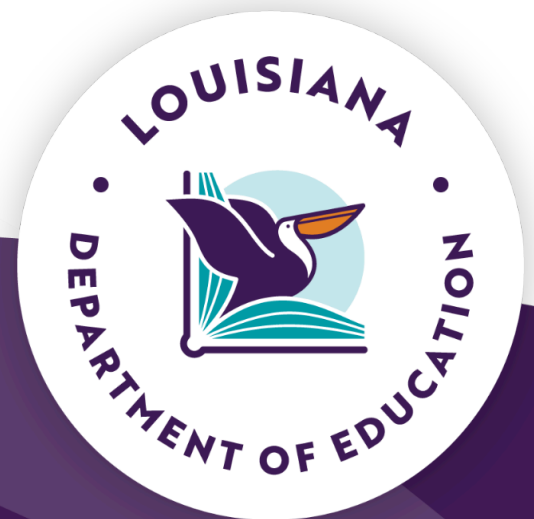


Instructional Materials Professional Learning Partner Guide

Submission and Review Process

January 2026



Academic Content

Purpose	2
Submission and Review Process Overview	2
Submission Timeline	3
Submission Steps	3
Step 1: Determine Eligibility	3
Step 2: Review of Submission Requirements and Preparing Submission	4
Step 3: Complete the Instructional Materials Professional Learning Partner Guide Online Submission Form	5
State Review	6
Submission Phase I: Initial Prescreening	6
Submission Phase II: Professional Learning Review by State Content Specialist	6
Submission Phase III: Publication	6
Professional Learning Efficacy Indicators	6
Revisions to Instructional Materials	6
Professional Learning Partner Guide Profile	7
Partner Expectations	7
Instructional Materials Professional Learning Guide Criteria	7
General Criteria	7
Content Specific Criteria	9
Diverse Learners Criteria	10
Professional Learning Efficacy Indicators	11
Contact Information	12

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 helping school systems design and implement a cohesive academic system focused on high-quality curriculum, professional learning, and assessment. School systems are free to purchase other professional learning services using district funds in accordance with their local procurement policies.

High-Quality Professional Learning: [High-Quality Professional Learning \(HQPL\)](#) is led by a knowledgeable facilitator utilizing a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with the academic needs of teachers and students and supports the implementation of high-quality instructional materials, leading to increased student outcomes.

Submission and Review Process Overview

Submission Steps	
<p>Step 1: Determine Eligibility</p>	<p>Carefully read the Instructional Materials PLPG eligibility requirements. Make sure that the submission meets the initial requirements.</p>
<p>Step 2: Review of Submission Requirements and Prepare Submission</p>	<p>Download and complete all Required Templates to Prepare for Submission.</p>
<p>Step 3: Submit: Complete the IMPLPG Online Submission Form</p>	<p>Complete the appropriate content-specific Application on the Super RFA Platform and upload all Required Documents.</p>
State Review	
<p>Submission Phase I: Initial Prescreening</p>	<p>Submissions are screened to confirm eligibility and ensure all required documentation is included.</p>
<p>Submission Phase II: Professional Learning Review</p>	<p>A content team reviews submissions, feedback is provided, and partners make adjustments as needed..</p>

Submission Steps	
<p>Submission Phase III: Publication</p>	<p>The partner is notified when the submission is approved and is:</p> <ul style="list-style-type: none"> ● Invited to create a canopy profile, or ● Informed that a new curriculum has been added to their Instructional Materials Professional Learning Partner Guide profile (provided that all criteria and requirements are met).

Revisions to Published IMPLPG Entries	
<p>Steps for Revisions to Published Instructional Materials PLPG Entries</p>	<p>Partners may request <i>revisions or corrections</i> to their profile at any time after publication. These requests are considered and handled on a case-by-case basis throughout the year.</p>

Submission Timeline

<p>March 1</p>	<p>Submissions/revisions open*</p>
<p>June 30</p>	<p>Submissions/revisions close**</p>
<p>July 1 - September 15</p>	<p>Review of submissions/revisions</p>
<p>October - February</p>	<p>Submissions/revisions closed*</p>

* Due to the [2025 Math and ELA Standards Review](#) process, the LDOE will only be accepting submissions for Science and Social Studies HQIM during the 2025 cycle.

