

LOUISIANA DEPARTMENT OF EDUCATION



**Louisiana Early Literacy
Commission
February 15, 2022**

Agenda

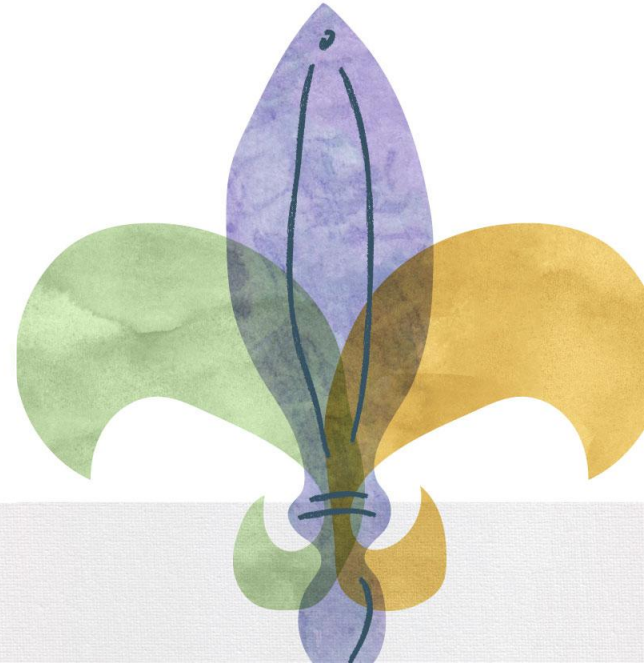
- I. Call to Order
- II. Roll Call
- III. Approval of minutes from December 8, 2021
- IV. Consideration of an update on the 2021 Fall Reading Report
- V. Consideration of proposed revision to *Bulletin 741 - Louisiana Handbook for School Administrators* and *Bulletin 1566 - Pupil Progression Policies and Procedures* in response to Acts 438 and 108 of the 2021 Regular Legislative Session
- VI. Consideration of an update on recommendation progress
- VII. Public Comment
- VIII. Adjournment



