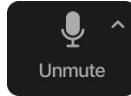
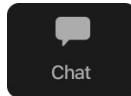


Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click "Mute."
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click "Stop Video."
- Please submit questions during the presentation in the "Chat" function located on the bottom of your screen.



If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Preparation Provider Monthly Webinar



February 5, 2026

ETWD Call Norms

- **Stay Muted Unless Speaking:** reduce background noise by keeping your microphone muted when not talking.
- **Use Chat for Questions:** post questions in the chat and a team member will collect and will share answer(s) at the end.
- **Remain On Topic:** keep discussions aligned to the agenda.
- **Avoid Interruptions:** let others finish before responding.
- **Cameras On Encouraged:** while not required, having cameras on supports connection and engagement.
- **Engage Respectfully:** be concise, professional, and respectful in all contributions.



Agenda

- I. Spotlight: Quality Lesson Preparation
- II. Educator Development Updates
- III. Educator Preparation and Accountability Updates
- IV. Certification Reminders
- V. Educator Background Credentialing Reminders
- VI. Resources



Spotlight: Quality Lesson Preparation



Unit and Lesson Preparation

- Research shows that clearly defined lesson objectives, aligned with unit goals, improve student achievement by creating a coherent learning trajectory. This alignment enhances the purpose and direction of the lesson, helping students understand the *why* behind what they are learning (Marzano, 2007).
- Effective planning involves making instructional decisions that best support students based on both student needs and a clear understanding of the unit's design.



Unit and Lesson Preparation

Tools are now available in ELA and math to support teacher collaboration focused on quality unit and lesson preparation.

ELA

- [Unit Preparation Protocol Tool](#)
- [Lesson Preparation Protocol](#)

Math

- [Unit Study Tool](#)
- [Lesson Preparation Protocol](#)

Science

- [Planning Guide for Science Instruction](#)

Social Studies

- [Unit Study Tool](#)
- [Lesson Preparation Protocol](#)



Unit Preparation Tools



Division of Numeracy

Math Unit Study Tool

Step 1: Start with the End in Mind

Review the progression of the unit information. What should students know and be able to do at the end of the unit?

Unit Title and Focus		
Student Learning	What new standards will students be learning during this unit?	Which prerequisite standards were mastered before this unit? <ul style="list-style-type: none">Which foundational standards were mastered before this unit?

Unit Study Protocol

Louisiana's ELA goal is for all students to read, understand, and express their understanding of complex, grade-level texts.

All high-quality instructional materials build students' knowledge and skills in preparation for the end of unit/module assessment. The end of unit/module assessment aligns with the end-of-year expectations and grade-level standards.

Preparing to Teach a Unit

Step 1: Start with the End in Mind

- Be sure you understand the curriculum's instructional approaches for reading, discussing, presenting, and writing and how all students are supported throughout instruction.
- Review the unit/module overview and familiarize yourself with the central or focus question.
- Access the evaluation/assessment plan for the unit/module and analyze the final unit/module assessment and exemplar to determine the knowledge and skill demands of the culminating assessment.

Step 2: Texts at the Center

- Access and read all unit texts to determine the big ideas and how each text connects to and supports the demands of the culminating assessment.
- Annotate texts to indicate the qualitative features of informational and literary texts with which students may struggle over the course of the unit/module.

Step 3: Trace High-Level Knowledge and Skills Through Assessment

- Write your own exemplars for each assessment throughout the unit/module.
- Review each assessment throughout the unit to determine the knowledge and skill demands of each assessment.
- Determine what knowledge and skills are required to complete the task and trace the development of these throughout the unit/module. These knowledge and skill demands are considered high-leverage and serve as the foundation for instructional decision making.

Use the Unit Study Tool to engage in the unit study protocol process. This tool was designed to be used collaboratively during teacher collaboration time.



Unit Study

Preparing to teach a unit:

- Identify the skills and content knowledge students must demonstrate on the end-of-unit assessment
- Clarify expectations for mastery by the end of the unit, including exemplars or worked examples
- Map how skills and knowledge develop progressively across the unit
- Determine the literacy (text demands) and numeracy (problem-solving demands) students must independently access



Lesson Preparation



ELA Lesson Preparation Protocol

Understanding the backwards design of the ELA units in the HQIM is also important to understanding how to plan at the lesson level. The section diagnostics and assessment benchmarks assist teachers in determining whether or not students will be successful on the end-of-unit task. This means that understanding how to support students along the way is essential to planning at the lesson level.

Step One: Review Unit Preparation Protocol

- Review the completed unit preparation protocol for the unit you are instructing.
- As you complete step two, evaluate the connection between the lesson-looks and high-leverage knowledge and skill look-fors that you uncovered during the unit study.