**Only contact updates or newly posted HQIM professional learning will be accepted after submissions close.

Submission Steps

Step 1: Determine Eligibility

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

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

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 office.

Districts are free to purchase other professional learning using district funds in accordance with their local procurement policies. Partners can check the [Office of State Procurement website](#) periodically for [education and training open bid opportunities](#) that are advertised not only through the Louisiana Department of Education (LDOE) but also through all other state agencies.

Step 2: Review of Submission Requirements and Preparing 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 as 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 (SEAs, LEAs, or other organizations) for whom you have provided or currently provide the support included in your application.	2_Partner Name_References.doc/pdf

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.

<p>Prepare and submit sample training materials*</p>	<p>Training materials should explicitly connect to the HQIM of the submission. Submit the following materials that demonstrate your ability to provide each type of professional learning you selected (initial curriculum/assessment training, school-based curriculum training, ongoing instructional support, coaching support):</p> <ul style="list-style-type: none"> ● 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 	<p>3_Partner Name_Syllabus of Course Offerings.doc/pdf</p> <p>4 _PartnerName_Course Name.Training Deck.ppt/pdf</p> <p>5_Partner Name_Course Name.Participant Handout.XYZ.ppt/pdf</p> <p><i>If more than one document is being submitted, please submit as 3a, 3b, 4a, 4b, 5a, 5b, etc.</i></p>
<p>Sample Coaching Plan</p>	<p>Submit a sample coaching plan that demonstrates your ability to effectively engage participants throughout a learning journey. The plan should reflect a thoughtful approach to addressing the unique needs of educators (teachers and/or leaders) while fostering their growth and skill development. It should clearly outline how you will support their progress, adapt to their evolving needs, and build their overall capacity for success. (This can be a plan from prior use.)</p>	<p>6_Partner Name_Sample Coaching Plan.pdf</p>
<p>Download and complete the Partner Response to Feedback Criteria*</p>	<p>Draft a brief response in each area to help expedite the state review.</p>	<p>7_Partner Name_PLPG Criteria Response.doc/pdf</p>
<p>Download and complete Louisiana's Instructional Materials PLPG One-Pager Template to be published</p>	<ul style="list-style-type: none"> ● Indicate the HQIM for which you are offering training. Please be sure to include the grade levels for which you would like to be approved. Complete one template for each HQIM. ● In the table, insert concrete, clear titles and descriptions for up to 5 offerings. 	<p>8_Partner Name_HQIM Name_PLPG One Pager.docx</p>

	<ul style="list-style-type: none"> ● This template is the information that will be published in the Instructional Materials Professional Learning Partner Guide. 	
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*This information is collected for state review purposes only and will not be shared or published.

Step 3: Complete the Instructional Materials Professional Learning Partner Guide Online Submission Form

To submit your entry for consideration, complete the [online submission form](#) and upload all of the **required** documents listed below:

- 0_Partner Name_Assurance Statement.pdf
- 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

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), and feedback is given to the partner with an opportunity to make adjustments if needed.

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.

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

Professional Learning Efficacy Indicators

The LDOE has incorporated the [Professional Learning Efficacy Indicators](#) 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 gleaned from these indicators will signal to educators and stakeholders the quality and effectiveness of our 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. The survey will be open from **June 9, 2025, to October 31, 2025**. Results will be made available in the spring of 2026.

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 LEAs 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.

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 the academic standards, instructional shifts, and the [HQIM](#) that align with them.

The professional learning for initial implementation adequately supports teachers in [HQIM](#) adoption, and the professional learning for long-term implementation provides ongoing support.

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 Key Initiatives of Curriculum Support](#).

The professional learning builds educators' capacity to meet the needs of all learners, enabling success with grade-level work.

Quality of Materials Submitted

The syllabus of the course and support offerings include initial and ongoing training (e.g., wrap-around supports, walk-throughs, coaching, leadership support).

