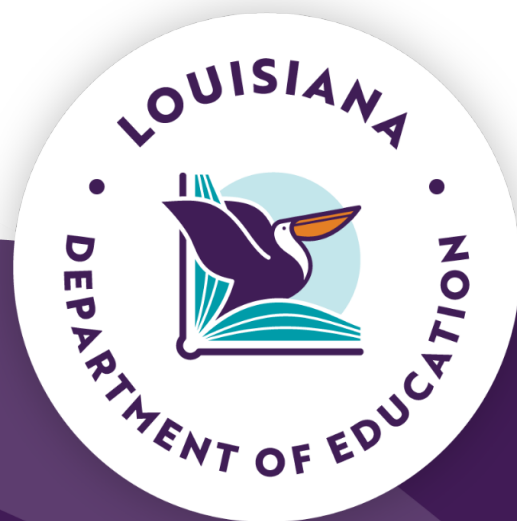


Instructional Materials Professional Learning Partner Guide

Submission and Review Process

June 2026



Office of Teaching and Learning

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Purpose

Louisiana’s school systems use the [Instructional Materials Professional Learning Partner Guide \(IMPLPG\)](#) to identify partners who provide initial and ongoing training for [High-Quality Instructional Materials \(HQIM\)](#). The guide identifies partners who specialize in assisting school systems in designing and implementing a cohesive academic system focused on high-quality curriculum, professional learning, and curriculum-embedded assessment.

High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher academic needs and supports the implementation of HQIM, leading to increased student outcomes.

Submission and Review Process Overview

Submission Steps	
Step 1: Determine Eligibility	Carefully read the IMPLPG eligibility requirements . Make sure the selected content area's submission window is open and that the submission meets the initial requirements.
Step 2: Review of Submission Requirements and Prepare Submission	Download and complete all required templates to prepare for submission.
Step 3: Submit: Complete the IMPLPG Online Submission Form	Complete the appropriate content-specific application in the appropriate platform and upload all required documents . • Early childhood education applications will be submitted in the Super RFA Platform. • ELA, ELA intervention, math, science, and social studies applications will be submitted in Jotform.
State Review	
Submission Phase I: Initial Prescreening	Submissions are screened to confirm eligibility and ensure all required documentation is included.
Submission Phase II: Professional Learning Review	The content-specific team reviews submissions , provides feedback, and allows partners 30 days to make adjustments as needed.
Submission Phase III: Publication	Upon approval, the Louisiana Department of Education (LDOE) notifies the partner: • to create a Louisiana Professional Learning Platform profile, or

	that a new curriculum has been added to their Instructional Materials Professional Learning Partner Guide profile (provided that all criteria and requirements are met).
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Revisions to Published IMPLPG Entries	
Steps for Revisions to Published IMPLPG Entries	Partners may request revisions or corrections to their profile at any time after publication. These requests are considered and handled on a case-by-case basis throughout the year.

Submission Timeline

April 1–June 30	Science and social studies submission window*
July 1–August 30	ELA, ELA intervention, and math submission window*
July 1–September 15	Review of ELA, ELA intervention, math, science, and social studies submissions/revisions
August–March	Submissions/revision window closed
Ongoing	Newly rated Tier 1 HQIM and contact updates only

*During these windows, the LDOE accepts submissions for Open Educational Resource (OER) materials.

Submission Steps

Step 1: Determine Eligibility

To be eligible for the [Instructional Materials Professional Learning Partner Guide](#), partners must:

- Offer professional learning that **directly and explicitly connects to the implementation of HQIM**, and
- Assure **one** of the following:
 - The submitting partner/organization is the original author of the [HQIM](#) for which they are offering training.
 - The submitting partner/organization has secured (and will submit) permission from the original author/partner; or
 - The [HQIM](#) is an Open Educational Resource (OER)¹ and, therefore, permission is not required.

¹ **Open Educational Resources (OER):** Learning materials that are available under a Creative Commons Attribution 4.0 International [license](#) that allows them to be: reused, revised, remixed, and redistributed. See www.oercommons.org.
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Note: If the professional learning does not **directly and explicitly connect to the implementation of HQIM**, then the [Instructional Materials Professional Learning Partner Guide](#) is not the appropriate venue, and review of those services would not be handled through this division.