Step Two: Supporting All Students with Lesson Annotations

Phase One: Initial Analysis

- Determine the purpose of each activity and question in order to set a learning objective.
- Create or identify exemplar responses for written and spoken expressions of understanding to serve as student look-fors for a gauge of mastery that day.
- Determine how you will deliver instruction so that students master the learning objective set forth (modeling, direct and explicit instruction, opportunities for practice with feedback, etc.).
- Determine how you will assess for mastery of that day's learning objective.

Phase Two: Advanced Analysis

- Identify possible student misconceptions.
- Develop additional questions to provide in-the-moment support as needed based on your student look-fors and anticipated student misconceptions. The [reader's circles](#) can be a helpful tool for developing scaffolding questions.
- Identify places in the lesson that might need timing adjustments.
- Identify places where adjustments may need to be made to whole class groupings.
- Identify which optional activities you plan to teach and whether or not any additional small group targeted support may be needed, and how it will fit into the lesson.



Division of Numeracy

Lesson Preparation Protocol

When analyzing the backward design of mathematics curriculum units, it is important to understand how to plan at the lesson level. Section diagnostics or other similar curriculum-embedded assessments help teachers determine whether students will be successful on the end-of-unit assessment. This means that understanding how to support students along the way is essential when planning at the lesson level.

Preparing to Teach a Lesson

Step One: Review Unit Study Tool

- Review the completed [unit study tool](#) for the unit you are instructing.
- As you complete phase two, evaluate the connection between the lesson objectives and the high-leverage knowledge and skill requirements you uncovered during the unit study.

Step Two: Prepare to Support All Students

Phase One: Initial Analysis

- Determine the purpose of each activity and question and how each relates to the goal of the lesson.
- Do the math of the lesson and prepare (if not available) student exemplar responses for written and spoken expressions of understanding to serve as student look-fors and/or success criteria.

Phase Two: Advanced Analysis

- Identify possible student misconceptions.
- Develop additional questions to provide in-the-moment supports as needed based on your student look-fors and anticipated student misconceptions.
- Identify areas in the lesson that may require timing adjustments and access your curriculum-embedded resources to address unfinished learning using the [acceleration cycle](#).
- Identify places where adjustments may need to be made to whole class groupings. Using the student look-fors and/or success criteria, create a plan for identifying which students need support and how you will provide it.
- Identify which activities you will use to provide students with the needed extra support (curriculum-aligned small-group targeted supports, [Zearn](#) etc.), and how the supports will fit into and connect to the lesson.

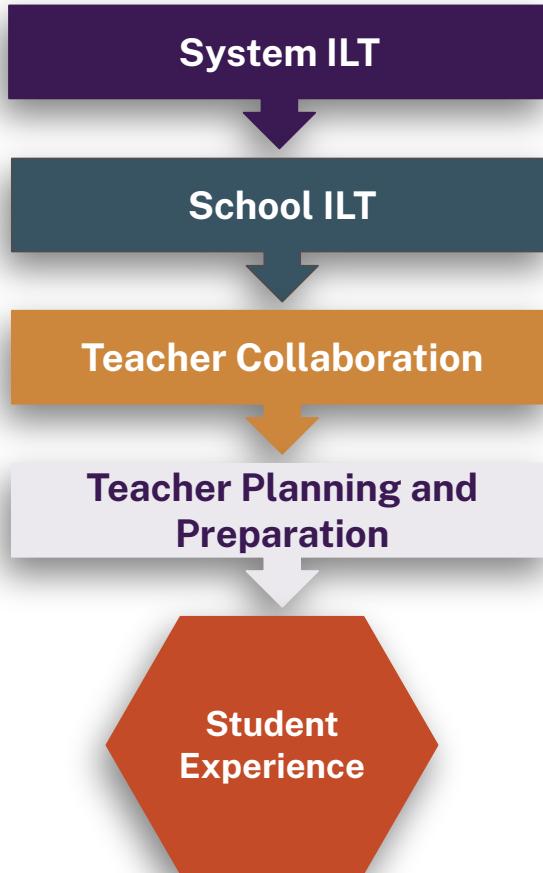
There may be times, as indicated above, when teachers need to make adjustments to the lesson to meet the specific needs of their unique student populations. When these changes are made, teachers should justify the need for these changes by providing a rationale for the adjustments.



Quality Lesson Preparation is Centered on HQIM



Ensuring Transfer from Planning to Practice



Leaders can use the ILT and collaboration structures to

- build teacher knowledge;
- support preparation; and
- grow student outcomes.

