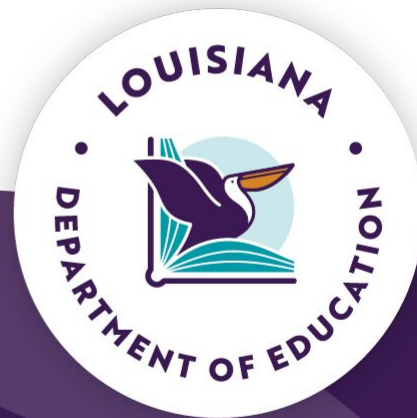


Teaching and Learning Call

December 3, 2025



Agenda

- I. Spotlight: Quality Lesson Preparation
- II. Academic Content
- III. Numeracy
- IV. Literacy
- V. Diverse Learners
- VI. Educator Talent and Workforce Development
- VII. Teacher Leader Summit

Suggested participants for this call:

- Chief Academic Officers/Curriculum Supervisors
- Literacy Coordinators
- Special Education Supervisors
- English Learner Supervisors
- Content and Mentor Leader Coordinators
- Talent Supervisors
- EdTech Directors and Coaches



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

- K-2 [Skills](#) and [Knowledge](#) Unit Tools
- K-2 [Skills](#) and [Knowledge](#) Lesson Prep
- [3-12 Unit Study Tool](#)
- [3-12 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 mastered before this unit? <ul style="list-style-type: none">Which foundational skills 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:

- Skills and knowledge required for end-of-unit assessment
- Expectation for mastery by the end of the unit (exemplars or working the problems)
- How skills and knowledge build over the course of the unit
- Text demand (literacy) and problem solving (numeracy) that students need to access themselves

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.



K-2 Skills Unit Preparation Protocol



Teaching and Learning

K-2 Literacy Skills Unit Preparation Tool

Guidance for teachers unpacking and analyzing foundational literacy skills units in grades K-2

Unit		
Title of Unit	# Cycles or Weeks in the Unit	# Lessons in the Unit


Step	Guiding Question	Preparation Guidance	Notes
STEP 1 Connect to Prior Learning and Current Assessment Data	What does current assessment data tell us about student readiness?	<p>Use prior instruction and assessment results to determine whether students are ready for new learning or need additional support or acceleration.</p> <ul style="list-style-type: none">What foundational skills were targeted in the previous unit(s), and how do they connect to the current unit's goals?What does recent assessment data (e.g., screeners, progress monitoring, curricular assessments) reveal about students' current skill levels?What were some common challenges for students?	

- Strengthens teacher understanding of how foundational skills develop across a unit
- Promotes coherence and continuity in instruction across phonological awareness, phonics, and fluency
- Supports intentional, data-informed preparation aligned to the Science of Reading and the HQIM

Please contact louisianaliteracy@la.gov with questions.



K-2 Skills Lesson Preparation Protocol

 LOUISIANA DEPARTMENT OF
EDUCATION

Teaching and Learning

K-2 Literacy Skills Lesson Preparation Tool

Guidance for K-2 teachers to design and enhance core literacy skills lessons

PHASE ONE: Designing Effective Instruction	
Step	Preparation Guidance
STEP 1 Connecting to Prior Learning and Targeted Skills	<ul style="list-style-type: none">What literacy skills and standards will be targeted in the current lesson, and how do they connect to previous lesson(s) and the unit's goals?Are the skills being taught for the first time or reviewed?How are letter sounds and spelling patterns articulated?What is an exemplar student response to the question(s) and tasks noted above, and what does "mastery" look like in this lesson?
STEP 2 Delivering Effective Instruction	<ul style="list-style-type: none">What materials do I need to prepare for this lesson?According to the lesson's scope and sequence, how many minutes will I allocate to each part of the lesson to ensure I can complete everything in the allotted time?What explanations of rules for sound and spelling patterns need to be articulated to students?In what ways do the direct and explicit routines, such as modeling and guided practice, lead to the understanding of the skills for students?
STEP 3 Determining Level of Transfer	<ul style="list-style-type: none">How will I check for understanding of objectives (reading, writing, listening, speaking), and how will I use the data collected to guide next steps?What specifically will I look for during guided and independent practice as evidence of mastery?How does each independent practice activity allow students to develop mastery in the target skills and competencies in the lesson?How do the practice activities allow teachers to assess and provide targeted feedback on individual students' understanding of the target skills of the lesson?

- Builds directly from the completed Unit Preparation Protocol
- Organizes planning into two phases
- Guides teachers to anticipate challenges, plan differentiation, and deliver explicit instruction
- Promotes effective use of practice opportunities and academic feedback

Please contact louisianaliteracy@la.gov with questions.



K-2 Knowledge Unit Preparation Protocol



K-2 Knowledge Unit Preparation 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 (HQIM) build students' knowledge and comprehension skills in preparation for end-of-unit/module assessments. The end-of-unit/module assessment aligns with grade-level standards. Use the K-2 Knowledge Unit Preparation Protocol to engage in the unit preparation process during teacher collaboration time. Additional support for this tool is provided on the [Louisiana Professional Learning Platform](#).