School systems are free to purchase other professional learning in accordance with their local procurement policies. Partners can periodically check the [Office of State Procurement website](#) for [education and training open-bid opportunities](#) advertised not only by the LDOE but also by all other state agencies.

Step 2: Review Submission Requirements and Prepare the Submission

To prepare an entry for consideration in the [Instructional Materials Professional Learning Partner Guide](#), complete the following steps:

Required Documents/Templates	Submission Notes	Filename Convention (Submit using the filename shown.)
Download and complete the Assurance Statement *	Assurance statements are required for all submissions. If selecting option 2, an email or letter from the original author/partner should be included as page 2 of the file.	0_Partner Name_Assurance Statement.pdf
Download and complete the Professional Learning Model Description *	Describe the approach to training in terms of the following criteria: Alignment, Customization, Effectiveness, Capacity, and Sustainability.	1_Partner Name_PL Model.doc/pdf
Download and complete the Professional References *	Provide three professional references (State Education Agency (SEA), Local Education Agency (LEA), or other organizations) for whom you have provided or currently provide the support included in the application.	2_Partner Name_References.doc/pdf
Prepare and submit sample training materials *	Training materials should explicitly connect to the HQIM of the submission. Submit the following materials that demonstrate the partner's ability to provide each type of professional learning you selected (initial curriculum/assessment training, school-based curriculum training, ongoing instructional support, coaching support): • syllabus/overview of course offerings • sample training decks with facilitator notes, including materials provided to address English learners and students with disabilities and/or coaching support (if selecting those checkmarks) • sample participant handouts	3_Partner Name_Syllabus of Course Offerings.doc/pdf 4 _PartnerName_Course Name.Training Deck.ppt/pdf 5_Partner Name_Course Name.Participant Handout.XYZ.ppt/pdf

		<i>If submitting more than one document, please submit it as 3a, 3b, 4a, 4b, 5a, 5b, etc.</i>
Prepare and submit a sample coaching plan	Submit a sample coaching plan that demonstrates the partner's ability to effectively engage participants across a sustained learning cycle. The plan should reflect a thoughtful approach to addressing the unique needs of educators (teachers and/or leaders) while supporting their ongoing growth and skill development. Include how the plan: • supports participants over time, including opportunities for practice, feedback, and reflection; • adapts to evolving educator needs; and • builds educator capacity and independence in implementing high-quality instruction. A previously developed and implemented coaching plan may be submitted.	6_Partner Name_Sample Coaching Plan.pdf
Download and complete the Partner Response to Feedback Criteria *	Draft a brief response in each area to help expedite the state review.	7_Partner Name_PLPG Criteria Response.doc/pdf
Download and complete Louisiana's Instructional Materials PLPG One-Pager Template	Complete one template for each HQIM. • Indicate the HQIM for which you are offering training, including the specific grade levels for which you are seeking approval. • In the table, provide clear, specific titles and descriptions for up to five offerings. • If the one-pager includes a partner-specific image, alternative text (alt text) is required to ensure accessibility. • Information submitted through this template will be published in the Instructional Materials Professional Learning Partner Guide.	8_Partner Name_HQIM Name_PLPG One Pager.docx

*This information is collected for state review purposes only and will not be shared or published.

Step 3: Complete the IMPLPG Online Submission Form

Complete the appropriate content-specific application in the designated platform and upload all **required** documents:

- 0_Partner Name_Assurance Statement.pdf

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- 1_Partner Name_PL Model.doc/pdf
- 2_Partner Name_References.doc/pdf
- 3_Partner Name_Syllabus of Course Offerings.doc/pdf
- 4_Partner Name_Course Name.Training Deck.ppt/pdf
- 5_Partner Name_Course Name.Participant Handout.XYZ.ppt/pdf
- 6_Partner Name_Sample Coaching Plan.pdf
- 7_Partner Name_PLPG Criteria Response.doc/pdf
- 8_Partner Name_HQIM Name_PLPG One Pager.pdf

Early childhood education applications must be submitted in the [Super RFA Platform](#).

ELA, ELA intervention, math, science, and social studies applications must be submitted in [Jotform](#).

