

Teacher Advisory Council

Claiborne Building | Iowa Room 1-153 | 1201 North Third Street, Baton Rouge, LA 70802
Tuesday, October 1, 2024 | 9:00 a.m.

Council Members

Chair, Dr. Cade Brumley | Vice-Chair, Sabrē Masters

Kylie Altier
Regena Beard
Corrie Campbell
Gwynne Clavijo
Bernita Dunbar
Dereka Duncan

Megan Girlinghouse
Lauren Gros
Tristen Guillory
Amanda Jones
John Lary
Allison McLellan
Erika Musgrove

Tiffany Starks
Cassidy Tackett
Amber Thomas
Taylor Wallace
Holly Wilder
Erik Willie

In accordance with the Americans with Disabilities Act, if special assistance is needed at this public meeting of LDOE, please notify Sabre Masters via email at sabr.masters@la.gov, five business days prior to the public meeting.

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the minutes of the meeting held May 15, 2024
- IV. Consideration of an update report regarding the Let Teachers Teach recommendations
- V. Consideration of an update report regarding LEADS
- VI. Consideration of an update report regarding Accelerate
- VII. Consideration of a discussion regarding the computer science content standards

Teacher Advisory Council

Minutes

The Teacher Advisory Council met on Wednesday, May 15, 2024, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 9:02 a.m. by Sabre Masters. Members present were Regena Beard, Cammie Canik, Gwynne Clavijo, Bernita Dunbar, Lauren Gros, Tristen Guillory, Amanda Jones, Erika Musgrove, Cassidy Tackett, Taylor Wallace, Erik Willie, and Antonio Wilson.

Kylie Altier, Corrie Campell, Dereka Duncan, Elise Frederic, Megan Girlinghouse, John Lary, Allison McLellan, Tiffany Starks, and Amber Thomas were not in attendance.

A quorum was present.

Representing the Louisiana Department of Education were Dr. Cade Brumley, Dr. Jenna Chiasson, Thomas Lambert, Sabre Masters, Ben Lemoine, and Holly Manson.

1. On motion of Ms. Musgrove, seconded by Mr. Willie, the Teacher Advisory Council approved the minutes of the meeting held February 2, 2024.
2. On motion of Ms. Guillory, seconded by Ms. Dunbar, the Teacher Advisory Council, received the discussion regarding proposed revisions to school and district accountability.
3. On motion of Ms. Tackett, seconded by Ms. Gros, the Teacher Advisory Council received the discussion regarding the 2024 Regular Legislative Session.
4. On motion of Ms. Clavijo, seconded by Ms. Jones, the Teacher Advisory Council received the discussion regarding summer learning programs.
5. On motion of Mr. Willie, seconded by Ms. Guillory, the Teacher Advisory Council received the discussion regarding high-dosage tutoring.

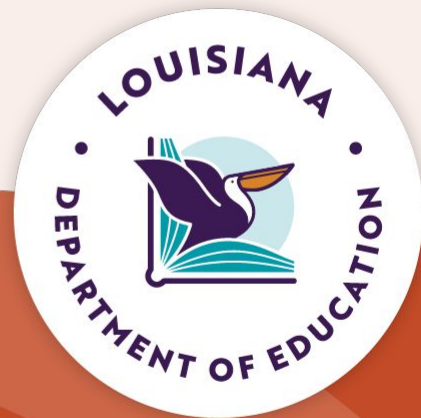
With no further business to come before the Teacher Advisory Council, the meeting was adjourned at 10:53 A.M.

Teacher Advisory Council



October 1, 2024

Roll Call



Approval of the minutes of the meeting held May 15, 2024



Meeting Norms

1. Honor the agenda and time limits.
2. Keep a positive tone.
3. Balance your participation - speak and listen.
4. Cultivate solution-based dialogue.
5. Remain focused on the mission of moving our state forward.



Purpose and Goals

One way we elevate the teacher voice in Louisiana is by giving them a seat at the table on the issues that matter in our classrooms.

Our Purpose:

The intent of the Teacher Advisory Council (TAC) is to share ideas and practices that are vital in moving our state forward. We are committed to being both diagnostic (identifying student needs) and prescriptive (aligning interventions) in this process.

Our Goals:

This feedback on current education initiatives will be pivotal for navigation and will offer insight on how Louisiana can continue to improve student outcomes.



Consideration of an update report regarding the Let Teachers Teach Recommendations



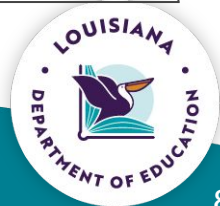
Dr. Cade Brumley

Louisiana Superintendent of Education



Professional Learning

Recommendation	Update
Tailor professional growth plans	<ul style="list-style-type: none">● BESE passed policy in <i>Bulletin 130</i> in August
Make collaboration meetings worthwhile	<ul style="list-style-type: none">● BESE passed policy in <i>Bulletin 741</i> in August● In the Professional Learning Roadmap, there is specific guidance for school leaders on how to conduct a collaboration meeting
Ensure ample time for classroom preparation	<ul style="list-style-type: none">● Recommendations were made to system leaders to allow BOY prep time for teachers● Staffing and scheduling guidance is in development



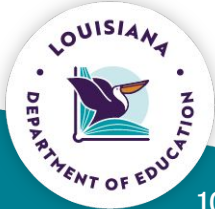
Required Trainings

Recommendation	Update
Shift legislatively mandated trainings to a cycle	<ul style="list-style-type: none">● Act 686 (2024)● The legislatively mandated trainings are completed one time● LEAs must do an audit of the locally required trainings to ensure they are not asking teachers to repeat trainings unnecessarily● School leader guidance is being developed for teacher and student trainings



Required Trainings

Recommendation	Update
Enact pre-test exemptions from required trainings	<ul style="list-style-type: none"><li data-bbox="1012 306 1825 388">• LEAs should consider a pre-test exemption for trainings they require in their system<li data-bbox="1012 421 1769 547">• According to <i>Bulletin 741</i>, LEAs have to implement a process to annually review trainings for experienced teachers



