these course codes with teachers for enrollment in the assigned course. Please contact math@la.gov with any questions.
    - Grades 4-8 Course is published in its entirety with a certificate of completion.
    - 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 fall 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 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 their currently assigned roles, but also so that, as teaching assignments change, teachers will have experienced some of the required training.

Course Progress Duplication

Educators transitioning from teaching grades 4–8 to grades K–3 are expected to complete the K–3 course to deepen their understanding of the vertical alignment of mathematics standards and instructional models. For those who have previously completed the grades 4–8 course, progress may be transferred to the K–3 course for the 13 content modules and 3 disposition modules. This transfer will result in over 50% completion of the K–3 course.

To facilitate this process, please complete the Transfer Request Form. Please note: transfer credits are subject to verification of course completion. Once submitted, the LDOE team will verify course completion before processing transfers. Please allow two weeks for the transfer credit to take place.

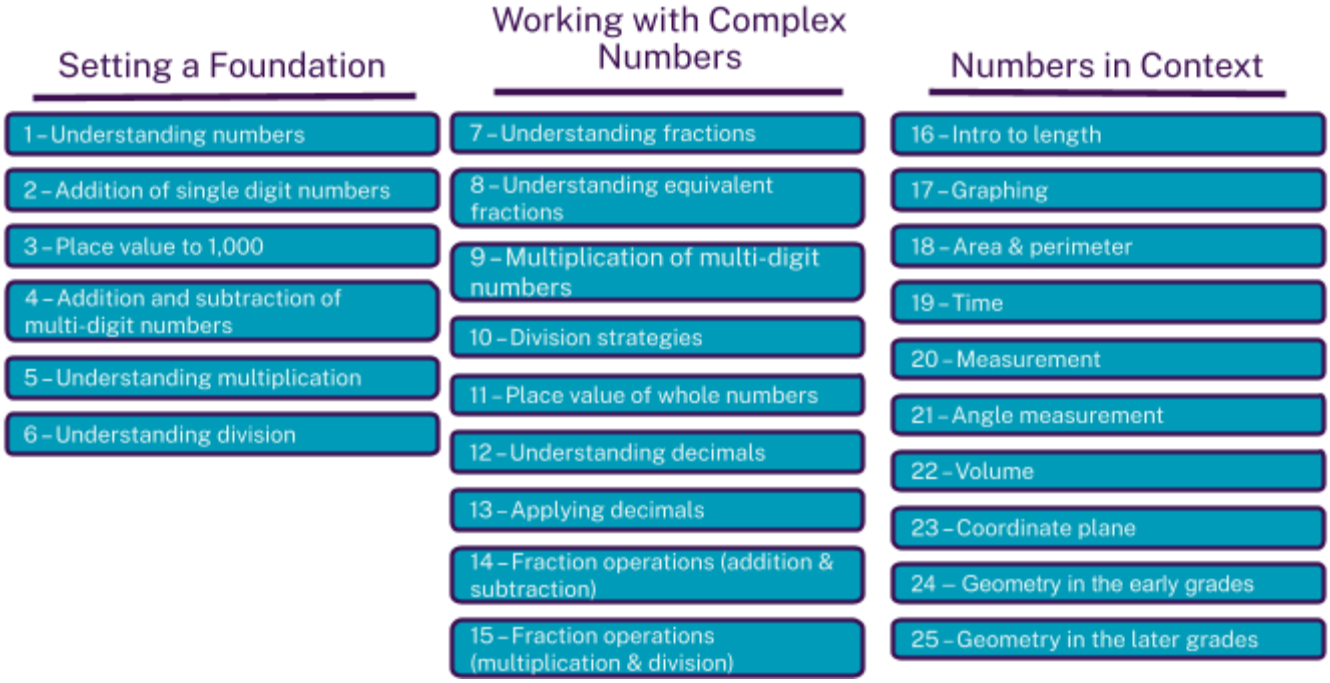
Course Tips

- 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.
    - 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.

District Guidance

Each Numeracy Course has been intentionally designed for 50 hours of thoughtful professional learning. As educators progress through the course, district and school site leaders should monitor and verify the quality of their work.