State Review

After submission, email notifications from our office will provide updates on the review status.

Submission Phase I: Initial Prescreening

Submissions are screened to confirm eligibility and ensure all required documentation is included.

Submission Phase II: Professional Learning Review by State Content Specialist

Submissions are reviewed by a content team and the Diverse Learner team (if applicable). Feedback is given to the partner with an opportunity to make adjustments if needed. Partners will have 30 days to make adjustments.

An opportunity is provided for dialogue and feedback with the partner, with the option to make adjustments to the entry and/or sample training materials, or to withdraw the submission from the review process.

Submission Phase III: Publication

The partner is notified when the submission is approved. Upon approval, the partner will either receive an invitation to create their partner profile or will be notified that their new approval will be added to their [Instructional Materials Professional Learning Partner Guide](#) profile.

Instructional Materials Professional Learning Guide Criteria

As part of the review process, reviewers will provide feedback using General Criteria, Content-Specific Criteria, and Diverse Learner Criteria (if applicable).

General Criteria

Reviewers will provide feedback on all submissions in these areas.

High-Quality Instructional Materials Connection
The professional learning is EXCLUSIVELY focused on the use of high-quality instructional materials (HQIM) and does not include any unapproved additional or supplemental materials. Furthermore, the materials are specifically aligned with the grade levels for which the curriculum has been approved, as specified in the application submission.
The partner demonstrates an understanding of how the academic standards and instructional best practices are driven through the HQIM .
The professional learning for the initial implementation option adequately supports teachers in using the HQIM effectively, while the professional learning for long-term implementation provides ongoing support and coaching.
The partner demonstrates an understanding of the HQIM's approach, design principles, and structure/components.
LDOE Alignment
The partner's approach aligns with Louisiana's Academic Strategy .
The professional learning builds educators' capacity to meet the needs of all learners, enabling success with grade-level work.
Quality of Materials Submitted
The support offerings include initial and ongoing HQIM training, coaching, observations, wrap-around supports, walk-throughs, leadership support, and other related services.
Training objectives are clearly noted AND met by the end of training.
Professional learning is needs-based, reflects the phases of the High-Quality Professional Learning Cycle , and allows for opportunities for

educators to engage in shared learning, planning, and practice.
Professional learning reflects a clear and intentional alignment between the HQIM and the state’s vision for learning and teaching.
Activities include a balanced mix of theory and research on HQIM design; modeling of HQIM unit planning and lesson preparation; opportunities for participants to internalize and practice using HQIM ; and structured reflection to ensure high-quality learning.
Professional learning incorporates active engagement and collaboration and utilizes appropriate adult learning strategies across a variety of formats.
Professional learning incorporates best practices to support teachers in effectively engaging in unit study and lesson preparation using HQIM , including analyzing units with a focus on end-of-unit outcomes, identifying key knowledge and skills, and preparing for lesson delivery through look-fors, anticipated misconceptions, and instructional supports.
Professional learning includes HQIM -specific navigation guidance, including technological considerations, material components, organizational structure, and access for teachers and students.
The professional learning provides guidance and support to help educators develop success criteria, evaluate evidence of student learning (including work samples), and use student data to inform instruction.
The sample training materials (e.g., training decks with facilitator notes, participant handouts, webinars, resources, examples from the HQIM) demonstrate the vendor’s ability to provide sufficient support for each type of professional learning offered, such as initial curriculum implementation, ongoing implementation/coaching, support with establishing and sustaining professional learning structures, and follow the steps of the High-Quality Professional Learning Cycle .
Coaching and Design
Professional learning materials are specific to educators’ roles (e.g., position, subject area, and grade level) and levels of expertise.
The partner offers support and professional learning for instructional leaders aligned to the Louisiana Educator Rubric (LER) , explicitly connecting HQIM implementation to observable teacher practices across the domains of instruction and planning. This includes HQIM program design, scheduling decisions, and the use of curriculum-embedded assessments to monitor and respond to student learning.
The professional learning for leaders supports instructional leaders in developing and executing a tiered implementation plan as well as defining and refining a vision for strong implementation.