Student Behavior and Discipline

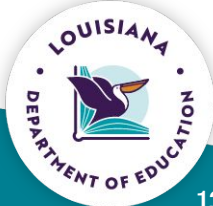
Recommendation	Update
Decouple student behavior and the school accountability system	<ul style="list-style-type: none">● LDOE submitted ESSA amendment on June 17, and it has been approved● BESE approved policy in <i>Bulletin 111</i> in August● This will no longer be a part of accountability
Trust us - don't blame us	<ul style="list-style-type: none">● Act 400 (2024)● BESE approved the policy in <i>Bulletin 741</i> in August● Students who are excessively disruptive must be removed by school administration. After the third time, a student can not return to the classroom until a parent conference is held

Student Behavior and Discipline

Recommendation	Update
Place ungovernable students at alternative sites for behavior support	<ul style="list-style-type: none">● Act 337 (2024): Student is expelled after 3 suspensions● Act 324 (2024): After second suspension, offering behavioral support will be considered
Address challenges of chronic absenteeism	<ul style="list-style-type: none">● Act 386 (2024): Parent must ensure the student makes up missed school work and attend school meetings monthly until the student completes missed work● STAR task force is putting recommendations together that should be final in November

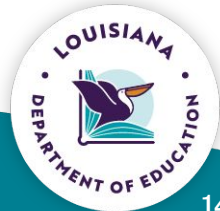
Student Behavior and Discipline

Recommendation	Update
Limit cell phone use	<ul style="list-style-type: none"><li data-bbox="1012 314 1760 394">● Act 313 (2024): Phones must be off and put away during the instructional day<li data-bbox="1012 430 1711 509">● BESE passed policy in <i>Bulletin 741</i> in August



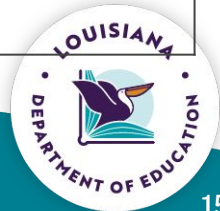
Non-Academic Responsibilities

Recommendation	Update
Support student mental health challenges through trained professionals	<ul style="list-style-type: none">● HCR 17 (2024): LDOE collaborates with LDH and DCFS to increase mental health counseling in public schools
Stop forcing teachers to be mental health professionals	<ul style="list-style-type: none">● HCR 17 (2024): LDOE collaborates with LDH and DCFS to increase mental health counseling in public schools● LEADS includes new counselor rubric
Pay teachers for additional, non-academic work	<ul style="list-style-type: none">● Act 311 (2024): Paid for additional, non-academic work not in job description



Curriculum and Instruction

Recommendation	Update
Eliminate the mandate to read verbatim from teaching manuals, excluding direct instruction	<ul style="list-style-type: none">● BESE passed policy in <i>Bulletin 741</i> in August● Effective teachers have professional autonomy to deliver grade-level content
Create a repository of high-quality, easy-to-access teacher resources	<ul style="list-style-type: none">● High-quality resources will be provided on the Professional Learning Platform● New LDOE website launching soon
Provide scheduling, pacing, and implementation guidance for core content areas	<ul style="list-style-type: none">● Guidance for scheduling, pacing, and implementation will be provided on the Professional Learning Platform● Staffing and scheduling guidance is in development



Planning

Recommendation	Update
Effective teachers should have professional autonomy in their classrooms	<ul style="list-style-type: none">● BESE passed policy in <i>Bulletin 741</i> in August● Guidance for school leaders is being developed
Abolish antiquated lesson planning requirements	<ul style="list-style-type: none">● BESE passed policy in <i>Bulletin 741</i> in August● Effective teachers must be given autonomy in how they prepare for lessons



Consideration of an update report regarding LEADS



Dr. Jenna Chiasson

Deputy Superintendent of Teaching and Learning
Office of Teaching and Learning



LDOE & NIET Partnership

As a result of the RFP process, the Louisiana Department of Education (LDOE) contracted with the National Institute for Excellence in Teaching (NIET) to assist with reimagining the Louisiana evaluation system.

Key improvements developed through this partnership include:

- **Practices** grounded in **evidence** that enhance teaching and leadership;
- A more **fair and transparent** process that includes multiple measures, supports self reflection, and gives teachers a voice;
- **Better feedback** for improvement and resources to support individual growth; and
- Stronger connections between evaluation and **professional learning**.



NIET

NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING



Taking the Next Step: The Louisiana Educator Advancement and Development System (LEADS)

The Louisiana Educator Advancement and Development System will build on these initiatives through instructional leadership structures to support the implementation of HQIM.

Providing all students
with High-Quality
Instructional Materials
(HQIM)

Supporting
Leaders and
Educators with
Instructional
Best Practices

Louisiana
Educator
Advancement and
Development
System (LEADS)



LEADS Key Objectives

- Use research-based teaching and leadership standards that provide clear descriptions of practice across a range of indicators
- Provide high-quality feedback to teachers and leaders that is actionable, detailed, and timely
- Support the continuous improvement of teaching and learning using materials teachers use every day in classrooms
- Offer opportunities for teamwork and collaboration that help educators to develop their practice
- Provide differentiated follow-up coaching and support based on refinement areas
- Enable educators to reflect on their practice and share their views as part of the evaluation process



What is the Difference between a Fixed Mindset and a Growth Mindset?

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to look smart and therefore a tendency to: <ul style="list-style-type: none">● Avoid challenges● Give up easily due to obstacles● See effort as fruitless● Ignore useful feedback● Be threatened by others' success	Leads to a desire to learn and therefore a tendency to: <ul style="list-style-type: none">● Embrace challenges● Persist despite obstacles● See effort as path to mastery● Learn from feedback● Be inspired by others' success

“The more reflective we are, the more effective we are.”

Pete Hall & Alisa Simeral, *Creating a Culture of Reflective Practice*

LEADS Overview



Comprehensive Training for Evaluators

First-time evaluators must attend a face-to-face training.

- Louisiana Leader Evaluation training is a two-day training.
- Louisiana Educator Evaluation training is a three-day training.

The evaluator certification process includes a passing score on an assessment to ensure inter-rater reliability and accuracy of ratings.

- Evaluators must renew certification annually, per Bulletin 130.