Preparing to Teach a Unit

Step 1: Start with the End in Mind

- ☐ Review the unit/module introduction or overview and familiarize yourself with the central/focus questions.
- ☐ Analyze the end-of-unit/module assessment and supporting resources (e.g., answer keys, checklists, rubrics, exemplars) to determine the content knowledge and comprehension skills demanded by the standards assessed in the assessment.
- ☐ Determine how the curriculum's instructional approaches for speaking, listening, reading, and writing are designed to support all students throughout instruction.

Step 2: Texts at the Center

- ☐ Read all core and supplementary texts to identify the knowledge of each text.
- ☐ Annotate texts to indicate the qualitative [literary](#) and [informational](#) text elements with which students may struggle throughout the unit/module.

Step 3: Trace High-Level Knowledge and Skills Through Assessment (Implement Step 3 when HQIM has assessments before the unit/module assessment.)


- ☐ Access exemplars from the HQIM and create student exemplars as needed for each formative assessment from the unit/module.
- ☐ Complete all assessments from the unit/module to determine the key knowledge and comprehension skill demands of each assessment and trace the development of those throughout the unit/module.

- Begins with the end in mind by unpacking end-of-unit assessments
- Centers texts as levers for knowledge-building
- Traces key knowledge and skills through formative assessments
- Used collaboratively during teacher planning time

Please contact louisianaliteracy@la.gov with questions.



K-2 Knowledge Lesson Preparation Protocol



K-2 Knowledge Lesson Preparation Protocol

Understanding the backwards design of the knowledge-building units or modules of study within the HQIM is also important to understanding how to plan at the lesson level. Curriculum-embedded formative assessments assist teachers with determining student progress toward the end-of-unit assessment or culminating activities, making it essential to plan lesson supports that strategically guide students toward mastery. Additional support for this tool is provided on the [Louisiana Professional Learning Platform](#).

Step One: Review K-2 Knowledge Unit Preparation Protocol

- ❑ Review the completed preparation protocol for the current unit.
- ❑ Read the lesson introduction and consider connections to the overarching unit objectives.
- ❑ As you complete Step Two, evaluate the connection between the comprehension skill look-fors that you identified during the unit preparation and individual lesson look-fors.

Step Two: Supporting All Students with Lesson Annotations

Phase One: Initial Analysis

- ❑ Determine the purpose of each lesson segment, activity, and question in order to set a learning objective.
- ❑ Identify formative assessment opportunities to assess for mastery of the lesson's learning objective(s).
- ❑ Determine how you will deliver instruction so that students master the learning objective (modeling, direct and explicit instruction, opportunities for practice with feedback, etc.).

Phase Two: Advanced Analysis

- ❑ Use recent formative assessment data to anticipate possible comprehension difficulties or misconceptions.
- ❑ Adjust lesson timing if additional modeling, guided practice, and student response opportunities are needed.
- ❑ Develop additional questions to provide in-the-moment support based on student look-fors and anticipated student misconceptions as needed.
- ❑ Select additional recommended supports from the curriculum to include in the lesson as needed.
- ❑ Identify places where adjustments may need to be made to student groupings (e.g., whole group, small group, partner work).
- ❑ Determine whether or not any additional small group targeted support may be needed.

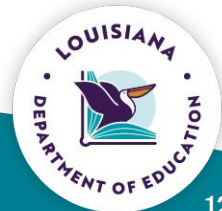
Note: Some knowledge-building curricula include data tools to guide instructional decision-making. At times, teachers may need to make adjustments to a lesson to meet the needs of students. When these changes are made, teachers should provide a rationale for the adjustments. See a sample [annotated teaching guide](#).

Step Three: Materials Matter

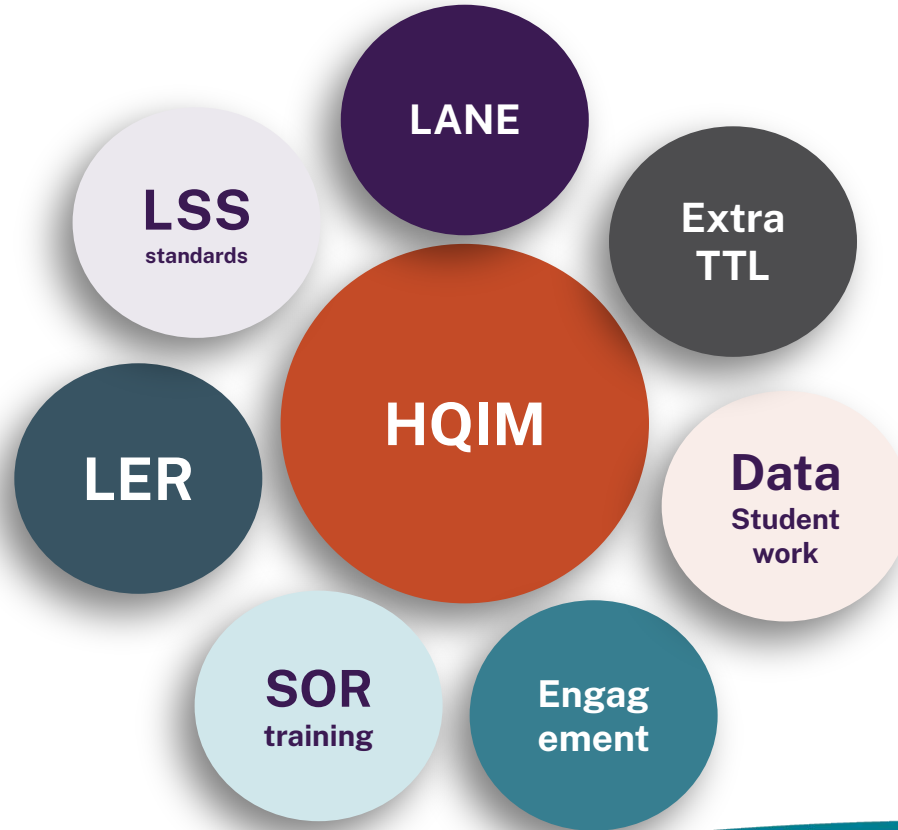
- ❑ Identify which materials are needed for each segment and ensure student access to those materials.
- ❑ Plan clear procedures for distributing materials efficiently and minimize disruptions to instructional time.
- ❑ Create and display any anchor charts or additional visual supports for students with the lesson.
- ❑ Secure technology needed for students to complete the lesson.