Educator Development Updates



Geaux Teach Scholarship

Geaux Teach Program, established by Act 463 of the 2022 Regular Session, provides up to \$5,000 annually in scholarships to students in BESE-approved teacher preparation programs at state postsecondary institutions and alternative programs. Funds cover tuition, fees, textbooks, and other instructional materials required for enrollment.

Billing dates for the fall semester/term are **November 1**; for the spring semester/term, May 1; and for the summer semester/term, **July 1**, when applicable.

Additional information about the Geaux Teach Program, including eligibility requirements, the Geaux Teach Application, and answers to Frequently Asked Questions, may be accessed on the LOSFA website.

Please contact deborahpaul@la.gov with questions.



Pre-Educator Regional Events

Location	Dates
<u>University of Louisiana at Lafayette Regional Event</u>	February 6
Louisiana State University at Alexandria Regional Event*	February 27
<u>Nicholls Regional Event</u>	February 27
University of Louisiana at Monroe Regional Event*	TBA

*registration link will be published at a later date

Please contact believeandprepare@la.gov with questions.



Pre-Educator State Conference

The 2026 Louisiana Educators Rising State Conference will be held on March 13 at Louisiana Christian University.

Louisiana Aspiring Educators from middle schools, high schools, and colleges are welcome. Events for the day include Educators Rising competitions, professional learning, campus tours, and more.

[Registration](#) and [Call for Proposals](#) is now open.

Please contact education@lcuniversity.edu with any questions.



Teacher Leader Summit 2026



Early bird registration opens **February 9** and closes **March 15**.

Dates	Pricing
February 9-March 15	\$249
March 16-April 12	\$299

Please contact LDOEvents@la.gov with questions.



Educator Preparation and Accountability Updates



High-Need School and High-Need Certification

The 2026-2030 high-need school and high-need certification lists are now available.

Per Bulletin 996 these lists are updated every four years.

- High-need certification areas are those that align with the highest percentage of classes being taught by out-of-field or uncertified teachers across the state.
- High-need certification areas for 2026-2030 are as follows:
 - Math
 - Science
 - Social Studies
 - World Language



Program Approval

Cycle	<u>Application</u> Window Opens	Notice of Intent Due	Full <u>Application</u> Due	Round 1 Evaluation Period Begins	Notification of Pending Decisions	Round 2 Evaluation and Notification (as needed)	<u>BESE</u> Consideration
Spring	September 1	October 1	December 10	December 11	February 15	TBD	April TBD
Fall	May 1	June 1	July 10	July 11	August 26	TBD	October TBD

Notification of pending decisions were sent January 31, 2026.

Please contact believeandprepare@la.gov with questions.



LAER as a Coaching Tool

The Louisiana Aspiring Educator Rubric (LAER) as a Coaching Tool module is now available on the Professional Learning Platform.

- Designed for preparation providers, mentor teachers, and school leaders who support new teachers
- Focused on aspiring teachers who are defined as Residents and Practitioners
- Course Code: 35299E95

For any questions, please contact believeandprepare@la.gov.



LAER-LER Partnership Support Sessions

LAER-LER Partnership Support Sessions, Empowering Louisiana's Future Teachers Through Aligned Coaching.

These sessions are designed to assist preparation providers and school systems in aligning evaluation and coaching to effectively support and prepare teacher candidates. Sign up for one of three opportunities to attend these support sessions throughout the state.

- [February 19, 2026, Louisiana State University at Alexandria](#)
- [March 11, 2026, Nicholls State University](#)
- [March 13, 2026, Southern University](#)

For any questions, please contact believeandprepare@la.gov.



Computer Science Requirements Timeline

Timeline	Action
October 2024	<u>K-12 Louisiana Student Standards for Computer Science</u> and teacher preparation course implementation timeline approved by BESE
April 2025	Updated teacher preparation course requirements approved by BESE
May 2025	Providers begin making changes to current coursework language and syllabi to match the requirements to submit for approval
August 2025	Providers update existing courses or add a new course to address computer science instruction within all teacher preparation programs
Spring 2026	LDOE will collect course descriptions
June 30, 2026	Teacher preparation programs are required to incorporate instruction on computer science pedagogy for students, and this modification should be reflected in the course catalog description.
September 1, 2030	The Certification office will begin looking for coursework that includes the competencies



Computer Science Competency

The following competency will be added to Bulletin 146 to clarify the requirements set forth in Bulletin 996:

“The teacher candidate applies knowledge of computational thinking and computer science concepts, including a broad understanding of computing systems, internet safety, and data analysis, to provide computer science education within and across all grade levels.”