The professional learning for leaders adequately prepares them to support teachers in implementing [HQIM](#) and to develop system-level procedures and processes to monitor, support, and measure the implementation's efficacy.

Multiple adequate coaching options are available to school systems that are goal-oriented and focus on growth and development for teachers and leaders.

The support offerings include initial and ongoing [HQIM](#) training, coaching, observations, wrap-around supports, walk-throughs, leadership support, and other related services.

Content-Specific Criteria

Reviewers will provide content-specific feedback.

ELA Criteria

The professional learning model provided is grounded in HQIM and builds teacher understanding that reading, writing, speaking, listening, and language are to be connected in instruction and not taught in isolation.

The professional learning model provided is grounded in HQIM, aligned to the Science of Reading, and supports Louisiana's ELA goal for all students to be able to read, understand, and express understanding of [complex grade-level texts](#).

The professional learning model builds teacher understanding of how student knowledge is built, as demonstrated in the Reader's Circles ([informational](#), [literary nonfiction](#), [literary](#)), Unit Study Protocol, and Lesson Preparation Protocol.

- K-2 [Skills](#) and [Knowledge](#) Unit Protocols
- K-2 [Skills](#) and [Knowledge](#) Lesson Protocols
- [3-12 Unit Study Protocol](#)
- [3-12 Lesson Preparation Protocol](#)

The professional learning model provided is grounded in HQIM and embeds an [accelerated learning approach](#) (page 6) to address unfinished learning so that students can access the features of complex, current grade-level texts.

ELA Intervention Criteria

The professional learning model provided is grounded in HQIM and builds teacher understanding that reading, writing, speaking, listening, and language are to be connected in instruction and not taught in isolation.

The professional learning model provided is grounded in HQIM and builds teacher understanding of delivering direct and explicit instruction and how to effectively implement the routines and procedures in the curriculum.

The professional learning model provided is grounded in HQIM, aligned to the Science of Reading, and supports Louisiana’s ELA goal for all students to be able to read, understand, and express understanding of [complex grade-level texts](#).

The professional learning model provides explicit guidance on how educators monitor student progress during intervention, including how to collect, analyze, and use progress monitoring data to adjust instruction and improve student outcomes.

Math Criteria

The professional learning model is grounded in HQIM and designed to build teacher understanding of the Louisiana Core Tenets for Mathematics and the Concrete-Representational-Abstract Mathematical Framework.

The professional learning model provided is grounded in HQIM and demonstrates a deep understanding of the [Louisiana Student Standards for Mathematics](#), including the Core Tenets, Strands of Mathematical Proficiency, Foundational Skills, Concrete-Representational-Abstract Mathematical Framework, and updated language in the Louisiana Student Standards.

The professional learning model is grounded in HQIM and embeds an [accelerated learning approach](#) to address unfinished learning, so that students can become fluent and proficient with mathematical concepts.

The professional learning model provided is grounded in HQIM and demonstrates a deep understanding of accompanying resources, including the [Companion Document/Standards Resource Guide](#), [Unit Study Protocol](#), and [Lesson Preparation Protocol](#).

The professional learning model uses curricular-aligned data from formative assessment and/or the K-3 Numeracy Screener (where appropriate) to drive instructional decision-making through the lens of HQIM.

Science Criteria

The professional learning model is grounded in HQIM and designed to engage participants in science instruction aligned with [Louisiana’s instructional shifts](#), experienced through the lens of a learner (“student hat”), while also providing structured opportunities for reflection and discourse from a practitioner perspective (“teacher hat”).

The professional learning model is grounded in HQIM and designed to build teacher understanding of the crucial role of student engagement with science and engineering practices and crosscutting concepts in the development of science core ideas. Adult learning

experiences and embedded content within the professional learning model provide an authentic representation of three-dimensional learning aligned to [A Framework for K-12 Science Education](#) and Louisiana's Science [Learning Progressions](#) (Appendix A).

The professional learning model is grounded in HQIM and provides teachers with planning and implementation support for meaningfully integrating the three dimensions of the [Louisiana Student Standards for Science](#); facilitating students' incremental development of science ideas for the purpose of answering questions or solving problems in relation to phenomena; and identifying and leveraging formative assessment opportunities. The [Unit Study Tool](#) and [Lesson Preparation Protocol](#) are support documents for HQIM-based planning.