- Builds directly from the Unit Preparation Protocol
- Focuses on lesson-level decision-making and differentiation
- Includes initial and advanced analysis phases
- Ensures materials, routines, and supports are intentionally planned

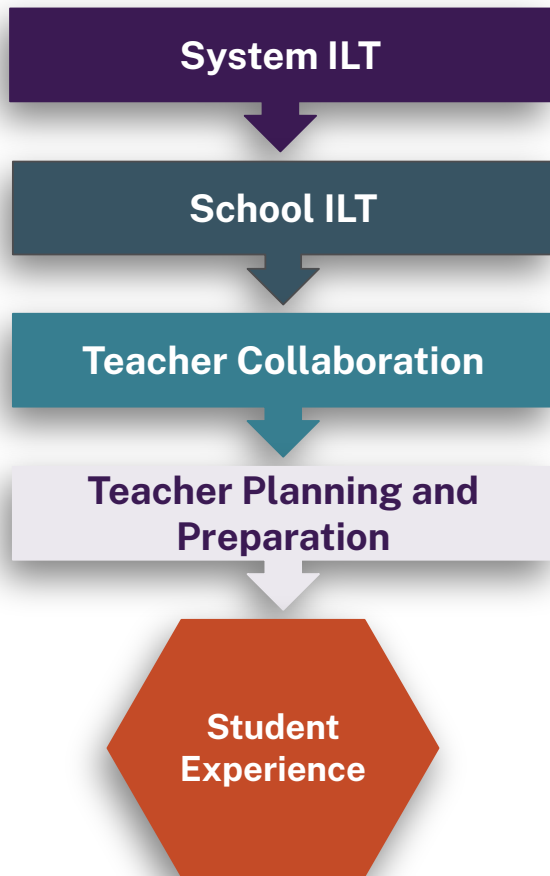
Please contact louisianaliteracy@la.gov with questions.



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.

Academic Content



Instructional Materials Review Update

Recently Published Tier 1 Materials

Newly rated Tier 1 curricula are listed below. All reviewed curricula can be found on the [Tiered Reviews](#) webpage.

Publisher	Title	Core Subject	Tier
Carolina Biological Supply Company	OpenSciEd Chemistry, Carolina Certified Version (©2025)	Science	Tier 1
Kiddom	Core Knowledge Bayou Bridges: Powered by Kiddom, Grade 1 (©2024)	Social Studies	Tier 1

State Reviews Reports: [Weekly Report](#) and [Comprehensive Tiered Report](#)

Please contact louisianacurriculumreview@la.gov with questions.



Instructional Materials Review Update

Recently Published Tech Readiness Endorsement

The LDOE conducts ongoing Tech Readiness reviews of [Tier 1 materials](#) to support school systems in selecting materials. The following curricula have successfully obtained the [Tech Readiness Endorsement](#).



Publisher	Title	Core Subject
Savvas Learning Company LLC	enVision Math, Grades K-5	Math

Please contact digitallearning@la.gov with questions.



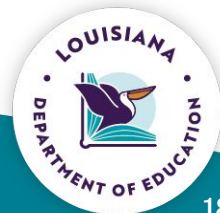
Instructional Materials Review Update

State reviews are published for a period of 6 years on the [Tiered Reviews](#) webpage. After this 6 year period, the published reviews are archived and are moved to the [Archived Tiered State Reviews report](#). See all [Archive Dates for Tier 1 and 2 Reviews](#).

Tier 1 reviews that will archive on December 31, 2025, include:

- Activate Learning, LLC -IQWST, Grades 6 and 8 (Grade 7 has already archived)

Please contact louisianacurriculumreview@la.gov with questions.



Public Comment on Revised Standards

The 2025 K-12 Math and ELA Standards Review Committee met during the spring and summer to revise the K-12 Louisiana Student Standards for Math and ELA.

- [Public comment](#) on the revised standards is now open and will close on **January 30, 2026.**

Additional information:

- [standards review process](#)
- [standards review committee resources](#)

Please contact classroomsupporttoolbox@la.gov with questions.



Youth Legislature of Louisiana

Youth Legislature of Louisiana introduces students to the legislative process and empowers them to step into the role of lawmakers by:

- Experiencing a mock legislative session; and
- Debating real issues with peers from across the state.