Bayou Bridges Office Hours

Join the LDOE social studies team for the fourth office hours session of the 2025-2026 school year to receive additional support with Bayou Bridges: A K-8 Social Studies Curriculum and Foundations of Freedom: A Louisiana Civics Program. The topic this month is Teacher Moves with the Teacher Guide.

Webinar Date and Time: **February 4 at 3:15 p.m.**

[Webinar Link](#)

Webinar Phone Number: 1-346-248-7799

Meeting ID#: 974 3607 5546

Please contact socialstudies@la.gov for more information.



Act 260 Numeracy Training

Thank you to the following Teacher Preparation Faculty and Staff who completed the asynchronous Act 260 numeracy modules in the LDOE Professional Learning Platform.

Grades K-3 numeracy coursework (As of January 12, 2026)

- Lynn Stratton - LA Tech
- Adam Cole - Reach University
- Morgan Varnado - Southeastern Louisiana University
- Jenita Hedgewood - Southern University of New Orleans

Please contact math@la.gov for more information.



Act 260 Numeracy Training

Thank you to the following Teacher Preparation Faculty and Staff who completed the asynchronous Act 260 numeracy modules in the LDOE Professional Learning Platform.

Grades 4-8 numeracy coursework (As of January 12, 2026)

- Terry Degrruise-Greaux Lafourche
- Glenda Hembree - Loyola
- Jennifer Cook - LSU
- Renae Broussard - McNeese
- Rachael Erminger - Teach St. Tammany
- Brandy Tuminello - Teach Tangi
- Jenita Hegwood - Southern University New Orleans
- Ann Hancock - ULM

Please contact math@la.gov for more information.



Act 260 Numeracy Training

Numeracy Professional Learning courses aligned to Act 260 are currently available to use as a guide when enhancing coursework to align with the current Louisiana Mathematics Teacher Competencies.

The information provided may be used to join provider-specific courses in the LDOE Professional Learning Platform.

Courses specific to Educator Preparation Providers are published and should only be used by instructors of these programs.

Courses specific to teacher candidates are published and may be shared.

Please contact math@la.gov for more information.



Numeracy Timeline Reminders

Timeline	Action
October 2023	Focus groups with teacher preparation providers and K-12 to discuss and review requirements for competencies from legislation
December 2023	Updated competencies approved by BESE
January 2024	Providers begin making changes to current coursework language and syllabi to match the competencies to submit for approval
Fall 2024*	Providers complete the numeracy training on the LDOE PL Platform
January 2025	Providers update courses to be in alignment with the training
January 2026	Courses are being taught with updated competencies
Fall 2026	LDOE will collect course descriptions and syllabi
September 1, 2028	Certification office will begin looking for coursework that includes the competencies

* As new instructors are hired and onboarded, they should complete the course.



Annual Teacher Exit Survey Released

The [2024-2025 Teacher Exit Survey](#) is now available in the [Workforce Attributes Library](#).

This past year saw the following improvements:

- Fewer teachers are citing “accepting a position outside of the field of education” as their primary reason for exiting.
- Fewer teachers cited “accepted a teaching or leadership position outside of Louisiana” as their primary reason for exiting.
- Fewer teachers cited “Resigned - dissatisfaction with school or district policies” as their stated reason for exiting.
- The number of candidates who completed a Louisiana teacher preparation program has increased for the second consecutive year.
- Over the last three years, about 32% of exits have been due to personal circumstances and 2% due to dissatisfaction or anticipated termination, showing no significant increase in negative sentiment among teachers.

2024-2025 Teacher Prep Provider Performance Profile Verification Webinar

The window to verify the 2024-2025 Teacher Preparation Provider completer rosters for Performance Profiles and upload completer forms will open on February 2, 2026 in the File Transfer Portal (FTP). An email with instructions will be sent on January 30. Providers may attend an optional office hour to receive support.

Webinar Date and Time: **February 2 at 1:00 p.m.**

[Webinar Link](#)

Webinar Phone Number: 1-312-626-6799

Meeting ID#: 938 6721 5146

Passcode: 551894

Please contact believeandprepare@la.gov for more information.



Teacher Preparation Feedback Questionnaire

The Teacher Preparation Feedback Questionnaire will offer insight into your program's clinical practice on topics such as:

- LAER
- High-Quality Instructional Materials (HQIM)
- LDOE Literacy Modules (Act 180)
- LDOE Numeracy Modules (Act 260)

Please complete this survey by **February 15, 2026**.