Training objectives are clearly noted AND met by the end of training.

High-Quality Instructional Materials Connection

Professional learning is needs-based and 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 demonstrates alignment of the [HQIM](#) with the state's vision of learning and teaching.

Activities balance time among theory, experience, application, and reflection to ensure quality professional learning.

Professional learning incorporates r active engagement and collaboration and utilizes appropriate adult learning strategies across a variety of formats.

The professional learning incorporates best practices to prepare teachers to effectively plan, internalize, and deliver lessons and units using HQIM.

The professional learning includes navigation guidance specific to the [HQIM](#), such as technological considerations, components of the materials, how the materials are organized, and how teachers/students access the materials.

The professional learning provides guidance and support to assist educators in developing success criteria, evaluating evidence of student learning (including work samples), and using student data to inform instruction.

The sample training materials (training decks with facilitator notes, participant handouts, webinars, resources, examples from the HQIM, etc.) 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 follows 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 on topics including program design, scheduling decisions, implementation, assessments, observation "look fors," and strategies for supporting teachers with implementation, assessments, and

High-Quality Instructional Materials Connection

ongoing support.

Professional learning for leaders supports instructional leaders in developing and executing an adoption plan as well as defining and refining a vision for strong implementation.

The professional learning for leaders adequately prepares leaders to support teachers in implementing HQIM and supports leaders in developing system-level procedures and processes to monitor and support implementation.

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

The support offerings include initial and ongoing 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 builds [teacher understanding](#) that reading, writing, speaking, listening, and language are connected in instruction and not taught in isolation.

The professional learning model is aligned with 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 develops, as demonstrated through Reader's Circles ([informational](#), [literary non-fiction](#), [literary](#)).

The professional learning model embeds an [accelerating learning approach](#) (page 6) to address unfinished learning, ensuring students can access the features of complex, grade-level texts.

Math Criteria

The professional learning model provided is designed to build teacher understanding of the [focus](#) and [coherence](#) of mathematics within the standards through study of the lesson, unit, course, and series.

The professional learning model provided is designed to support teachers in the instructional process of equipping students to become fluent and proficient with mathematical concepts by attending to [rigor](#) as required by the standards and evident within HQIM.

The professional learning model provided is designed to support teachers in utilizing the [Math Practice Standards](#) (page 6) as central to the instructional process.

The professional learning model embeds an [accelerated learning approach](#) to address unfinished learning so students can become fluent and proficient with mathematics concepts.

Science Criteria

The professional learning model is designed to engage participants in science instruction aligned to [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 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 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.

Social Studies Criteria

The professional learning model provided is 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 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 provides teachers with opportunities to build and deepen their knowledge of grade-level content in the [Louisiana Student Standards for Social Studies](#).

ECE 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; and
- 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., 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 administration 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 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 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 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 Efficacy Indicators

The Professional Learning Efficacy Indicators framework highlights critical components influencing the effectiveness of educators' professional development. The LDOE will gather data from school systems between **June 9, 2025, and October 31, 2025**. The results will be available in the spring of 2026.

1. During today's professional learning, I used my school's tier 1 curriculum (no additional resources beyond LDOE resources were incorporated).
2. I reviewed student work and/or data and made instructional decisions based on student needs.
3. I learned how to use the additional supports within the curriculum to respond to student needs.
4. There were multiple opportunities for me to actively engage in my learning through planning, practice, reflection, and/or collaboration.
5. I know how to apply the new learning I received.
6. Rate the extent to which you would agree with the following statements on a scale of 1 (strongly disagree) to 5 (strongly agree)
 - a. The presenter was knowledgeable about the curriculum and content area.
 - b. Objectives were communicated and met by the end of the learning.
 - c. I have a better understanding of how to use my curriculum to meet my students' needs. (teachers)
 - d. I have a better understanding of how to support teachers in effectively using the curriculum (leaders).
7. Today's most impactful learning was:
8. Something that would have enhanced today's learning is:

Contact Information

Email all questions to LouisianaCurriculumReview@LA.gov.