Contact youthlegislatureofla@gmail.com by **December 15** to apply for a 2025-2026 session or to learn more about Youth Legislature of Louisiana.



Please contact socialstudies@la.gov with questions.

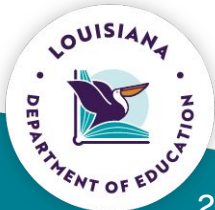


Social Studies Office Hours

Join the LDOE 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](#).

- **Webinar Date and Time:** December 3 at 3:15 p.m.
- [Webinar Link](#)
- **Webinar Phone Number:** 1-346-248-7799
- **Meeting ID#:** 974 3607 5546

Please contact socialstudies@la.gov with questions.



Social Studies Pacing Guidance Document

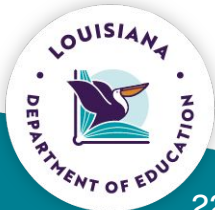
The LDOE has released pacing guidance for [Bayou Bridges: A K-8 Social Studies Curriculum](#) and [Foundations of Freedom: A Louisiana Civics Program](#).

This guidance supports leaders in:

- Providing a flexible framework for planning and organizing instruction;
- Ensuring all standards and curriculum objectives are addressed; and
- Supporting consistent progress across classrooms.

The pacing guidance document is available on the [Bayou Bridges](#) and [Foundations of Freedom](#) webpages under Implementation Resources.

Please contact socialstudies@la.gov with questions.



Social Studies Competencies Focus Group

The LDOE invites social studies teachers and instructional leaders to join a focus group supporting the development of Louisiana Teacher Preparation Competencies. These competencies outline the knowledge and skills teacher candidates need to know to effectively teach the [2022 Louisiana Student Standards for Social Studies](#).

Interested participants should complete the [registration form](#) by **December 5, 2025**.

Please contact socialstudies@la.gov with questions.



Land of Liberty: The History of the United States

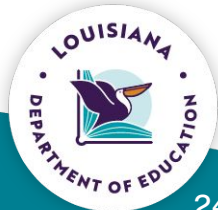
The LDOE is excited to announce the launch of the new [Land of Liberty: The History of the United States webpage](#). Now CAO's and system leaders can

- access a sample Land of Liberty unit;
- take a closer look at curricular components; and
- consider print options.

The complete Land of Liberty curriculum will be accessible in spring 2026.



Please contact socialstudies@la.gov with questions.



Activate Learning IQWST Tier I Status Archiving

Under [RS. 17:351.1.b](#), state reviews are [published](#) for six years, after which they are [archived](#).

School systems with labeled schools currently using IQWST will need to choose alternative Tier I materials for the 2026-2027 school year. **The Tier I status of IQWST will be honored for the remainder of the current school year.**

Transition Support Calls will be held on the following dates:

- December 5: [11 a.m.-12 p.m.](#) or [1-2 p.m.](#)
- December 9: [12-1 p.m.](#)
- December 11: [2:30 -3:30 p.m.](#)

Additional support is available upon request.

Please contact STEM@la.gov with questions.



Computer Science Education Week (CSEdWeek)

Join this initiative to bring computer science education experiences to all students!

- **Dates:** December 8-14
- **Theme:** CS Powers AI Innovation

Resources and activities to support and encourage teachers to participate in CSEdWeek are available through the LDOE's computer science [webpage](#).

Please contact STEM@la.gov with questions.

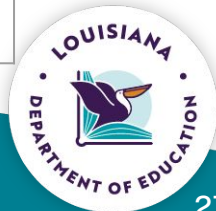


Computer Science Implementation Regional Tour

- The LDOE is hosting a regional tour to support school system leaders in developing a comprehensive K-12 computer science implementation plan.
- This session will focus on developing effective, system-level strategies using key resources from the [Louisiana K-12 Computer Science Education Plan](#).

Date	Location	Registration Link
January 28, 2026	Tangipahoa	Registration
February 5, 2026	East Baton Rouge	Registration
February 24, 2026	Bossier	Registration

Please contact STEM@la.gov with questions.



Updated Digital Literacy Guidance

- The LDOE has released updated [Digital Literacy Guidance](#).
- The document serves as a **flexible framework**, not a curriculum, intended to support schools in modeling technology in instruction at the appropriate grade level.
- The guidance outlines **digital literacy target skills** organized by grade band (e.g., K-2, 9-12) for each core competency.
- It includes **example connections** across multiple subjects, including mathematics, ELA, science, and social studies, along with examples of alignment with the Louisiana Student Standards (LSS).

Please contact digitallearning@la.gov with questions.



LDOE World Language Tech Passport

- Explore these LDOE EdTech resources for integrating technology into **world language instruction**:
 - [AI Translation for World Languages](#)
 - [Interpretive Reading Tools in World Language Instruction](#)
 - [Video Creation Support and Tools for World Language Instruction](#)
- Each guide provides implementation strategies, best practices, and relevant tools.
- Continue to visit the [Digital Learning website](#) for updates and resources.

Please contact digitallearning@la.gov with questions.



