

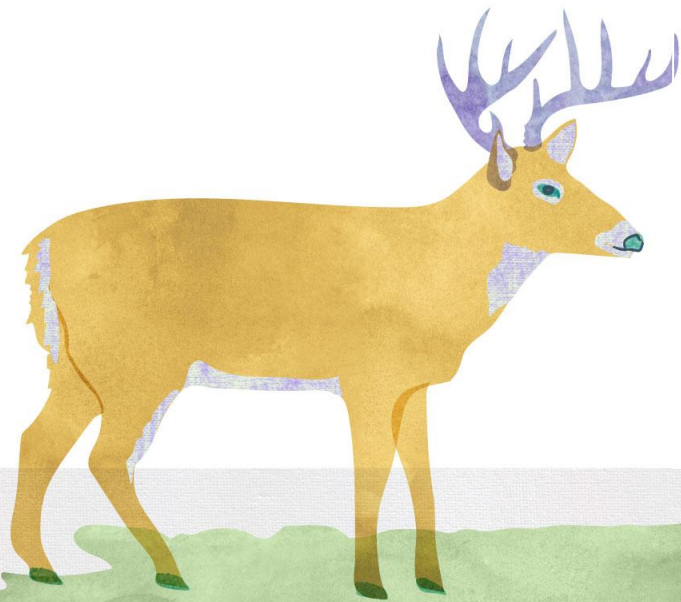
LOUISIANA DEPARTMENT OF EDUCATION



**Louisiana Early Literacy
Commission
November 15, 2021**

Agenda

- I. Call to Order
- II. Roll Call
- III. Consideration of an Update on Family Engagement
- IV. Consideration of an Update on Curriculum and Materials
- V. Consideration of an Update on Teacher Preparation
- VI. Consideration of an Update on Explicit Literacy Interventions and Extensions
- VII. Consideration of an Update on Literacy Coach Expansion
- VIII. Public Comment
- IX. Adjournment



I. Call to Order

II. Roll Call



Early Literacy Commission Workgroups

In order to accomplish the goals of the ELC set forth by legislation, workgroups were formed to dig deeper into key topics of discussion.

- Family Engagement
- Curriculum and materials
- Teacher preparation
- Explicit literacy interventions and extensions
- Literacy Coach Expansion





III. Consideration of an Update on Family Engagement



Goal: Every teacher uses literacy assessment data to monitor students' progress and inform instruction.

1. Provide and explain assessment data to parents/caregivers regularly, including how the data will be used to adjust instruction.

Goal: Every school community expands opportunities for parents and families to be engaged in their children's literacy development.

Recommendations:

1. Develop an user-friendly parent portal with literacy resources and guidance available in students' native languages and resources to support students who struggle including students with dyslexia.
2. Develop education/media strategies and a campaign to increase families' and community stakeholders' knowledge about the importance of effective literacy screening and instruction from birth to 8, as well as the components of effective literacy instruction.



IV. Consideration of a Update on Curriculum and Materials



Goal: Every teacher uses a high-quality curriculum to teach students the foundations of reading and language and literacy.

Recommendation :

1. Review and, as needed, revise the Instructional Materials Evaluation Tool for ELA Grades K-12 (IMET). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must provide evidence-based instruction methods that include writing and the five explicit, systematic components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension **and aligns to the science of reading.**
2. **Review, and as needed, revise the Teacher Leader Advisor application and selection process to include science of reading training as a requirement to review rubric components focused on foundational skills.**
3. **Provide a list of which school system uses which curricula to encourage collaboration.**



V. Consideration of an Update on Teacher Preparation



Goal: Every educator preparation program emphasizes evidence-based literacy practices.

Recommendations:

1. Review and evaluate licensure assessments for PreK-5 and special education licensure.
2. Provide literacy training for teacher-preparation and administrator-preparation program faculty.
3. Review and, as needed, revise the process used to evaluate teacher-preparation and administrator-preparation programs to ensure that literacy coursework in PreK-5 includes the Foundations of Reading (phonological awareness, phonics, and fluency) and Language and Literacy (comprehension and vocabulary) and writing.



VI. Consideration of an Update on Explicit Literacy Interventions and Extensions



Goal: Every student who struggles to read receives research-based literacy interventions.

Recommendation:

1. Review and, as needed, revise the Instructional Materials Evaluation Tool for ELA Intervention Grades 3 – 8 (IMET). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must be data-driven, individualized by student, systematic, and provide explicit instruction on phonological awareness, phonics, and fluency. Add a non-required indicator addressing vocabulary and comprehension, **and aligns to the science of reading.**
2. **Create an Instructional Materials Evaluation Tool for ELA Foundational Skills Grades K – 2 (IMET). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must be data-driven, individualized by student, systematic, and provide explicit instruction on phonological awareness, phonics, and fluency. Add a non-required indicator addressing vocabulary and comprehension, and aligns to the science of reading and needs of diverse learners, including, but not limited to dyslexia.**

Goal: Every school leader maximizes the use of time and personnel through scheduling and collaborative planning.

Recommendation:

1. Create K-2 school schedules incorporate daily developmentally appropriate foundational skills instructional blocks, language and literacy instructional blocks, and daily time for interventions, and common planning time.



VII. Consideration of an Update on Literacy Coach Expansion



Goal: Every school has a culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.

Recommendation:

1. Every PreK-3 teacher and administrator is provided with high quality professional development that includes initial training and ongoing support focused on Literacy Foundations.

Goal: Every teacher uses evidenced-based practices to meet the literacy needs of all students.

Recommendation:

1. Select and train a literacy coach for every **Early Childhood Network and K-2 school, with a requirement for Comprehensive Intervention Required (CIR) schools.**
2. Select and train **Regional** Literacy Specialists to provide support for literacy in K-2 schools.
3. **Identify a district literacy coordinator to ensure all school system literacy efforts align and to provide support to literacy coaches.**

Goal: Every school system implements a comprehensive literacy assessment plan that includes different assessment tools used for different purposes at different times during the school year.

Recommendation:

1. Build a clear accountability system for K-2 grades that defines excellence in each grade and incentivizes progress and rewards achievement. The system identifies one statewide screener, and early literacy is included in school profiles.



VIII. Public Comment



Upcoming Early Literacy Commission Meeting

Wednesday, December 8, 2021

Claiborne Building/1-136 Thomas Jefferson Rooms A and B

12:00 PM - 3:00 PM





IX. Adjournment