I. Call to Order

II. Roll Call

III. Approval of minutes

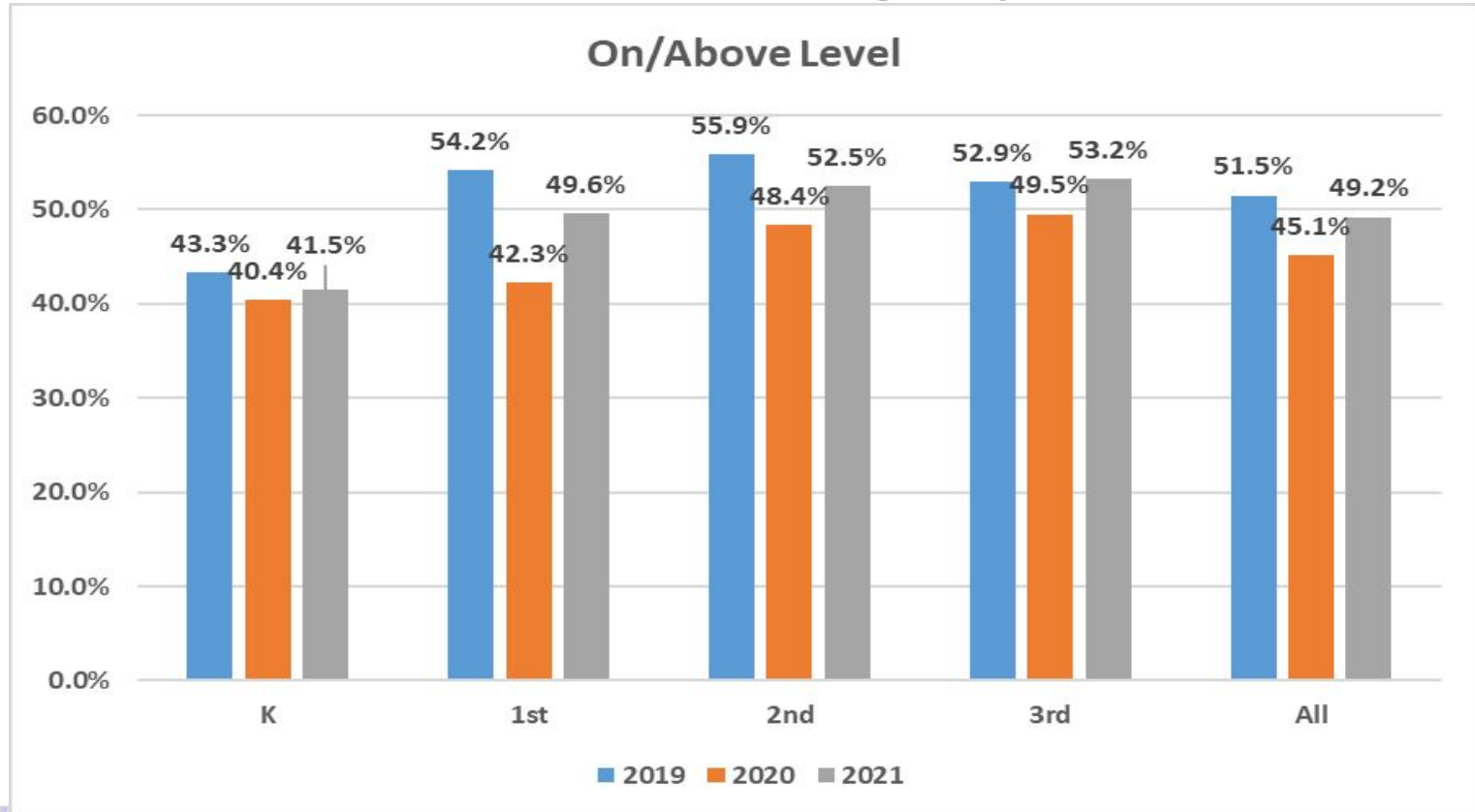




IV. Consideration of an update on the 2021 Fall Reading Report



2021 Fall Reading Report



V. Consideration of proposed revision to
Bulletin 741 - Louisiana Handbook for School Administrators,
Bulletin 1566 - Pupil Progression Policies and Procedures,
Bulletin 996 - Standards for Approval of Teacher and/or Educational Leader
Preparation Programs,
Bulletin 746 - Louisiana Standards for State Certification of School Personnel
in response to Acts 438 and 108 of the 2021 Regular Legislative Session



Bulletin 741 Proposed Revision 1

Act 108

§509. Completion of Approved Foundational Literacy Skills Course

- Act 108 (Spring 2021 legislation)
 - All K-3 teachers and leaders required to take Literacy Foundations training.
 - LEA to report completion data, beginning May 2021. Data posted in School Finder.
- ELC Goal: Every school has a culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.
- ELC Recommendation: Ensure all stakeholders whose work is directly related to PreK-3 literacy are trained in the science of reading, including but not limited to, teachers, district and school leaders, and speech language pathologists, including those who work with special education, dyslexia, and intervention implementation.

Bulletin 741 Proposed Revision 2

Act 438

§2307. Literacy Assessment

- Act 438 (Spring 2021 legislation)
 - Literacy assessment
 - Intervention required for all students below grade level
 - Data used to create literacy plans
- ELC Goal: Every student who struggles to read receives research-based literacy interventions.
- ELC Recommendation: Produce evidence-based intervention guidance for school systems to utilize as best practices to address the specific needs of all students.

Bulletin 1566 Proposed Revision 1

Act 438

§700. Support Standard for Grades Kindergarten-3

- Act 438 (Spring 2021 legislation)
 - Parent reporting
 - Supports at home and school
 - Progress toward literacy
- ELC Goal: Every school community expands opportunities for parents and families to be engaged in their children's literacy development.
- ELC Recommendation: Provide and explain assessment data to parents/caregivers regularly, including how the data will be used to adjust instruction.

Bulletin 1566 Proposed Revision 2

§701. Promotion and Support Standard for Grades 3-7

- Individual student literacy plan for 3rd grade students scoring below Basic on LEAP ELA
- ELC Goal: Every student who struggles to read receives research-based literacy interventions.
- ELC Recommendation: Produce evidence-based intervention guidance for school systems to utilize as best practices to address the specific needs of all students.