For questions about...	Contact...
Math	math@la.gov
ELA and ELA Guidebooks	elaguidebooks@la.gov
Computer science, science, and STEM	STEM@la.gov
Environmental education	environmentaleducation@la.gov
Social studies	socialstudies@la.gov
Textbooks and instructional materials review, tiered reviews, vendors, and Professional Learning Partner Guide	louisianacurriculumreview@la.gov
Teacher Leader Advisors	classroomsupporttoolbox@la.gov
World language/immersion	language.acquisition@la.gov
Educational Technology/Digital Learning	digitallearning@la.gov
All other standards, curriculum, and instruction	classroomsupporttoolbox@la.gov

Academic Content Contacts

Numeracy



K-3 Numeracy Screener

The LDOE is implementing the K-3 Numeracy Screener in alignment with [Act 650 \(2024\)](#) and [Bulletin 118](#). The 2025-2026 school year administration of the screener will be a part of a learning year.

- Beginning of Year Screener Window (BOY): First 30 days of school
- Middle of Year Screener Window (MOY): December
- End of Year Screener Window (EOY): April

Please contact assessment@la.gov with questions.



Numeracy Screening: District Administered Collection Update

All school systems should be following the [Interim Guidance for Math Numeracy Screeners](#) to administer their own system-level K-3 numeracy screener for all three windows.

UPDATE: Middle-of-year and end-of-year data from the system-selected screeners will not be required submissions to EdLink 360. Schools are still required to follow the guidance linked above, but will not be required to submit their data to the LDOE.



Community of Practice for Math Leaders

The LDOE is partnering with the Charles A. Dana Center to launch a [Community of Practice for Math Leaders](#). Participants will engage in a collaborative space to strengthen math teaching and coaching across Louisiana.

- Connect and collaborate with math leaders statewide
- Share best practices and coaching strategies
- Focus on effective use of High-Quality Instructional Materials (HQIM)
- Monthly virtual meetings (2 hours) beginning in January
- Culminating session at the [2026 Teacher Leader Summit](#)
- Submit interest form by January 12, 2026

Please contact math@la.gov with questions.



Louisiana Numeracy Excellence Act

The [Louisiana Numeracy Excellence \(LANE\) Act of 2025](#) expands the [Act 260 \(2023\)](#) requirements for numeracy professional learning.

- Act 260 requires all grades 4-8 math teachers to complete numeracy professional learning by August 2025.
- LANE requires all K-3 math teachers to complete numeracy professional learning by August 2027.
- Please see the [Numeracy Professional Learning](#) guidance for more information.

Please contact math@la.gov with questions.

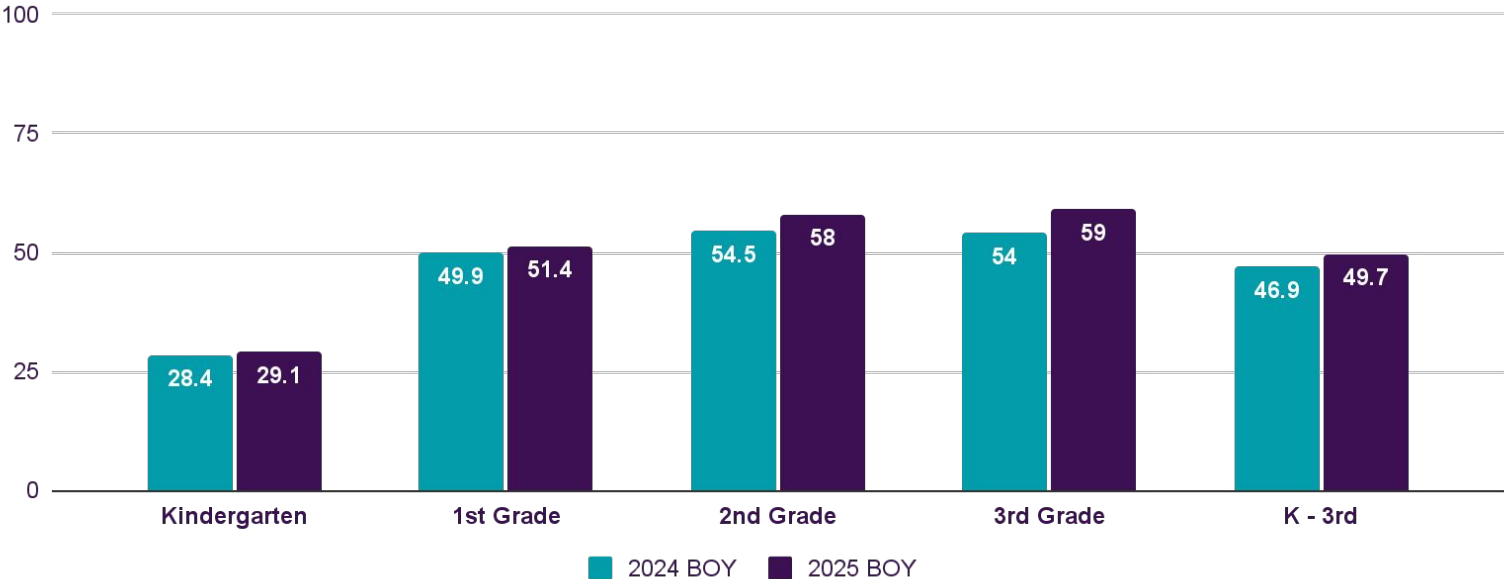


Literacy



Fall 2025 Reading Report

Fall 2024 to Fall 2025 Comparison of On or Above Level Results



Please contact louisianaliteracy@la.gov with questions.