Research Shows a Strong Positive Correlation

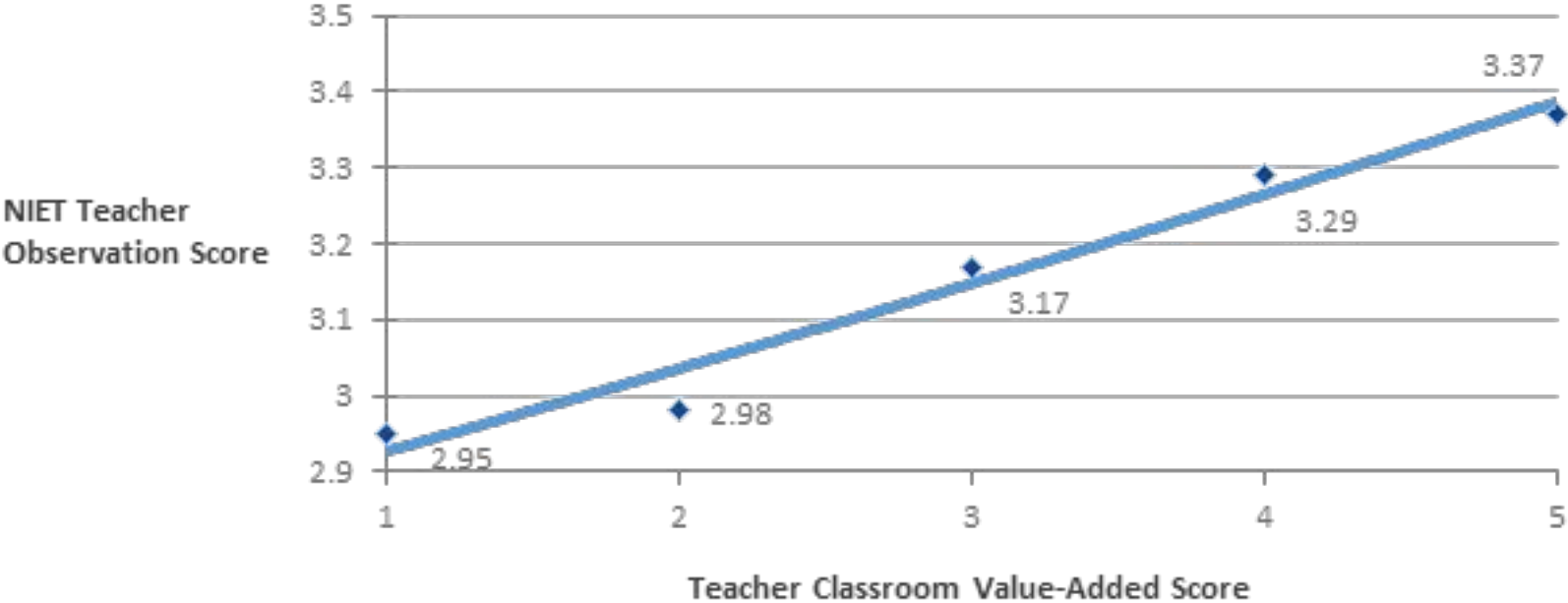


Figure 2. Strong Relationship between NIET Teacher Observation Scores and Classroom Value-Added Scores

Hudgens, T. M., Logis, H. A., Leutscher, T., & Barnett, J. H. (2020).



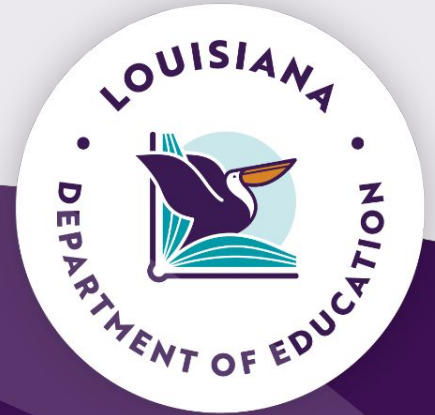
Evaluation Component Overview

	Qualitative Score 50%	Quantitative Score* 50%
Educators	<ul style="list-style-type: none">● Observation● Self-Assessment	<ul style="list-style-type: none">● VAM● SLTs

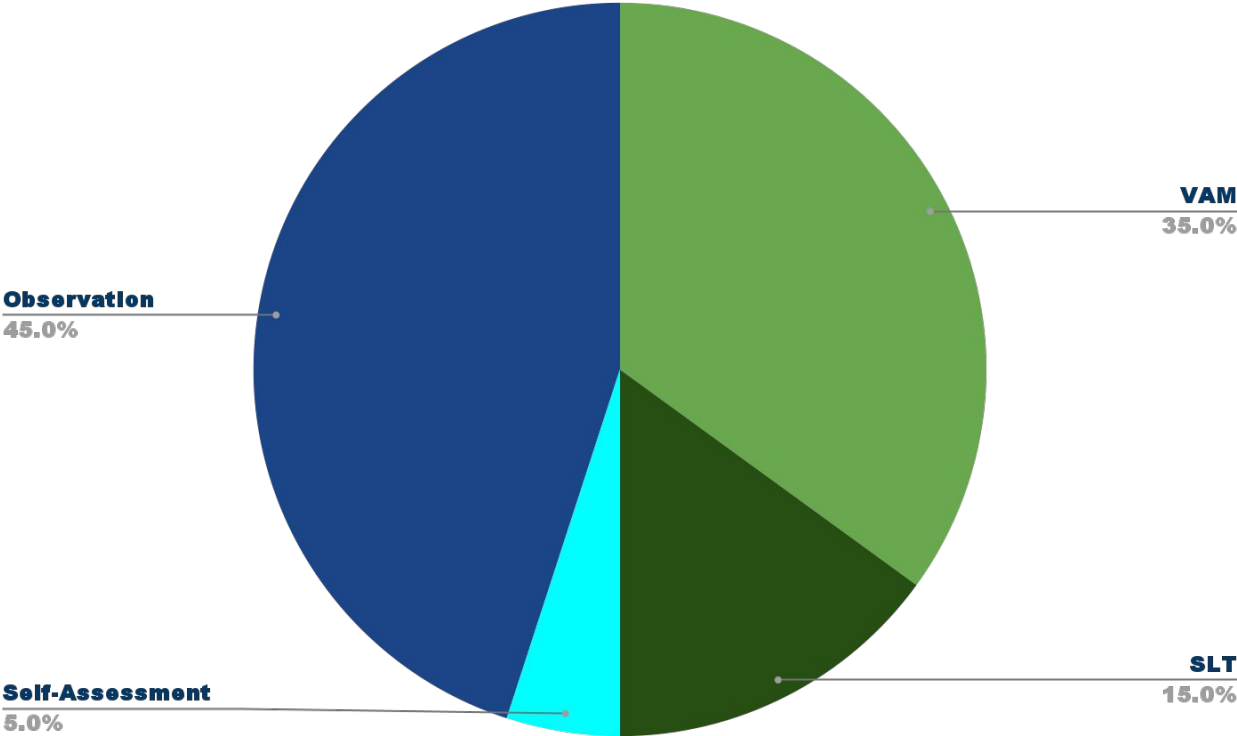
*Quantitative Score = Student Growth Score