Social Studies Criteria

The professional learning model provided is grounded in HQIM and designed to support teachers in the instructional process of equipping students to build and deepen content knowledge through engagement with primary/secondary/tertiary sources and the exploration of meaningful questions about grade-level content.

The professional learning model provided is grounded in HQIM and designed to support teachers in the instructional process of equipping students to develop and express claims that demonstrate their understanding of content by making connections among ideas, people, and events across time and by using evidence from sources and outside knowledge.

The professional learning model is grounded in HQIM and provides teachers with opportunities to build and deepen their knowledge of grade-level content in the [Louisiana Student Standards for Social Studies](#), and with accompanying resources such as the [Unit Study Tool](#) and the [Lesson Study Protocol](#).

Early Childhood Education Criteria

The professional learning model is aligned to the [Louisiana Birth to Five Early Learning and Development Standards \(ELDS\)](#) and fosters the integration of development across domains (i.e., address each of the domains listed below):

- Approaches to Learning
- Cognitive Development and General Knowledge, which includes:
 - mathematics,
 - science,
 - social studies, and
 - creative arts
- Language and Early Literacy Development
- Physical Development
- Interpersonal Skills

The professional learning model builds teacher understanding of early childhood concepts such as responsive caregiving, building positive relationships with peers and familiar adults, and/or positive interactions with peers and familiar adults while learning.

The professional learning materials, which include early language and literacy components for preschool and pre-K, support educators in facilitating early childhood language and early literacy development, emphasizing letter recognition, making letter-sound connections, and explicitly teaching letter sounds.

Diverse Learners Criteria

Reviewers will provide diverse learner feedback on supports for English Learners and Students with Disabilities.

Students with Disabilities Criteria

Adequate and specific materials [e.g., Response to Intervention (RTI)] are provided to address the needs of low-incidence and/or high-incidence students within the classroom, and to support teachers and students in obtaining optimal learning objectives.

The professional learning provides explicit instruction to teachers for addressing the needs of all students with disabilities by leveraging the HQIM's embedded supports, including scaffolding and intervention strategies specific to each student's disability, and by including multiple ways to teach the same strategy, as mentioned in the [Special Education Playbook](#).

Explicit references are made to all students with disabilities throughout the professional learning materials, and clear examples of content/skills with which they may struggle are provided, including student look-fors and alternate teaching strategies.

Clear action steps teachers can use to ensure all students with disabilities succeed are provided (e.g., identify students struggling with particular skills; identify pre-requisite skills needed; use a "Model-Lead-Test" instructional strategy; employ a "measuring template" for support).

Opportunities are provided for teachers to create plans, practice, and receive feedback on their new learning to ensure students with disabilities succeed, including disability-specific examples to support all students.

Opportunities are provided for leaders to be fully trained to lead the ongoing development of teachers, ensuring that students with disabilities succeed, including strategies specific to the [Special Education Playbook](#) on grouping and content, and strong teaching practices.

Specific strategies are presented for providing classroom supports for all students with disabilities, as noted in the [Special Education Playbook](#).

Direct modeling opportunities are provided to give teachers and administrators tangible strategies that ensure they understand how to fully implement the learning strategies specific to students with disabilities.

English Learners Criteria

Adequate and specific materials (e.g., RTI) are provided to address English learners' needs within the classroom, and support for teachers and students in achieving optimal learning objectives is provided.

The professional learning provides explicit instruction to teachers for addressing the needs of English learners by leveraging HQIM's embedded supports, including scaffolding and intervention strategies specific to student needs and proficiency levels.

Explicit references to English learners are made throughout the professional learning materials, and clear examples of content/skills with which they may struggle are provided, including student look-fors and alternate teaching strategies.

Clear action steps teachers can use to ensure English learners succeed are provided (e.g., identify students struggling with particular skills; identify prerequisite skills needed; use a "Model-Lead-Test" instructional strategy; employ a "measuring template" for support).

Opportunities are provided for teachers to create plans, practice, and receive feedback on their new learning about how to ensure that English learners succeed, including specific examples to support all students.