Certification Updates



Certification & Credentialing Processing by the Numbers

- December 2025
 - 2735 Applications Processed
 - Applications Solved within 31 business days
 - 2,801 Questions Solved
 - Questions Solved within 1 business days
 - 1,268 Educators cleared in December



Certification & Credentialing Processing by the Numbers

- 2025
 - 32,323 Applications Processed
 - 22,563 Clear Credentials granted
 - 25,346 Questions Solved

Update to Educational Leader (EDL) process

- In order to best serve individuals seeking an EDL-alternate pathway #2 certificate, a specially designed course has been created as a guide through the process.
- Effective March 1, 2026, any educator submitting an EDL 1-alternate pathway #2 application will be required to complete a course in the LDOE Professional Learning Platform and receive a Certificate of Completion.
- Alternatively, educators denied due to missing or insufficient hours must wait a minimum of 30 days before reapplying to address the deficiencies.



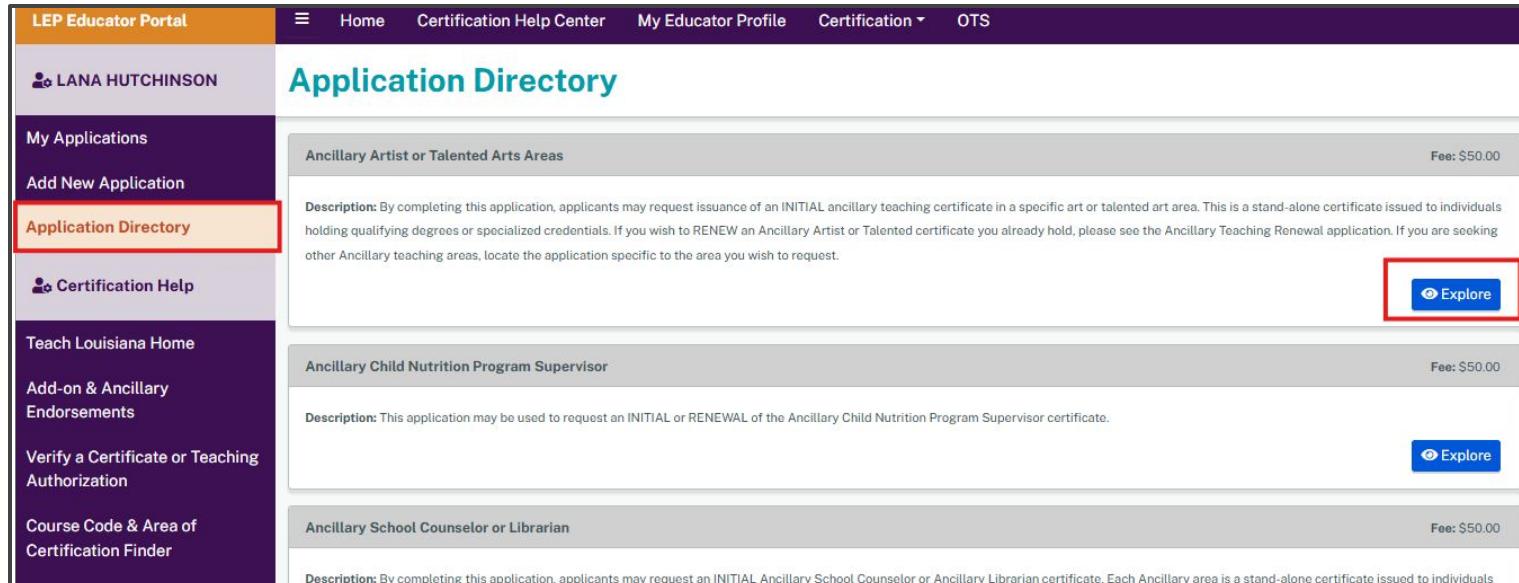
Educational Leader policy update

- The policy for educational leader certification has been updated to include Ancillary teaching certificate.
- All self-evaluations have been updated to reflect this change.



New Features Added

- Application Directory with Preview



LEP Educator Portal

Home Certification Help Center My Educator Profile Certification OTS

LANA HUTCHINSON

My Applications Add New Application Application Directory Certification Help Teach Louisiana Home Add-on & Ancillary Endorsements Verify a Certificate or Teaching Authorization Course Code & Area of Certification Finder

Application Directory

Ancillary Artist or Talented Arts Areas Fee: \$50.00

Description: By completing this application, applicants may request issuance of an INITIAL ancillary teaching certificate in a specific art or talented art area. This is a stand-alone certificate issued to individuals holding qualifying degrees or specialized credentials. If you wish to RENEW an Ancillary Artist or Talented certificate you already hold, please see the Ancillary Teaching Renewal application. If you are seeking other Ancillary teaching areas, locate the application specific to the area you wish to request.

Explore

Ancillary Child Nutrition Program Supervisor Fee: \$50.00

Description: This application may be used to request an INITIAL or RENEWAL of the Ancillary Child Nutrition Program Supervisor certificate.