Louisiana Educator Evaluation System



Educator Evaluation Component Weights



Bulletin 130 Observation Requirements for Teachers

LEADS will provide for differentiated support for teachers depending on years of experience and individual needs.

- During the first three years of teaching, three observations shall be conducted.
- For teachers with three years of experience and beyond, one unannounced observation shall be conducted.
 - If the first observation score is below 3.5 or if the evaluatee requests it, a second observation shall be conducted and shall be announced.
 - If the average of the first two observations is less than 2.5, a third observation shall be conducted and shall be unannounced.

Designated Observers

Local systems may designate additional observers to help inform the evaluator of teacher performance.

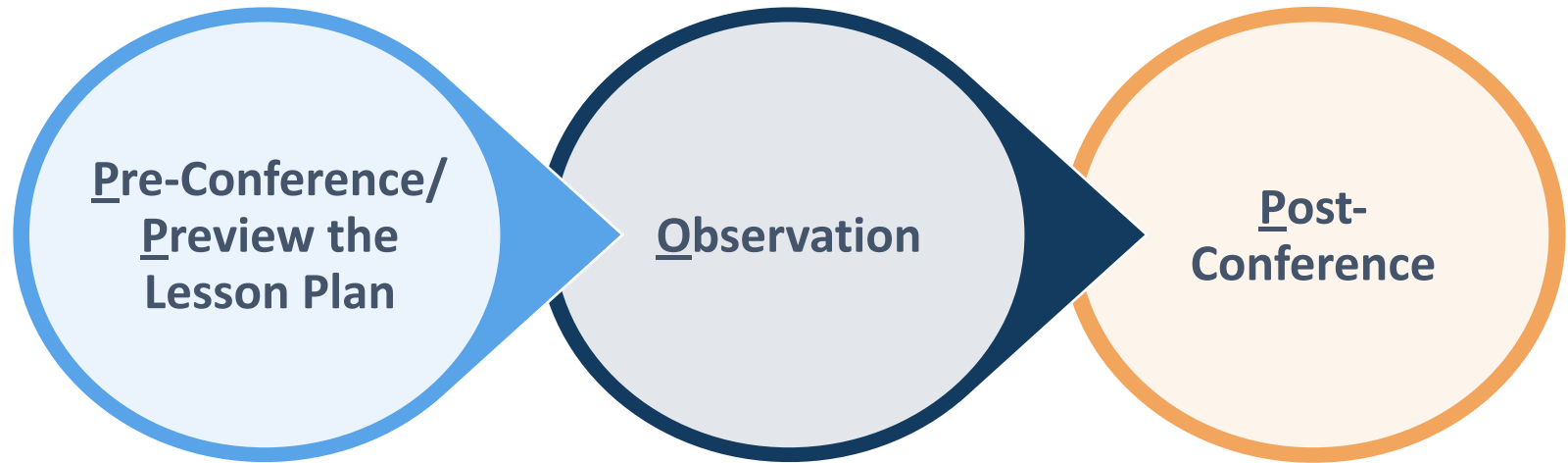
- Instructional coaches
- Content leaders
- Master teachers
- Mentor teachers

Designated observers must attend training and pass the certification assessment prior to observing.

All ratings must be entered into the data system by evaluators.



The POP Cycle



High-Quality Observation Evidence

1. **Student** evidence: What students say, do, and produce
2. **Teacher** evidence: What the teacher says and does
3. **Visual** evidence: Wording from visuals used during the lesson
4. **Task** evidence: Wording from tasks or assignments in which students engage
5. **Impact** evidence: What impacted student mastery of the lesson objective

Louisiana Educator Rubric

The [Louisiana Educator Rubric](#) consists of 4 domains and 23 indicators.

INSTRUCTION	PLANNING	ENVIRONMENT	PROFESSIONALISM
<ol style="list-style-type: none">Standards and ObjectivesMotivating StudentsPresenting Instructional ContentLesson Structure and PacingActivities and MaterialsQuestioningAcademic FeedbackGrouping StudentsTeacher Content KnowledgeTeacher Knowledge of StudentsThinkingProblem-Solving	<ol style="list-style-type: none">Instructional PlansStudent WorkAssessment	<ol style="list-style-type: none">ExpectationsEngaging Students and Managing BehaviorEnvironmentRespectful Conditions	<ol style="list-style-type: none">Growing and Developing ProfessionallyReflecting on TeachingSchool InvolvementSchool Responsibilities



Rubric Format

INSTRUCTION		Domain		
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory	
<i>Description of Performance Level</i>	<i>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning</i>	<i>Minimal Evidence of Student Ownership of Learning - Heavy Emphasis on Teacher Direction</i>	
Standards and Objectives (SO)	All learning objectives and state content standards*, and their connection to student work expectations, are explicitly communicated and understood by students.	<ul style="list-style-type: none"> Learning objectives and state content standards* are communicated. 	<ul style="list-style-type: none"> Some learning objectives and state content standards* are communicated. 	

Rubric Format

INSTRUCTION	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of Performance Level	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher and Students Facilitate the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning	Minimal Evidence of Student Ownership of Learning - Heavy Emphasis on Teacher Direction
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Description of Performance

Performance Level

Descriptor



Louisiana Educator Rubric

Each of the four domains on the rubric carry a different weight.

