



**Planning for Ongoing
Professional Growth in Local
Literacy Plans**

Objectives

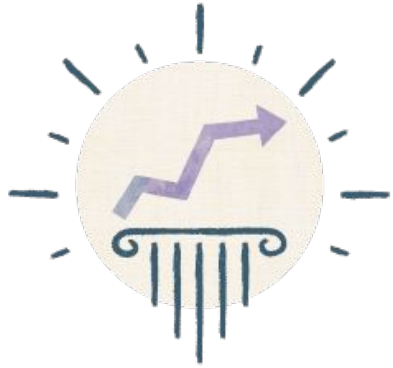
After this session, participants will be able to:

- examine their school and system needs around professional growth at an individual level;
- incorporate specific action steps into literacy plans; and
- connect action steps and plans to SMART literacy goals.

Agenda

- How Professional Growth Fits into Goals
- Ongoing Professional Growth in Local Literacy Plans
- Literacy Plan Considerations: Guiding Questions
- Action Steps
- Communicating the Plan
- Alignment to Other Initiatives
- Literacy Library Resources
- Preview of Support
- Maximizing Impact at the School Level

LOUISIANA'S LITERACY PILLARS



LITERACY
GOALS



EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS



ONGOING
PROFESSIONAL
GROWTH



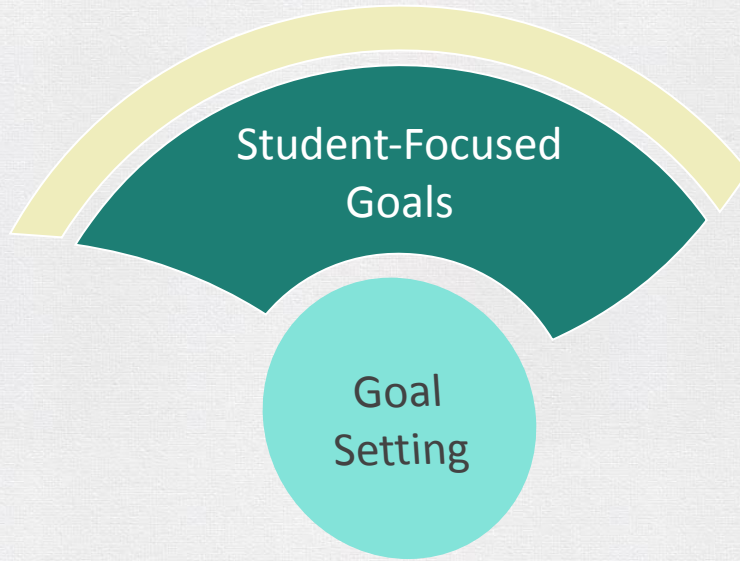
FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.



**ONGOING
PROFESSIONAL
GROWTH**

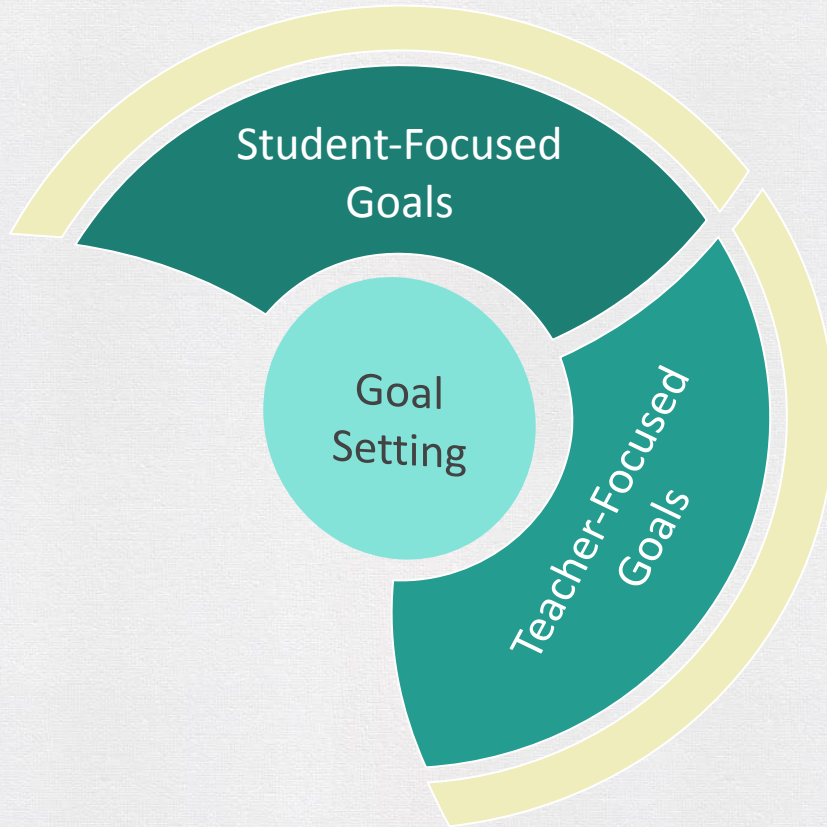
Student-Focused Goals



Disaggregated by subpopulation, including:

- Race
- Gender
- Economically Disadvantaged
- Students with Disabilities
- English Learners
- Migrant
- Homeless
- Military
- Foster Care