Explore

Ancillary School Counselor or Librarian Fee: \$50.00

Description: By completing this application, applicants may request an INITIAL Ancillary School Counselor or Ancillary Librarian certificate. Each Ancillary area is a stand-alone certificate issued to individuals

For questions, contact [Teacher Certification Help Center](#).



New Features Added

- Remove Me

Application Started (1/5/2026 -)
Click here to open the application: [→](#)

 Remove me

Form Name	Status
Personal Information - No Fee Certificate	
Professional Conduct Form - Jan 2025	
Resident Application - Applicant	

For questions, contact [Teacher Certification Help Center](#).



Coming Soon - SSN Required for Permissions

HR and Preparation Provider permissions will soon require a validated social security number (SSN) on your LEP profile

- Once implemented, authorized permissions will no longer appear for anyone without a validated SSN
- If your Educator Profile includes an **Enter SSN** or **Select a Validator** button, we encourage you to complete validation to avoid interruption



The screenshot shows a user interface for entering personal information. At the top, there is a field labeled "SSN:" with a red box around a blue button labeled "Enter SSN". Below this, there is another "SSN:" field with a "Show" button to its right, also with a red box around it. Underneath the SSN fields, there is a "Validate SSN" button. To the right of the "Validate SSN" button is a red box around a blue "Select a Validator" button.

For questions, contact [Teacher Certification Help Center](#).



Educator Background Credentialing



Contact EducatorClearance@la.gov with questions or submit
questions through the [Teacher Certification Help Portal](#).

Reminders



Specialized Dyslexia Training

Bulletin 996 states, "... taught by a faculty member who has been provided specialized training in instructing teacher candidates on pedagogical methods for teaching students with dyslexia."

Options for the instructor's specialized training:

- Complete the [Overcoming Dyslexia](#) course from Coursera.
 - Uncertified Course is free, Certified Course is a cost of \$72
- Outsource the course to the speech department.
- Complete a dyslexia certification.

Please contact diverselearnerssupport@la.gov for more information.



Program Approval Reminders

- When considering a change to a program, email believeandprepare@la.gov.
- The preparation team will meet to determine if the change is minor or major.
 - If minor, a letter must be provided on letterhead detailing the change.
 - If major, program approval is needed.
- All new content areas must go through the program approval process.



Policy Timeline Guide

There is now a resource to help your teams navigate key policy changes that affect the teacher preparation community. This resource outlines updates in:

- Literacy
- Dyslexia
- Numeracy
- Computer Science
- English Learners

Timeline	Action
October 2024	K-12 Louisiana Student Standards for Computer Science and teacher preparation course implementation timeline approved by BESE
April 2025	Updated teacher preparation course requirements approved by BESE
May 2025	Providers begin making changes to current coursework language and syllabi to match the requirements to submit for approval
August 2025	Providers update existing courses or add a new course to address computer science instruction within all teacher preparation programs
Spring 2026	LDOE will collect course descriptions
June 30, 2026	Teacher preparation programs must include instruction on teaching students computer science
September 1, 2030	Certification office will begin looking for coursework that includes the competencies



Practitioner License Processing Update

As of **January 1, 2025**, all alternate certification program changes require a program **withdrawal** letter from the provider, with **acknowledging signature of teacher candidate**. Letter should include:

- University or Provider letterhead
- Candidate name and certificate number
- Program originally enrolled in (i.e. Certification only, Secondary Math)
- Program withdrawal date
- Program Dean (or designee) signature
- Teacher candidate signature



Practitioner Licensing Processing Update

Changes in program area or provider are treated as an **initial** Practitioner License (PL);

- **Do not** require mentoring (or program progress) to change and be issued the new PL; requires **withdrawal letter**

All years on the PL **count** toward total allowable years on a PL.

When changing **certification areas, or program provider**, the residency year will have to be **restarted**.

When changing program types **within a provider**, PLs are considered on a case-by-case basis for eligibility of the residency continuing through the change.



Literacy Exam Requirements

Teaching of Reading exam is considered a **content** exam; therefore:

- Successful passage is required **prior to enrollment** in a post-baccalaureate program;
- Successful passage is required **prior to issuance** of a practitioner's license;
- Successful passage is required for **renewal** of a resident (R) certificate.
- Accepted exams for K-3, Elementary 1-5, or special education areas are:
 - 5205 or 7002



Numeracy Courses

Act 260 of 2023 requires all grade 4-8 public school teachers of mathematics to receive **numeracy skills training** focused on instructing students according to the vertical alignment of math concepts and the blending of concepts, procedures, strategies, problem-solving, and disposition. Initial guidance is now available.