INSTRUCTION
75%

PLANNING
15%

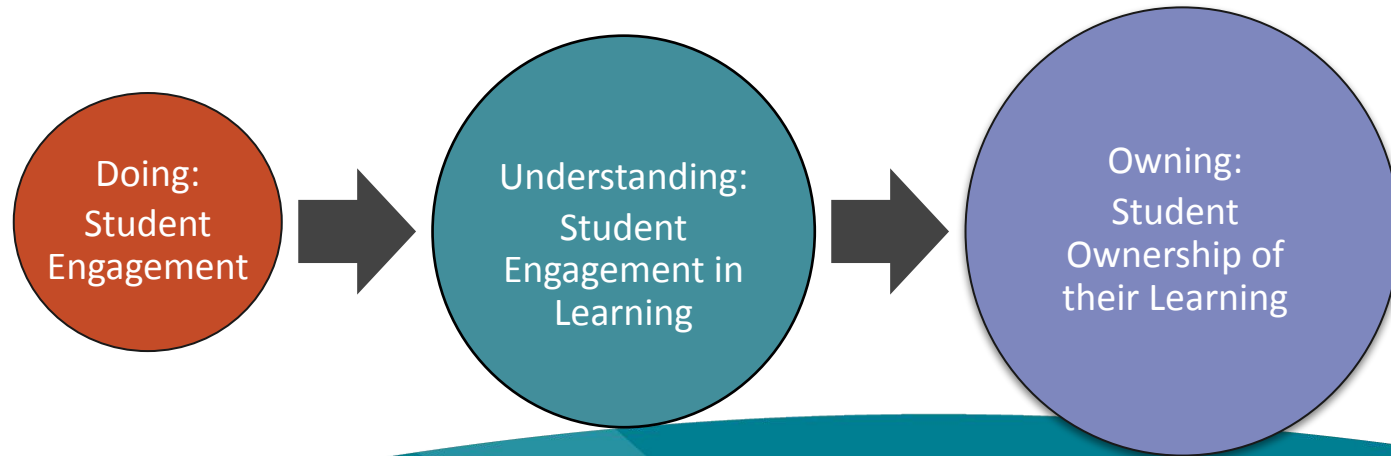
ENVIRONMENT
5%

PROFESSIONALISM
5%



The Student Progression of Learning

- The Louisiana Educator Rubric (LER) is about **highly effective instruction** that results in **deep student learning**.
- Highly impactful instruction moves beyond foundational student engagement to student ownership of their own learning.



Focusing on Students Supports Deeper Learning

The Louisiana Educator Rubric **heightens the focus on students**

- Language points to what students are doing
- Student work is highlighted
- Level 5 shows students *leading* the learning

Doing

Proficient (Level 3)

Teacher: The teacher directs learning for the majority of the lesson

Students: Evidence of student engagement

Understanding

Above Proficient (Level 4)

Teacher: The teacher shifts to facilitating learning
Students: Students begin to shift from student engagement to student ownership of learning

Owning

Exemplary (Level 5)

Teacher: Teacher and students co-facilitate learning with an exchange of ideas and collaboration
Students: Students take ownership of their learning



Bulletin 130 Post-Conference Plan Requirements

Each observation shall include a prescriptive post-observation conference not more than **five** school days following the date of the observation.

The evaluator will share feedback. Recommendations will be used to develop the professional growth plan.

- Reinforcement
- Refinement

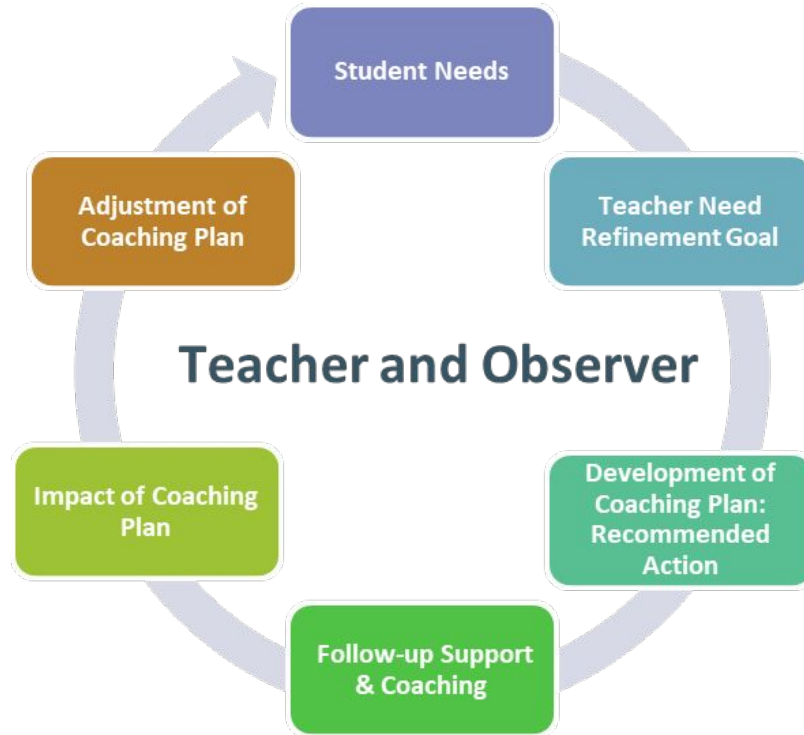


Bulletin 130 Professional Growth Plan (PGP)/Coaching Plan Requirements

Each teacher shall develop a professional growth plan collaboratively with the evaluator(s) based on an area of refinement identified through the first observation.

- An **informal observation** targeted to the specific refinement area shall be conducted at least two, not more than six, weeks following the post-conference.
 - Written feedback regarding progress toward the area of refinement must be given within one school day of the informal observation.

The Follow-Up Coaching and Support Cycle



Supporting Teachers in Refinement Area Growth

The Follow-Up Coaching and Support Cycle:

- Is an extension of the refinement area and recommended action from a teacher's post-conference plan;
- Is grounded in a Coaching Plan that outlines the post-conference recommended action in a series of steps;
- Provides an opportunity for observers to support teachers in applying post-conference feedback; and
- Ensures that the evaluation process is not just a one-time event, but part of an ongoing cycle of continuous improvement.