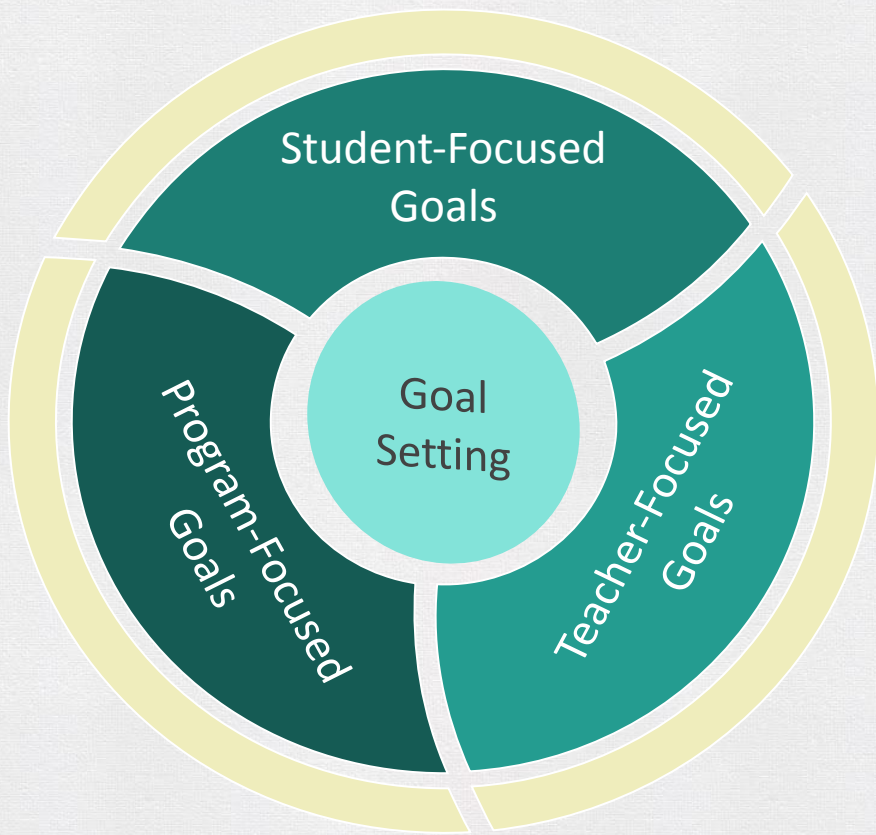
Teacher-Focused Goals



Suggested considerations:

- Training plans and completion data
- Professional growth opportunities
- Performance improvement
- Impact on student outcomes

Program-Focused Goals



Suggested considerations:

- Curriculum implementation
- Intervention program implementation and student results
- Training opportunities
- Teacher collaboration/ planning time

Ongoing Professional Growth in the Local Literacy Plans

Local Literacy Plan [template](#)



Literacy Plan Considerations

Guiding Question:

1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels

Literacy Plan Considerations

Guiding Question:

2. When planning opportunities for ongoing professional growth for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language and literacy?
 - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?
 - tailoring opportunities to individual needs of teachers?

Potential PD Planning

Month/Date <i>(When can PD be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>

Alignment to Other Initiatives

- Alignment is important when planning and implementing plans for ongoing professional growth opportunities.
- Professional growth opportunities and training should be aligned to the science of reading and literacy goals.
 - The best opportunities take into consideration teacher needs, short-term, and long-term goals.
 - Training and professional growth opportunities should also align with and incorporate instruction, intervention and extension programs, plans, and/or activities.



Communicating the Plan

- Ensure all stakeholders are informed and aware of how schools plan to implement professional growth opportunities:
 - System-level personnel
 - School-based personnel
 - Families
 - Community organizations
- How might they support the implementation?
- How often will updates be provided?



Literacy Library



There are many resources and templates available in the [Literacy Library](#) to support ongoing professional growth. There are PD series for:

- K-2 Teacher
- K-2 Writing
- Literacy Leader
- Middle and High School
- Paraprofessional and Support Staff
- Grades 3-12 Foundational Skills and Content Literacy Support

Preview of 2022-2023 Support

- Look for webinars to continue to support your reflection and updating of your Local Literacy Plans.
- LDOE's Literacy Division will review, provide feedback, and monitor the implementation of Local Literacy Plans in all CLSD grant-funded LEAs.
- Additionally, LDOE's Literacy Division will develop training materials and supports so that LEAs can assist their schools in the development of their literacy plans.
- Resources and support will continue to be posted in the [Literacy Library](#).
- Partnerships with Teacher Leader Advisors will focus on the inclusion of diverse learners, access, cross-content support, and classroom look-fors.

Maximizing Impact at the School Level

Beginning June 1, 2023, and triennially thereafter, each school shall develop, and submit to the department, a foundational literacy skills plan for students in kindergarten through third grade. The foundational literacy skills plan shall include:

- The amount of time to be devoted daily to foundational literacy skills **instruction** and a description of how the instructional time will be utilized.
- A list of English language arts textbooks and instructional materials adopted by the school.
- A description of the **interventions and supports** available to students identified as having literacy skills below grade level.
- A description of the **professional development** in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.

Each school shall post its foundational literacy skills plan and the latest **report** on the literacy **assessment** on its website.

Note: The results of the early literacy assessment shall not be used in determining school and district performance scores prior to the 2023-2024 school year.

Contact Information

For more information or questions, please contact

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