Bulletin 996 Proposed Revision

Act 438

Ch. 3. Initial State Approval for Teacher or Educational Leader Preparation Programs

Ch. 7. Louisiana State Standards for Educator Preparation Programs

- Act 438 (Spring 2021 legislation)
 - Minimum Requirements for Traditional Teacher Preparation Programs and Alternate Teacher Preparation Programs
 - Develop and assess teacher competencies
 - Systematically and explicitly address the foundational literacy skills in courses
- ELC Goal: Every educator preparation program emphasizes evidence-based literacy practices.
- ELC Recommendation: Ensure that literacy coursework in PreK-5 includes the Foundations of Reading and Language and Literacy

Bulletin 746 Proposed Revision

Act 438

§309. General Competencies

§323. Content Knowledge Competencies

§325. English Language Arts Content Pedagogy Competencies

- Act 438 (Spring 2021 legislation)
 - Develop teacher competencies around literacy
 - Systematically and explicitly address the foundational literacy skills in courses
- ELC Goal: Every educator preparation program emphasizes evidence-based literacy practices.
- ELC Recommendation: Ensure that literacy coursework in PreK-5 includes the Foundations of Reading and Language and Literacy



VI. Consideration of an update on recommendation progress



Explicit Literacy Interventions and Extensions

Goal: *Every student who struggles to read receives research-based literacy interventions. Every school leader maximizes the use of time and personnel through scheduling and collaborative planning.*

Continue: Supporting school systems in literacy schedule development

Next steps:

- Create an Instructional Materials Evaluation Tool for ELA Foundational Skills Supplemental Materials for Grades PK – 2
- Ensure K-2 curriculum reviews include embedded interventions
- Create evidence-based intervention guidance

Educator Preparation

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

Continue:

- Ensure licensure assessment for PreK-5th and special education licensure aligns to science of reading
- Share literacy training with preparation program faculty

Next steps:

- Ensure preparation review includes actionable course specific feedback
- Publish handbook around preparation evaluation process

Professional Growth

***Goal:** Every school has a culture in which all teachers are responsible for and equipped to deliver effective literacy instruction. Every teacher uses evidenced-based practices to meet the literacy needs of all students.*

Continue:

- Provide literacy foundations training to all PreK-3 teachers and leaders
- Literacy coach in every K-2 literacy school (New: Required for CIR)
- Cadre of regional literacy specialists

Next steps:

- Literacy coach in Early Childhood Networks
- District literacy coordinator

Family Engagement

Goal: *Every teacher uses literacy assessment data to monitor students' progress and inform instruction. Every school community expands opportunities for parents and families to be engaged in their children's literacy development.*

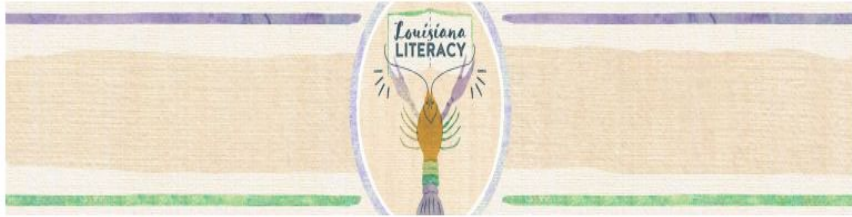
Continue:

- Provide student data to families
- Provide literacy resources to families

Next steps:

- Literacy media campaign

Resources Available in the Literacy Library



School systems can use this template and guiding questions for each section to plan and build local literacy plans.

Section 1: Literacy Vision and Mission Statement	
<ul style="list-style-type: none"> Guiding Questions <ul style="list-style-type: none"> What is your school system's focus and mindset around literacy? What is your primary, overarching goal and expected or intended outcomes for your schools around literacy? <ul style="list-style-type: none"> Be mindful of goals and expectations for leaders, teachers, students, and families to create an inclusive vision and mission statement. 	
Literacy Vision	
Literacy Mission Statement	

LITERACY SCREENER RESULTS			
STUDENT:	TEACHER:		GRADE:
SCREENER NAME:	FALL	WINTER	SPRING
SKILLS MEASURED:			

READING SUCCESS MATTERS

- Early literacy is a critical predictor of educational and lifelong success.
- Struggling with early literacy puts students at a greater risk of future academic struggles ([Lesnick, Goerge & Smithgall](#)), including dropping out of school, and incarceration ([U.S. Dept of Education](#)).

What supports & interventions are being used at school?

What can we do to help at home?