Early Childhood Teacher Requirements

Early Childhood teachers will be observed via the CLASS[®] tool in place of the Louisiana Educator Rubric.

- The scoring will be converted to a 5-point scale

All other components/processes outlined in Bulletin 130 do apply.

For the 2024-2025 school year, the overall observation score on CLASS[®] will be added to the data system following conversion as is the current process.

- During a later phase of development, the data system will allow entry of all indicator scores and will conduct the conversion. The ability to self-assess will be added at that time as well.

How Does the Louisiana Educator Evaluation System Support a Growth Mindset?

Growth Mindset

Intelligence can be developed.

Leads to a desire to learn and therefore a tendency to:

- Embrace challenges
- Persist despite obstacles
- See effort as path to mastery
- Learn from feedback
- Be inspired by others' success

“The more reflective we are, the more effective we are.”

Pete Hall & Alisa Simeral, *Creating a Culture of Reflective Practice*



Preparing to Transition to LEADS



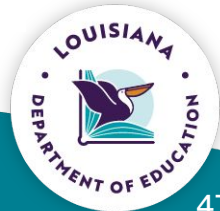
Actions to Consider

- Reviewing the Louisiana Educator Rubric
- Maximizing reflection/self-assessment
- Review the shifts in student ownership across the rubric
- Complete the teacher training in the Louisiana Professional Learning Platform/Canopy once available



LEADS Newsletter

- Please take a moment to sign up to receive the LEADS newsletter, which launches in August!
- Please share the QR code with teachers in your system or school and encourage them to sign up as well.



Continued Support for Systems

The state will support calibration as we transition to a new evaluation system.

- Focused Monthly Calls for evaluators
- Rater-reliability practices
- On-site support



Louisiana Evaluation System (LES) Data Platform



Louisiana Evaluation System (LES)

The LES data system is a part of the larger data system called Louisiana Educator Portal.

LES is a comprehensive data system that will hold all evaluation data for an individual.

- Rosters pre-populate from EdLink
- System-level contacts will have administrator access
- Evaluators and evaluatees will enter data
- Data will be entered throughout the school year

Webinars to provide an overview and demonstration for various audiences have been hosted and additional webinars will be announced.



Closing



Louisiana Educator Evaluation System Supports Development

*“Transitioning from classroom teacher to master teacher leader, the Louisiana Educator Rubric has been an eye-opener. I understand the rubric and how it **promotes teaching and learning to reach ALL students**. Using the educator rubric with fidelity will continue to **promote student success**.”*

- Felica Harris, Master Teacher-Math/Science, Claiborne Parish



Questions

Questions?

For additional resources, including the [Evaluation Learning Year Frequently Asked Questions List](#), please see the [LEADS Library](#).

Please email leads@la.gov with questions.

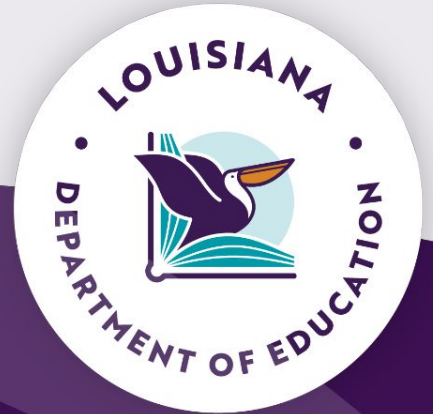


Consideration of an update report regarding Accelerate



Shanna Beber and Holly Manson

Office of Teaching and Learning



Accelerate: High Dosage Tutoring

Act 771 requires all students in grades kindergarten through five who failed to achieve mastery on any statewide assessment in reading or math to be eligible for expanded academic support. It requires one of the following:

- Prioritized placement in a class taught by a teacher labeled as “highly effective”
- **High Dosage Tutoring**

Student Eligibility

The following K-5 students are eligible for the Accelerate: High Dosage Tutoring program:

- Kindergarten through 3rd-grade students who score Below and Well Below on the statewide literacy screener
- Kindergarten through 3rd-grade students who score Below Proficiency on a numeracy screener/curriculum-embedded diagnostics
- 4th through 5th grade students who score Unsatisfactory, Approaching Basic, and Basic on LEAP in math and/or ELA

Requirements

The Accelerate: High Dosage Tutoring program has specific program requirements for the implementation of high dosage tutoring.

The tutoring must:

- begin no later than 30 days after the student is identified as eligible.
- include direct instruction, utilize formative assessments throughout the school year, and align with Tier I instruction and grade level content.
- persist over a period of at least 10 weeks.
- take place at least 3 times a week.
- last for approximately 30 minutes per session (or less if developmentally appropriate).

Requirements (cont.)

The tutoring must:

- consist of groups of no more than 4 students.
- be led by a consistent tutor or small group of tutors.
- be embedded within the school day.
- be provided in person or virtually.
- utilize materials on the LDOE's approved curriculum list, including materials created or provided by the LDOE.

Requirements

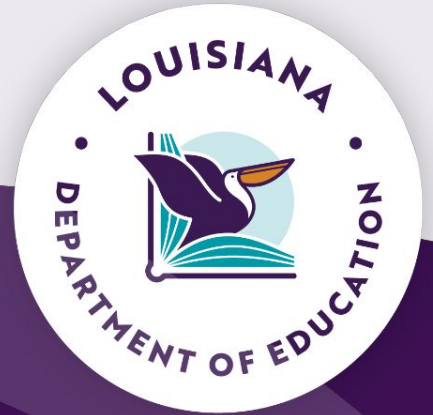
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- take place at least 3 times a week.
- last for approximately 30 minutes per session (or less if developmentally appropriate).

Literacy Screener Series

Office of Teaching and Learning



Purpose of K-3 Literacy Screener

Louisiana state law requires that all students in grades K through 3 be screened by a single statewide screener within the first 30 days of school, in December, and in April. The screener serves as an indicator of whether core instruction is meeting the needs of the majority of students and can also be used to identify which students may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.

Please contact louisianaliteracy@la.gov



State-Wide Screener

DIBELS 8 from Amplify is the Universal Screener mandated for all public school systems in Louisiana.