LDOE Numeracy Project K-3 Learning Trajectory

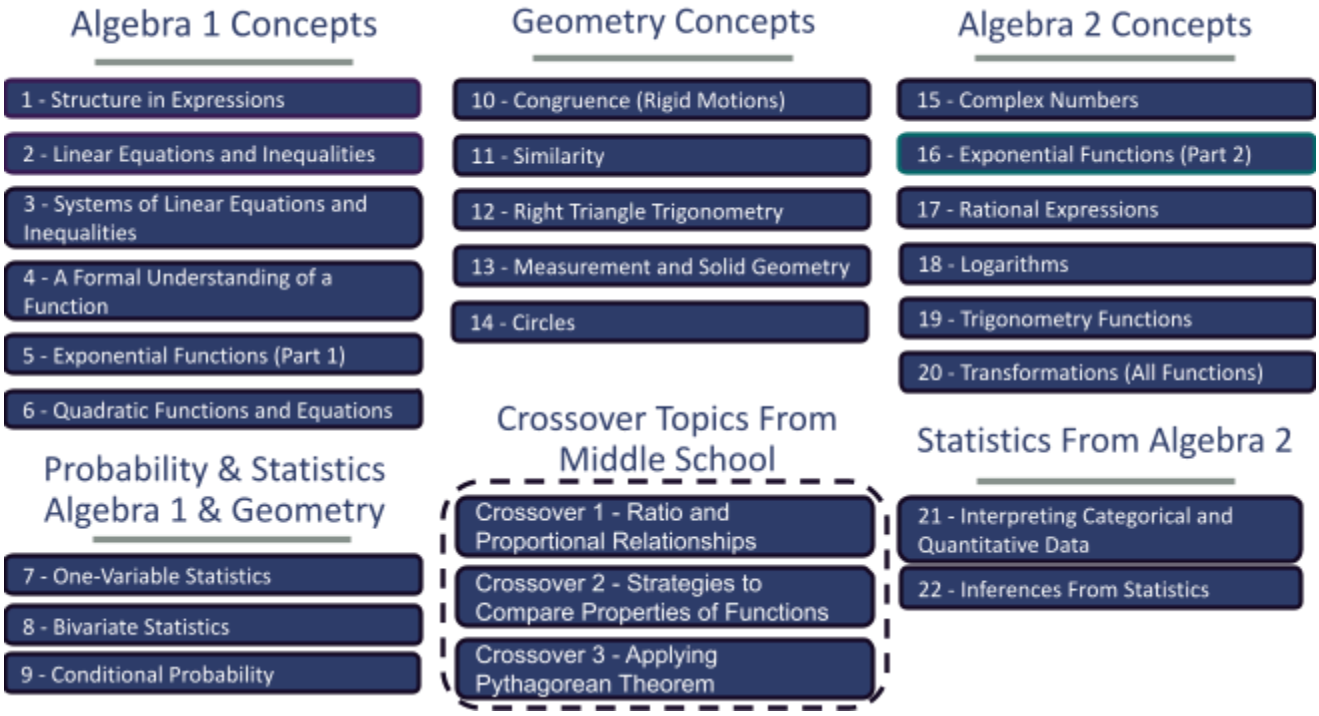


LDOE Numeracy Professional Learning 4–8



Updated 7/29/2026

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



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 enrollment information.

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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. This extends to Act 353 for K-3 teachers, with mandated completion by August 1, 2027.
- *What if I teach multiple grade levels?* If you teach any mathematics within grades K-8, you must complete a numeracy course. For example, if you teach grades 3 and 4 mathematics, you must complete both numeracy courses. You will receive credit for completed cross-over modules. To receive completion credit for the thirteen content and three disposition modules that overlap the grades K-3 and grades 4-8 courses, please complete the Transfer Request Form.
- *Are teachers of students with exceptionalities exempt?* No. Although your students may perform below grade level, a numeracy course must be completed to align with Act 353 (LANE). You may choose to work with your school and system leaders to decide which course may best fit the needs of your instruction and your students. If you teach students with exceptionalities who are in grades K-3 as well as students with exceptionalities in grades 4-8, both courses must be completed. You will receive credit for completed cross-over modules. To receive completion credit for the thirteen content and three disposition modules that overlap the grades K-3 and grades 4-8 courses, please complete the Transfer Request Form.
- *What happens if I'm currently teaching within grades K-3, but I get moved into a 4-8 classroom or vice versa?* If you have already completed the grades K-3 modules, then you will receive credit for those completed that cross over into the grades 4-8 modules. To receive completion for those thirteen content and three disposition modules that overlap the grades K-3 and grades 4-8 courses, please complete the Transfer Request Form.
- *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 K-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.
- *Is it okay for my school administration to take my planning time for this?* Act 260 states that 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 2024?* Please use the chart below to determine deadlines for newly hired teachers.

Hire Date	Plan for Completion	Legislative Requirement
January 2026	May 2027	January 2028
August 2026	August 2027	August 2028
October 2026	December 2027	October 2028
January 2027	May 2028	January 2029
August 2027	August 2028	August 2029

- *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?* Please complete the Transfer Request Form to provide the necessary information - first and last name, previous school system and email address, new school system and email address, current teaching assignment, etc.
- *Is the Leader Course required?* No. This course serves as a bank of resources and a collaborative space.
- *Will I receive a completion certificate*? Yes. Once all content is completed, a certificate will be generated within the Louisiana Professional Learning Platform (Canopy). A user may access their completion certificate in their user profile.
- *How can a system leader monitor participant responses?* A system leader must have the "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 the system and state leaders***. Inappropriate or inaccurate responses will be removed. Anticipated misconceptions are identified in the Module Overview documents within the Leadership Course. Please contact 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.

Updated 7/29/2026

- *Will the high school course be required?* At this time, this course is not required. Legislation does not mandate training for teachers in 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 K-8 mathematics should complete this course with the system's specific course, with all mandated deadlines.
- *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.
- *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 completing the Transfer Request Form. 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 completing the Transfer Request Form.

2026-2027 Office Hours

The LDOE will hold office hours each month to review important components of the numeracy training, including progress completion, monitoring reports, and responses/submissions. Join us at 9 a.m. on the following dates:

Fall Semester 2026	Winter/Spring Semester 2027
September 09, 2026	January 06, 2027
October 07, 2026	February 03, 2027
November 04, 2026	March 10, 2027
December 02, 2026	April 07, 2027
	May 05, 2027

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