Resources Available in the Literacy Library



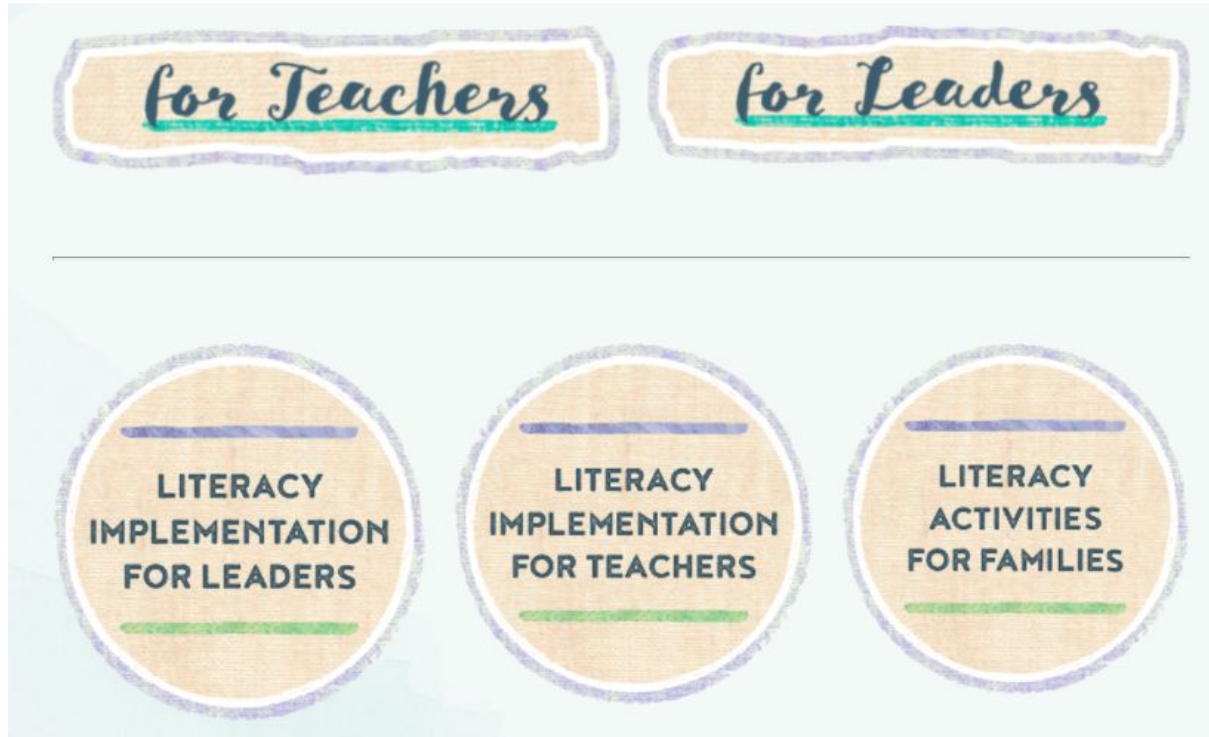
K-2 Classroom Literacy Instruction Based on the Science of Reading

Evidence-based practices grounded in the science of reading improve student literacy outcomes. Word recognition instruction in K-2 classrooms that includes systematic and explicit phonological awareness, phonics, fluency, and vocabulary strategies build a reader's ability to read and comprehend texts. Teachers should incorporate those strategies into daily reading foundations instruction.

What should teachers do?	What does that mean?	What does that NOT mean?
Provide daily phonological awareness activities.	Phonological awareness (PA) activities incorporate the sounds of letters, not the written expression of the letters. PA activities are completely auditory. They only require speaking and listening skills. Practicing these skills daily, including working them into classroom routines and transition times, can strengthen decoding, encoding, and orthographic mapping processes.	PA activities do not include visual cues. They also do not include providing the letters or spellings that represent the sounds (that's phonics). PA activities are not boring or rote. They can be done anytime anywhere, and students who have mastered basic PA skills can be challenged with advanced PA skills such as sound deletion, substitution, and reversal.
Provide systematic, explicit phonics instruction.	Phonics instruction includes the phonemes and graphemes of letters and words. Phonics instruction advances from simple to more complex while spiraling in connected skills. Rather than only teaching phonics skills from a certain story, systematic and explicit phonics instruction improves overall comprehension.	Teachers should not wait to introduce phonics in response to a perceived student weakness. Teaching reading and spelling should follow a specific process of linking those graphemes to phonemes rather than promoting memorization, repetition, or using ineffective strategies like rainbow spelling.
Use the process of orthographic mapping to teach decoding and reading.	Orthographic mapping is when connections between phonemes and graphemes are stored in the brain and a reader advances from being able to decode and blend words to automatically recognizing words and reading them fluently.	Reading requires multiple areas of the brain including the language processing area. Research on how students learn to read shows that visual strategies such as cueing, flash cards, color coding, memorization techniques, and repetition are ineffective at sustaining fluent reading.



Resources Available in the [Literacy Library](#)





VII. Public Comment





VIII. Adjournment