Publisher

Amplify.

Digital Platform

mCLASS

Instrument



Please contact louisianaliteracy@la.gov



BOY DIBELS Literacy Screener

- At this point in the school year, all schools should have completed the beginning of year DIBELS literacy screener for all K-3 students.
- Home Connect letters with results for all Benchmark assessments administered using mCLASS:DIBELS should be sent home to families.
- As a reminder, ACT 771 requires any K-3 student scoring Below or Well Below on the DIBELS literacy screener to receive expanded academic support through an Individual Academic Support Plan (IASP):
 - Prioritized placement in a class taught by a highly effective teacher
 - High Dosage Tutoring

Please contact louisianaliteracy@la.gov



Next Steps for Literacy Educators

- Literacy leaders should now begin to support teachers with analyzing literacy screener data to drive effective instruction through HQIM and small group instruction inside the literacy block.
- Teachers will need support with utilizing screener data to target literacy skills inside of core instruction, analyzing literacy screener data to form small groups, and creating progress monitoring cycles that will best meet the needs of each student.
- Teacher collaboration meetings provide a space for professional development and growth around these topics.

Please contact louisianaliteracy@la.gov





Division of Literacy

DIBELS Professional Development Series for K-3 Literacy Educators

Recommended professional development sessions to strengthen fidelity of administration and strengthen responsiveness to literacy screener data

Purpose and Participants

The purpose of this document is to provide a comprehensive professional development plan for increasing fidelity of administration and strengthening instructional responsiveness to DIBELS literacy screener data in order to improve student literacy outcomes. The content and pacing of the series is strategically designed for educators based on the mandated Louisiana literacy screener benchmark assessments. All literacy educators and school leaders who support K-3 elementary students can benefit from completion of the professional development sessions.

Plan for Implementation

Session titles, session descriptions, and a suggested timeline for completion are provided to support school leaders with the effective implementation of the DIBELS literacy screener. While some sessions are available through the mCLASS PD Library, other sessions can be accessed through the Louisiana Literacy Library and through the [DIBELS PD Series](#) on Canopy. The sessions and coursework can be completed as part of an individualized professional growth plan, or they may be embedded in a variety of ways, including school professional development days, onboarding of newly hired educators, and teacher collaboration meetings. Additionally, it is recommended that educators strategically revisit these topics as needed to target and strengthen areas for schoolwide growth and to promote positive systemic change.

Session Title	Session Description	Duration	Suggested Timeline for Completion
Amplify DIBELS Administration and Scoring (mCLASS Resources)	Participants will learn administration and scoring guidelines for the Louisiana K-3 Literacy Screener.	3 hours	All New Teachers and Test Administrators

The [DIBELS Professional Development Series for K-3 Literacy Educators](#) is now available to assist literacy educators and system leaders to continue increasing the fidelity of administration while also strengthening instructional responsiveness to DIBELS literacy screener data.

Please contact louisianaliteracy@la.gov

Source: Amplify mCLASS




DIBELS LDOE Professional Learning Platform Series

Course Title: DIBELS PD Series ⚙️ Course Code: 29B1F143

Wendy Brooks

DIBELS PD Series ▾

- + Add Course
- 📖 Course Catalog
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- 👤 Manage Learners
- 🌟 Collections
- 📧 Messages

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- > [Analyzing Literacy Screener Data Through Different Lenses](#) ↗️
- > [Applying the Science of Reading Inside of Core Curriculum](#) ↗️
- > [Targeting DIBELS Literacy Screener Measures Inside of Core Instructional Activities](#) ↗️
- > [Using mCLASS to Establish Instructional Small Groups Inside the Literacy Block](#) ↗️
- > [Using mCLASS to Select a Focus for Small Group Instruction](#) ↗️
- > [How to Choose an mCLASS Progress Monitoring Measure](#) ↗️

Please contact louisianaliteracy@la.gov

Source: Amplify mCLASS



The LDOE Professional Learning Platform Literacy Series currently highlights the DIBELS Professional Development Series for K-3 Literacy Educators, along with additional topics for teachers in Grades 3-12.

K-3 Series

DIBELS PD Series

This course is designed to support K-3 teachers with the utilization of mCLASS DIBELS literacy data in order to increase the effectiveness of Tier I instruction and supports. Units within the series will provide participants with a brief review of previous learning centered around the science of reading and the DIBELS literacy screener indicators. Some topics from this series include an overview of the available Amplify mCLASS data reports, how to apply the science of reading and target DIBELS indicators through core instruction, and how to establish small groups with a strategic instructional focus using mCLASS assessment data. The coursework may be completed as part of an individualized professional growth plan or embedded professional development. Additionally, it is recommended that educators strategically revisit these topics as needed to target and strengthen areas for schoolwide growth and to promote positive systemic change.

Course Code: 29B1F143

3-12 Series

Content Literacy Series (Launching Late August 2024)

This course is designed to support any teacher in grades 3-12 that need training in whole class instructional strategies to improve literacy outcomes (reading, writing, speaking, and listening). Participants will have a brief overview of the science of reading, followed by defining content literacy, and lastly embedding these instructional strategies into content area HQIM. Teachers can select from a menu or be prescribed any supports in reading, writing, and speaking & listening in any content area. The coursework may be completed as part of an individualized professional growth plan or embedded professional development. There are videos, readings, and other resources for teachers to revisit as needed. Course Code: CBB577NN

9-12 Series

ACT Series: English and Reading Tests

This is a 4 part certificated course on the English and Reading subtests of the ACT. Participants will first complete two sections centered on the the Reading portion of the test, followed by two sections on the English portion. The first section of each subtest will focus on what type of skills and knowledge students will need to be successful on the test/what is on the test, while the second section for each subtest will focus on strategies for teaching the necessary skills and knowledge through high quality instructional materials. This course is especially helpful for teachers who need professional learning on the basics of these two portions of the test-in particular high school teachers. Course Code: 60DEENE7

Please contact louisianaliteracy@la.gov

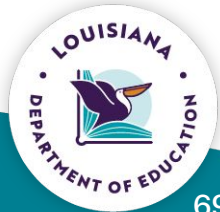
Source: Amplify mCLASS



Resources

- [Best Practices for Administering DIBELS Benchmark Assessments](#)
- [DIBELS Professional Development Series](#)
- [Literacy Professional Development Series](#)