- Courses specific for our preparation providers are live.
- Courses specific for teacher candidates are live.

Please contact STEM@la.gov with questions regarding Act 260.



Mentor and Resident Funding Eligibility

- The resident must serve in a MFP funded entity.
- The resident must serve with a mentor teacher in the same MFP funded entity as the resident teacher.
- The resident must serve with a mentor teacher that is reported in ED Link 360 Staffing with an object code of 112 (teacher) and a function code within the 1000s excluding 1530 (Pre-K) and 1531 (Head Start).
- The resident must serve with a mentor teacher holding one of the following on October 1, 2024: Mentor Teacher Certificate, Provisional Mentor Teacher Ancillary Certificate, or Mentor Waiver Credential.

Please contact believeandprepare@la.gov with any questions.



Updated Teacher Competency Link

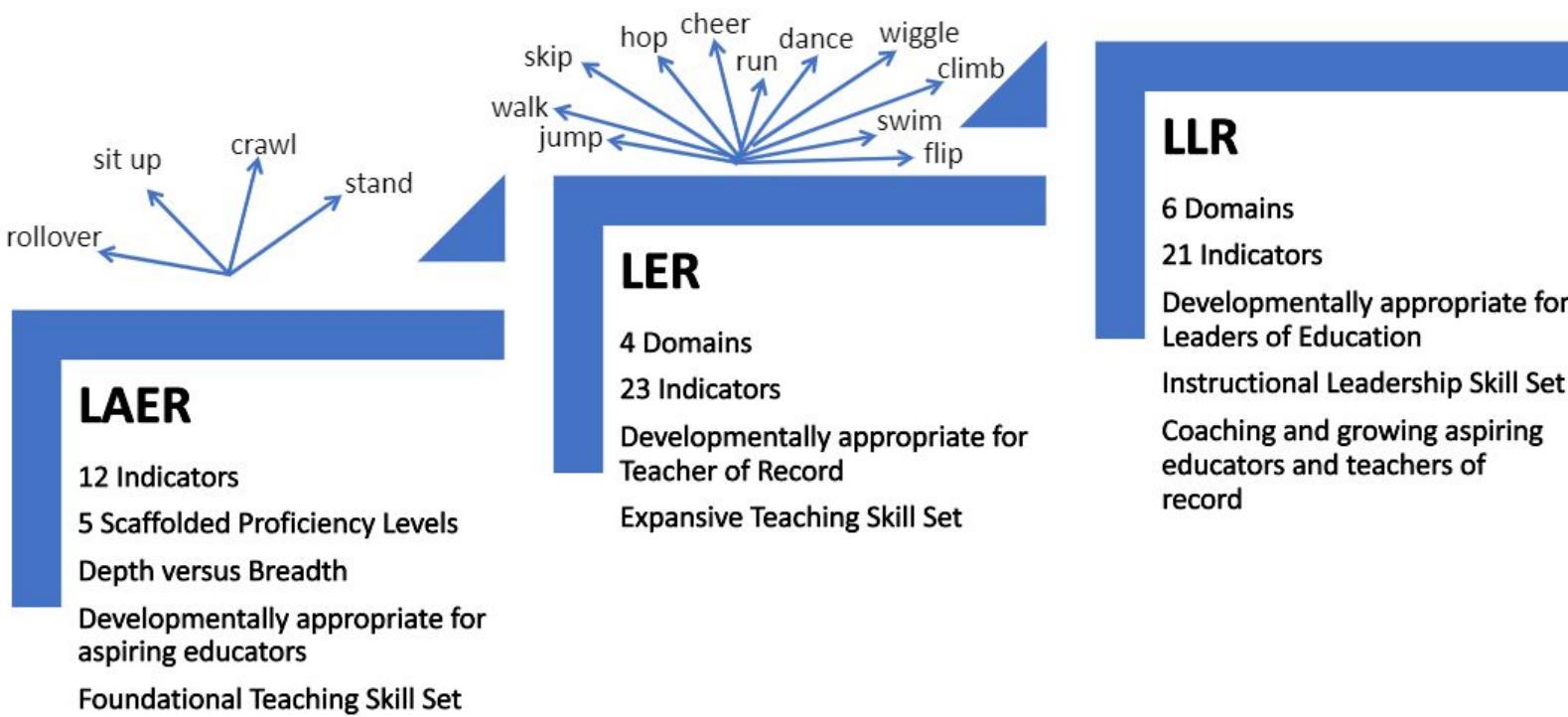
The LDOE has updated the [Louisiana Teacher Competencies document](#) to reflect current policy competency requirements for math.