Literacy Myth Buster: Science and Social Studies

Myth: Literacy instruction happens only during ELA, so we should focus our time and resources there.

Truth: Students build strong reading comprehension when they acquire background knowledge, academic vocabulary, and content-specific language structures, much of which comes from science and social studies, not just ELA.

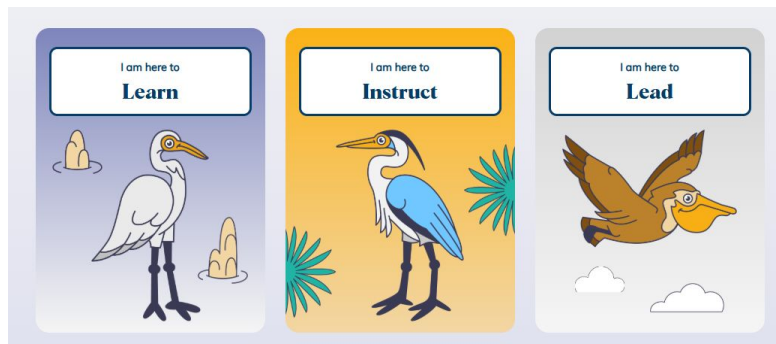
Additional tools: [Content Literacy Support Resources](#)



Grade 3: Instructional Preparation and Tiered Support

The new course is available on the [Louisiana Professional Learning Platform](#) to support Grade 3 literacy teachers.

Course Code: **15E4719D**



Course Title: Grade 3: Instructional Preparation and Tiered Support ⚙️

Course Code: **15E4719D**

> Module 1: Unit Preparation 🔗

> Module 2: Lesson Preparation for High Quality Daily Instruction 🔗

> Module 3: Direct and Explicit Daily Instruction 🔗

> Module 4: Assessment and Success Criteria 🔗


> Module 5: Planning Individualized Instruction 🔗

> Module 6: Targeting Foundational Skills Inside Tier II Intervention 🔗

Please contact louisianaliteracy@la.gov with questions.



3-12 Literacy Extension Guidance



Tiered Assignments Process

Step 1: Identify the Core Learning Objective
Using phase one of the [ELA lesson preparation protocol](#), determine the purpose of each activity, as well as the knowledge and skills necessary to **set a daily learning objective through lesson preparation**.

Step 2: Determine the Lesson Assessment
Using phase one of the [ELA lesson preparation protocol](#), determine how you will **assess mastery of the lesson learning objective** and create exemplars if needed.

Step 3: Tier the Assignment through Content, Process, and Outcome
All students complete **the same essential assignment**, but the **content, process, or outcome** is adjusted to match readiness and push thinking further. Lessons can be adjusted for one or more, but do not need to incorporate all three. Be sure to keep the goal consistent. The difference is in how deeply and independently students explore it.

Content

In addition to the HQIM concept and materials, teachers can adjust the complexity, abstraction, or perspective of the materials.

Teacher Options for Differentiating Content:

- Use challenging text sets aligned to the unit to promote a volume of reading.
- Add multiple or conflicting viewpoints.
- Integrate background research, history, or real-world context.
- Embed more advanced vocabulary and academic language.
- Offer open-ended or abstract questions that require reasoning.
- Include primary sources or independent readings that connect ideas.

Example:
All students study "freedom" as a theme.
Advanced learners analyze legal texts that investigate the limits of freedom, such as excerpts from political theory, landmark legislation, or historical debates about civil liberties, to explore how freedom is defined, restricted, or expanded in different contexts.

- A streamlined resource for planning Tier 1 extensions for students who have already met proficiency
- Provides clear, manageable options to deepen learning within existing HQIM lessons
- Ensures extension tasks are aligned to lesson learning objectives and promote higher-level thinking
- Designed for use during regular class periods, or short intervention blocks

Please contact louisianaliteracy@la.gov with questions.



Professional Learning and Implementation

Refer to the [Menu of Services](#) for implementation support.



From our team to your classroom—custom support, tailored to your school or system.

Whether you're building strong lesson plans, supporting new teachers, or strengthening collaboration, our experts are here to help.

Browse our full Menu of Services made to order and ready to go!

Please contact louisianaliteracy@la.gov with questions.



High-Dosage Tutoring Quality Assessment

School and system leaders are encouraged to regularly observe high-dosage tutoring sessions to ensure quality and provide targeted feedback to tutoring providers.

Leaders are encouraged to utilize the [High-Dosage Tutoring Quality Assessment](#) tool during observations. This tool supports consistent monitoring of session quality, guides constructive feedback, and ensures tutoring remains tightly aligned with core classroom instruction.

Please contact tutoring@la.gov with questions.



High-Dosage Tutoring Fiscal Monitoring

Fiscal Reporting for HDT expenditures in Quarters 1 and 2 are due in eGMS by **January 31**.

