Teaching and Learning: Literacy

Catalog of Supports for Literacy Leaders

The following professional learning opportunities allow leaders to deepen their knowledge of literacy best practices. Descriptions are provided, along with relevant links or documents. Course codes for Louisiana's Professional Learning Platform (Canopy) are also provided for published courses. For support logging in to the platform for the first time, follow these directions. Questions regarding the support in this catalog should be emailed to louisianaliteracy@la.gov.

Science and Art of Reading Part 1 & 2

The course aims to equip educators with a shared understanding of the knowledge and skills needed to implement scientifically-based literacy instruction. Topics covered include teaching foundations for reading like oral language, decoding, phonics, fluency, vocabulary, comprehension, and writing for all learners. Part 1 Course Code: 8CBF0261; Part 2 Course Code: C7626END

Launching Louisiana Tiered Pathways for Literacy Support for Leaders

This webinar takes leaders through the Louisiana Tiered Pathways for Literacy Support Framework. It delves into the research-backed approach for using tiered instruction based on student assessment data to target the needs of each student through core instruction and intervention. Additionally, it outlines best practices across tiers of support, progress monitoring, scheduling, and supporting the needs of all students through targeted, direct, and explicit instruction. Link to recorded trainings.

DIBELS Professional Learning Series

This course is designed to support K-3 teachers using mCLASS DIBELS literacy data to increase the effectiveness of Tier I instruction. Topics from this series include an overview of the available Amplify mCLASS data reports, applying the science of reading and targeting DIBELS indicators through core instruction, and establishing small groups with a strategic instructional focus using mCLASS assessment data. Course Code: 29B1F14. The following courses from the DIBELS Scope and Sequence are recommended specifically for school leaders, although leaders will benefit from all courses and sessions:

- Amplify DIBELS Administration and Scoring
- Basic Early Literacy Skills Assessed by the Louisiana K-3 Literacy Screener
- Administration and Scoring Practice: Louisiana Literacy Screener
- Assessing with Fidelity
- Measuring Student Growth Across Benchmarks
- Progress Monitoring to Drive Student Outcomes for Teachers

Using DIBELS to Drive Literacy Growth

This course supports K–3 literacy educators in using DIBELS data to drive intentional instruction with high-quality instructional materials (HQIM). Module 1 focuses on leveraging Instructional Leadership Teams (ILT) and Teacher Collaboration (TC) to deepen data use and strengthen instructional planning. In Modules 2-5, participants will learn to target foundational reading skills across core, small group, and intervention settings; monitor progress and adjust instruction to accelerate growth; and set rigorous, data-informed literacy goals. Course Code: 0A79DU34. A certificate is earned at the end of the course.

Reading Interventions in Secondary Schools

The Reading Intervention in Secondary Schools Series is designed to help instructional leaders develop a plan to implement reading interventions in grades 6-12. Teachers would benefit from this course as well. Topics include: starting interventions through appropriate assessments, using Louisiana Tiered Pathways for Literacy Support to drive intervention, progress monitoring, and intervention best practices across tiers of support. Course Code: 55F31UU5; link to recordings.

Unit Unpacking and Lesson Internalization

The course provides a framework for effective unit unpacking and lesson internalization for ELA teachers with a focus on backward design, developing sustainable structures to support intentional and student-driven instruction, leveraging HQIM to assess student progress, and meeting the needs of all students in Tier I core instruction. The series provides examples from multiple Tier I HQIM. Course Code: D7F6ED6F. A certificate is earned at the end of the course.

Content Literacy Series

This course is designed to support teachers in grades 3-12 who need training in direct and explicit instruction, utilizing 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 embedding these instructional strategies into content area HQIM. Course Code: CBB577NN; Links to recorded sessions; Links to individual resources.

Accelerate: High-Dosage Tutoring (HDT) School System Implementation Guidance

The High-Dosage Tutoring (HDT) initiative is a critical component of Louisiana's efforts to provide additional academic support to Kindergarten to fifth-grade students who are not meeting reading and/or math proficiency standards. This document is intended to guide system leaders on implementing HDT programs effectively. Link to Guidance.

Progress Monitoring Best Practices Guidance

Guidance supporting effective progress monitoring routines in alignment with the Tiered Pathways for Literacy Support Framework. This includes characteristics of progress monitoring, frequency, effectively tracking progress, and making instructional decisions based on student data. Additionally, considerations

for grades 4-12 are specifically addressed for schools serving those populations. [Link to guidance document](#).