Please contact louisianaliteracy@la.gov



Consideration of a discussion regarding the computer science standards

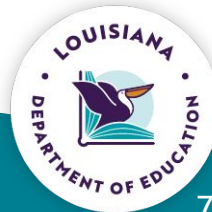
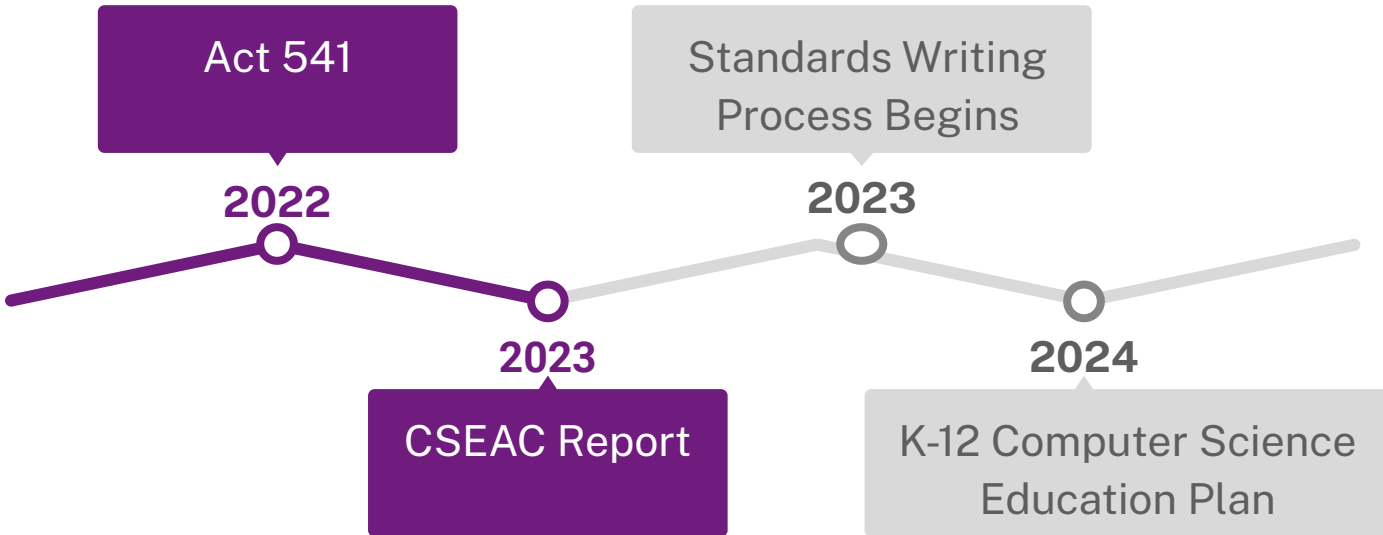


Sharon Necaise

Deputy Assistant Superintendent of Academic Content
Office of Teaching and Learning



History and Context



Louisiana K-12 Computer Science Education Plan

Comprehensive Action Plan

Key Action 1

Establish state content standards in computer science for grades kindergarten through twelve.

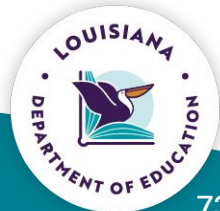
State Actions and Supports

Establish the [K-12 Computer Science Standards Writing Committee](#), composed of educators, experts, and business and industry leaders, to develop the Louisiana Student Standards for Computer Science. Through this set of comprehensive standards, our graduates will:

- apply analytical and critical thinking skills to real-world situations;
- demonstrate digital literacy and digital citizenship; and
- utilize technology skills as employable citizens to meet present and future workforce needs.

System Actions

Develop a system-level team to address the implementation of the Louisiana Student Standards for Computer Science in the 2025-2026 school year.



Computer Science Standards Steering Committee

	Ashley Townsend	
Bonnie Achee	Clint Coleman	Laurie Savail
Amanda Austin	Stephen Goebel	Jewell Simon
Suresh Chiruguru	Lynette Jackson	Rebecca Snead



K-5 Work Group

Lacey Bass	Alva Millican
Sandi Bourque	Laurie Salvail*
Melissa Flowers	John Schnake
Lynette Jackson*	Rebecca Snead*

6-8 Work Group

Bonnie Achee*	Ned Fasullo
Clint Coleman*	Lea Ann Hawkins-Fisher
Christina Cope	Begona Perez-Mira
Crystal DeMoura	Jewell Simon*
Jackson Desalvo	

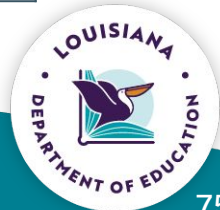
9-12 Work Group

Amanda Austin*	Shirley Neal
Suresh Chiruguru*	Chris Oubre
Tia Fields	Bill Ray
Avery Geraci	Vassil Roussev
Stephen Goebel*	Laurie Seeder

* Steering Committee Member

Louisiana's Computer Science Framework

Core Concepts	Core Practices
1. Computing Systems	1. Fostering responsible cyber citizenship
2. Networks and the Internet	2. Collaborating around computing
3. Data and Analysis	3. Recognizing and defining computational problems
4. Algorithms and Programming	4. Developing and using abstractions
5. Impacts of Computing	5. Creating computational artifacts
	6. Testing and refining computational artifacts
	7. Communicating about computing



Sample Standard

Concept 1 : Computing Systems (Chapter 3)	
Subconcept: Hardware and Software (§301)	
By the end of grade 5	A.1. Identify and select the appropriate hardware to complete computing tasks.
By the end of grade 8	B. 1. Analyze the functions and interactions of core components within a computer system.
By the end of grade twelve	C. 1. Analyze the levels of interactions between application software and system software as well as the hardware layers.

Louisiana Student Standards for Computer Science Implementation Timeline

2024-2025	2025-2026	2026-2027	2027-2028
Standards overview and implementation webinars			
Louisiana Student Standards for Computer Science (LSSCS) Implementation			



Next TAC Meeting

- Monday, December 16, 2024



Adjournment