Supporting documentation/receipts matching the reported expenditure amounts should be uploaded, including:

- Salary and benefits for full or part time LEA staff providing tutoring based on the percentage of time spent delivering high-dosage tutoring
- Services provided by approved external tutoring providers

Please see the [Accelerate: High Dosage Tutoring Guidance](#) document for more information.

Please contact tutoring@la.gov with questions.



School Support Institutes Session 2

Session 2 Dates & Venues:

January 21 – **New Orleans Cohort** - Pontchartrain Convention Center, Kenner

January 22 – **Baton Rouge Cohort** – Cook Hotel & Conference Center

January 23 – **Lafayette Cohort** – University of Louisiana at Lafayette

January 27 – **Monroe Cohort** – University of Louisiana Monroe, Bayou Pointe

January 28 – **Shreveport Cohort** – Hilton Garden Inn, Bossier City

Please see the [overview document](#) for more information.

Please contact SSIsupport@la.gov with questions.



System Leader Regional Collaboration Session 2

Session 2 Dates & Venues:

January 22 – **Baton Rouge Cohort** – Cook Hotel & Conference Center

January 23 – **Lafayette Cohort** – University of Louisiana at Lafayette

January 27 – **Monroe Cohort** – University of Louisiana Monroe, Bayou Pointe

January 28 – **Shreveport Cohort** – Hilton Garden Inn, Bossier City

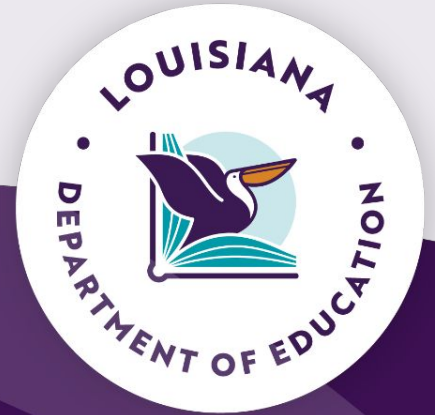
Pathways include: Instructional Coherence, Leadership Capacity Building, System Coherence, Attendance, High School Opportunities, and Business Leaders Collaboration.

Please see the [overview document](#) for more information.

Please contact SSIsupport@la.gov with questions.



Diverse Learners



Dyslexia Core Assessment Program

- [Act 517](#) (2024) established a statewide pathway for identifying and supporting students flagged as “at risk” for dyslexia. The LDOE is preparing for the launch of an online application portal, which will allow families to apply for up to \$500 in reimbursement for a dyslexia core assessment conducted by an [approved provider](#).
- Applicants interested in becoming a certified Dyslexia Core Assessment [provider](#) should complete the Dyslexia Core Assessment Vendor Application, submitted through the [JotForm](#) platform.
- Additional guidance and school communication tools will be shared ahead of the program’s January 2026 launch.

Please contact diverselearnersupport@la.gov with questions.



Act 479: Seclusion and Restraint Update

- Act 479 revised Louisiana's requirements regarding the use of seclusion and restraint and the Crisis Prevention Institute (CPI) is supporting systems in implementing safe and compliant practices.
 - This partnership includes guidance on the use of safety interventions and the safe administration of seclusion and physical restraint throughout the duration of a restrictive intervention
 - To assist systems without currently certified CPI instructors, CPI is offering de-escalation and Nonviolent Crisis Intervention instructor training
 - Eligible systems may register two participants for the certification sessions in Lafayette and Shreveport, scheduled for December 9–11, 2025.

Please contact avance@crisisprevention.com with questions.



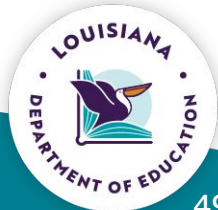
Annual Dyslexia Reporting

School systems are required to annually report the number of students with dyslexia currently enrolled and the number of students newly identified with dyslexia in the prior school year.

The [dyslexia reporting form](#) is open. All school systems must submit the dyslexia reporting form by **December 15**.

[Dyslexia reporting guidance](#) is available in the [Students with Disabilities library](#).

Please email specialeducation@la.gov with questions.



English Learner Institute

The LDOE is excited to announce its upcoming **English Learner Institute**. This event will provide essential information and updates regarding English Learners.

The institute will focus on best practices for supporting English Learners, and also feature speakers who are experts in the field. We encourage all **EL Directors/Coordinators** to attend and participate in this opportunity to learn and collaborate with colleagues from across the state.

Please mark your calendars for:

- [January 26, 2026](#) (Registration closes January 16, 2026)
- [March 16, 2026](#) (Registration closes March 9, 2026)
- [May 14, 2026](#) (Registration closes May 7, 2026)

Please contact diverselearnersupport@la.gov with questions.



Transition Planning Guidance for IEP Teams

- Transition services are a coordinated set of activities for students with disabilities, designed as a results-oriented process to improve academic and functional achievement.
- Transition [guidance](#) is available online, including information about:
 - Components of supports
 - Compliance examples
- Guidance has been developed for IEP teams to begin early transition planning for middle school, high school, and beyond to aid in building skills, setting goals, and ensuring smooth transitions
 - [Middle School Transition Planning Checklist](#)
 - [High School Transition Planning Checklist](#)

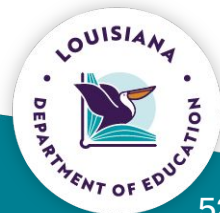
Please contact diverselearnersupport@la.gov with questions.