Consider using the [Numeracy Professional Learning courses](#) aligned to [Act 260](#) as a guide when enhancing coursework to align to the current Louisiana Mathematics Teacher Competencies.

Please visit the [Preparation Library](#) to access that resource or other resources you may find helpful as you continue to grow and improve your programs.



LAER vs LER



Louisiana Art and Science of Teaching Reading

The Louisiana Art and Science of Teaching Reading subsection is available in the [Literacy Professional Growth](#) section of the [Literacy Library](#).

- [The Science and Art of Teaching Reading Course Code](#)
- [The Science and Art of Teaching Reading Course FAQ](#)

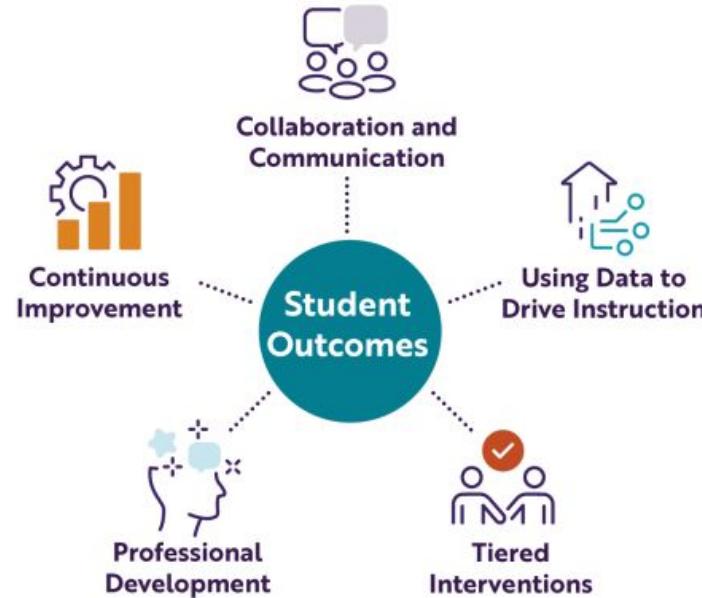
Please contact louisianaliteracy@la.gov with questions.



Launching Louisiana Tiered Pathways for Literacy Support

Launching Louisiana Tiered Pathways for Literacy Support (TPLS) resources are now available in the Literacy Library.

- [TPLS System Leaders Recording](#)
- [TPLS System Leader Slide Deck](#)
- [TPLS Note Catcher](#)



Please contact louisianaliteracy@la.gov with questions



Catalog of Supports for Literacy Teachers

The [Catalog of Literacy Instructional Supports for Teachers](#), now available on the [Louisiana Literacy Professional Growth Page](#), lists all available literacy professional development by grade band including highly recommended courses and resources for new teachers. Some of the topics covered are:

- DIBELS Best Practices
- Content Literacy
- Secondary Reading Interventions
- The Science and Art of Reading
- English and Reading ACT

Please contact louisianaliteracy@la.gov with questions.



Catalog of Supports for Literacy Leaders

The [Catalog of Supports for Literacy Leaders](#), now available on the [Louisiana Literacy Professional Growth Page](#), lists professional learning opportunities which allow leaders to deepen their knowledge of literacy best practices. Some topics covered include:

- The Science and Art of Reading
- Launching Louisiana Tiered Pathways for Literacy Support for Leaders
- DIBELS
- Reading Interventions in Secondary Schools
- Content Literacy

Please contact louisianaliteracy@la.gov with questions.



Closing



Provider Spotlight

We want to celebrate YOU!

Please share with us the amazing things you are doing in your program(s) by completing the [iotform](#).

We will share out the great news each month in our monthly preparation provider newsletter.



Helpful Links

[Preparation Library](#)

[Teacher Preparation Approval Resource](#)

[Mentor and Resident Funding Slide Deck](#)

[Pre-ed pathway](#)

[Grow Your Own Learning Visit Registration](#)

[Geaux Teach Scholarship](#)

[PLPG Training and Resources](#)

[Updated Contact Form](#)

[Literacy Guidance Document](#)

[FTP Link](#)

[Guide for Dyslexia in Louisiana](#)

[Provider Spotlight Form](#)

[Educator Fingerprinting Packet](#)

[2026-2030 High-Need School List](#)



2025-2026 Monthly Call Dates

Join using this [zoom link](#).

~~August 27, 2025~~

February 25, 2026

~~September 24, 2025~~

March 25, 2026

~~October 29, 2025~~

April 29, 2026

~~November 19, 2025~~

May 20, 2026

~~December 17, 2025~~

June 24, 2026

~~January 28, 2026~~

July 29, 2026

*Prep provider calls are on the last Wednesday of each month at 10 a.m.