Opportunities are provided for leaders to be fully trained to lead the ongoing development of teachers to ensure English learners succeed.

Direct modeling opportunities are provided to give teachers and administration tangible strategies that ensure they understand how to fully implement the learning strategies specific to English learners.

Specific strategies are presented for providing supports for English learners in the classroom, as noted in the [English Learner Guidebook](#).

Professional learning materials include explicit references to English Language Proficiency Assessment for the 21st Century (ELPA21) proficiency descriptors, allowing teachers and leaders to consistently connect instructional guidance to stages of language development.

Clear guidance is provided on how teachers and leaders use domain-specific language data to identify instructional strengths and needs, with explicit connections to listening, speaking, reading, and writing demands within grade-level content.

Professional Learning Partner Guide Profile

Partner Expectations

Louisiana values its relationship with partners in its schools and school systems and asks that partners agree to these general expectations.

Louisiana partners are expected to

- provide quality professional services in alignment with the materials for which they are approved to provide professional learning;
- represent services candidly to the field by providing accurate and complete information on a timely basis;
- treat all school systems fairly, ethically, and lawfully throughout the negotiating process and performance of contractual obligations;
- respond and be open to feedback;
- communicate issues and identify potential degradation of service levels before the situation becomes critical; and
- work with school systems/LDOE to solve problems.

If at any point the LDOE determines that the professional learning that is being provided to school systems is misaligned with LDOE expectations, academic content strategy/standards, and/or legislation, it may result in involuntary removal from the professional learning partner guide. If a partner is involuntarily removed from the Professional Learning Partner Guide, they must wait two (2) full cycles before applying for resubmission.

Professional Learning Efficacy Indicators

The LDOE has incorporated the [Professional Learning Efficacy Indicators \(PLEI\)](#) into the Instructional Materials Professional Learning Partner Guide evaluation process to inform systems about the effectiveness of the professional learning partners featured in the [Instructional Materials Professional Learning Partner Guide](#). The Professional Learning Efficacy Indicators are a framework that emphasizes key elements impacting the value of educators' learning experiences.

The incorporation of these indicators into the professional learning partner guide evaluation process is intended to convey valuable information about professional learning providers. The data from these indicators will signal to educators and stakeholders the quality and effectiveness of professional learning providers.

Professional learning partners are required to administer the [Professional Learning Efficacy Indicator Survey](#) to professional learning participants and receive at least 15 survey responses each year. Failure to meet the minimum survey requirement will result in a probationary status within the [Instructional Materials Professional Learning Partner Guide](#) and will require the partner to fulfill additional monitoring requirements to maintain eligibility. The survey will be open from **June 1, 2026, to January 31, 2027**. Results will be made available in the spring of 2027.

Professional Learning Partners will be scored on the following criteria:

Alignment to Tier 1 Curriculum and HQPL

- The professional learning centered on my school system's Tier 1 HQIM.
- The session was relevant to my day-to-day instructional responsibilities.

Quality of Learning Experience

- The presenter demonstrated strong knowledge of the curriculum, content, and implementation practices.
- The session activities and content aligned with the stated objectives and made effective use of time.
- The session included active learning through planning, practice, reflection, and/or collaboration.

Application to Practice (Teacher)

- I can apply this learning to my lesson preparation and instruction.
- I left the session with clear next steps for implementation.
- The professional learning helped me better understand how to use embedded supports and resources within the curriculum to respond to student needs.
- The session helped me analyze student work and/or data to inform instructional decisions.

Application to Practice (Leader)

- This session strengthened my understanding of how to support teachers in implementing the Tier 1 curriculum.
- This session strengthened my ability to support teachers through planning, observation, coaching, feedback, and/or professional learning.
- This session helped me think about how teacher practice, student work, and/or student data can inform support decisions.
- I received tools, strategies, or resources that I can use immediately in my role.

Support Beyond the Session (Teacher)

- The professional learning partner provided resources that support implementation beyond the session.

Support Beyond the Session (Leader)

- I know where to go or whom to contact if I need additional support after this session.

Open-Response Questions

- What was the most impactful part of today's professional learning?
- What additional support would help you implement this learning more effectively?

Contact Information

Email all questions to louisianacurriculumreview@la.gov.

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