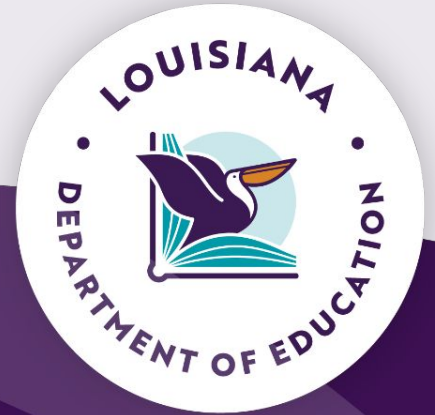
Behavior Guidance & Support Framework for Early Childhood (LA 4)

- Behavior [guidance](#) is now available on the LDOE's website, including information about:
 - Supports for students with an IEP or significant behavioral needs;
 - Crisis response and student removal procedures;
 - Supports for teachers, support staff, and principals; and
 - Behavior supports: permitted versus not permitted.

Please contact diverselearnerssupport@la.gov with questions.



Educator Talent and Workforce Development



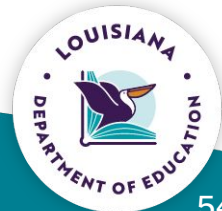
LEADS Resources

Resources to support first-semester evaluation implementation are available in the [LEADS Library](#).

- [Other Personnel Guidance](#)
- [LEADS Evaluation Frequently Asked Questions](#)
- [Pre-Conference Template](#) and [Post-Conference Template](#)
- [PGP/Coaching Plan Template](#), [PGP/Coaching Plan Samples](#), and [Counselor PGP/Coaching Plan Template](#)
- [LLR Evidence Collection Sheet](#)
- [Student Learning Target Reflection Tool](#)

Materials to support rater reliability are also available in the [Professional Learning Platform: LEADS Public Collections](#).

Please contact LEADS@la.gov with questions.



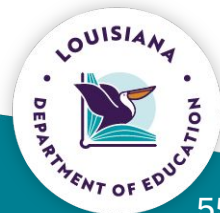
Staffing and Scheduling

The LDOE, in partnership with New Solutions K-12, is gathering input from school leaders and system-level academic leaders to better understand how schedules and staffing are organized across the state.

By completing a brief survey, you can directly influence the design of statewide supports that enhance scheduling and staffing effectiveness for all Louisiana schools. Survey links are below:

- [School Leader Survey Link](#)
- [School System Leader Survey Link](#)

Please contact louisianaleaders@la.gov with questions.



Pre-Educator Regional Events

Location	Dates
<u>McNeese Unlock Education Event</u>	December 9
<u>Northwestern's Regional Event</u>	January 21
<u>Louisiana State University (Baton Rouge) Regional Event</u>	January 28
<u>University of Louisiana at Lafayette Regional Event</u>	February 6
Louisiana State University at Alexandria Regional Event*	February 27
Nicholls Regional Event*	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.



Teacher Leader Summit 2026



Teacher Leader Summit 2026

Reminder: The Call for Proposals period for [Teacher Leader Summit 2026](#) closes on **December 5!** Please submit proposals through [Sessionboard](#).

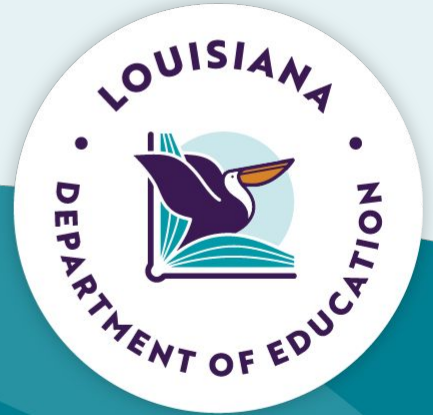
Presenters will be notified of acceptance by **February 13, 2026**.



Please contact LDOEvents@la.gov with questions.



Call Summary



Key Deadlines & Action Steps

December	<ul style="list-style-type: none">December 5: Final day for TLS 2026 Call for Presentation applicationsDecember 9: Pre-Educator McNeese Unlock Education EventDecember 15: Annual Dyslexia Reporting due
January	<ul style="list-style-type: none">January 20: Presidential AI Challenge project submission deadlineJanuary 21: Pre-Educator Northwestern Regional EventJanuary 30: Public comment on revised Math and ELA standards closes.
February	<ul style="list-style-type: none">February 3: Pre-Educator Site Visit: Lafayette Parish Schools



Upcoming Webinars, Calls, and Events

Month	Date, Time: Title and Zoom Link
December	<ul style="list-style-type: none">December 5, 11 a.m.: IQWST Transition Support Call 1December 5, 1 p.m.: IQWST Transition Support Call 2December 9, 9 a.m.: Science Leader Community of Practice webinarDecember 9, 12 p.m.: IQWST Transition Support Call 3December 11, 2:30 p.m.: IQWST Transition Support Call 4
January	<ul style="list-style-type: none">January 28: Computer Science Implementation Regional Tour: Tangipahoa
February	<ul style="list-style-type: none">February 5: Computer Science Implementation Regional Tour: East Baton RougeFebruary 24: Computer Science Implementation Regional Tour: Bossier

