



---

**Principal Webinar**  
**August 28, 2023**  
**1:00 p.m.**

---

# Upcoming Webinars and Information



# Practicing Principal Webinars and Newsletters

- Practicing Principal Webinars will be held at 1 p.m.:
  - Monday, September 25 - Social Studies Updates
  - Monday, October 23 - Accountability: Interests and Opportunities
- Use [this link](#) to subscribe to the principal monthly newsletter.
- Email [louisianaleaders@la.gov](mailto:louisianaleaders@la.gov) with any questions.

# Compass Information System (CIS) Updates

The deadline to finalize 2022-2023 teacher, counselor, and librarian evaluation data in the [Compass Information System \(CIS\)](#) will follow VAM release in October.

- All non-VAM evaluations can be finalized now
- VAM teacher evaluations must be finalized following VAM release

Leader evaluations for 2022-2023 can be finalized following the release of School Performance Scores (SPS) in late fall.

Please contact [compass@la.gov](mailto:compass@la.gov) with questions.

# Evaluation Updates

Per Bulletin 130, all evaluators must renew certification annually. The [2023-2024 Rater Reliability Evaluator Training](#) and [companion](#) are available in the [Compass Library](#).

- The [2023-2024 Evaluation Guide for Teachers](#) is also available in the Compass Library.

Systems are encouraged to begin setting [Student Learning Targets \(SLTs\)](#) and conducting observations.

- Per Bulletin 130, evaluators and evaluatees must meet to discuss all SLTs.
- Per Bulletin 130, all educators will require two observations for the 2023-2024 school year.

Please contact [compass@la.gov](mailto:compass@la.gov) with questions.

# Student Learning Targets (SLTs)

Two Student Learning Targets (SLTs) are required for teachers and leaders.

- SLTs for Teachers should be based on [approved assessments](#). State assessments should not be used for SLTs.
- Teacher SLTs can be individual, tiered, or targeted.
- One leader SLT is based on the School Performance Score, and one is based on a component of the School Performance Score.
- The [SLT Guidance and Sample Templates](#) provides detailed guidance to assist in writing SLTs.
- Additional resources are available in the [Compass Library](#).

Please contact [compass@la.gov](mailto:compass@la.gov) with questions.

# LEAN Practices for School and System Leaders

The Department, in partnership with A3 Solutions, is developing a cohort for school systems to internally review and streamline teacher work processes to enhance focus on student centered outcomes through the use of LEAN Practices.

- School Systems will review their own work streams through multi-leveled lenses (district leadership, school leadership, and teacher leaders).
- School Systems will be provided a concrete outline and expectation of outcomes prior to beginning the cohort.
- After completion of the Cohort, school systems will be provided resources to further their work.
- More information can be found on the [LEAN Practices Overview Document](#).
- School systems who would like to participate in this **no cost** opportunity should complete the [LEAN Practices Interest Form](#) by **September 18**.

Please contact [louisianaleaders@la.gov](mailto:louisianaleaders@la.gov) with questions or for more information.

# Literacy Communities of Practice

This year's monthly Literacy Communities of Practice will provide Literacy Coaches and Literacy leaders with resources and strategies to support teachers with utilizing screener data and high-quality instructional materials through professional and collaborative learning structures.

- **Webinar Date and Time:** Every third Thursday of the month from 9 a.m. - 12 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/7632097614>
- **Webinar Meeting ID#:** 763 209 7614

# Foundational Skills Lessons for Grades 3-5

The third units of Foundational Instruction for Reading Excellence (FIRE) lessons for grades 3-5 have been posted in the [Literacy Library](#). FIRE is an instructional resource designed to support teachers in providing students advanced reading foundational skills in grades 3-5. Each unit consists of 40 quick lessons and brief student activities focused on either spelling, grammar, or morphology - skills that are essential for proficient reading and writing. Lessons can be taught concurrently with any other ELA knowledge-building curriculum as part of whole-group core instruction.

[Grade 3 Unit 3 - Teacher's Guide](#)

[Grade 3 Unit 3 - Student Activity Book](#)

[Grade 4 Unit 3 - Teacher's Guide](#)

[Grade 4 Unit 3 - Student Activity Book](#)

[Grade 5 Unit 3 - Teacher's Guide](#)

[Grade 5 Unit 3 - Student Activity Book](#)

# Foundational Skills and Content Literacy Support for Grades 3-12

- Live webinars providing foundational skills instructional support and content literacy support for 3-12 grade teachers are underway and past sessions are available in the [Literacy Library](#).
  - [Schedule of Sessions](#)
  - Sessions on foundational skills support in grades 3-12 explore how to determine a starting point using data, conducting fluency and skills probes, and how to provide instructional support to struggling readers based on individual needs.
  - Content literacy support sessions guide teachers through the use of resources to support comprehension across all content areas.

# The New Teacher Experience Professional Learning Modules

The Department, in partnership with A+PEL, has developed [Professional Learning Modules](#) on topics that are critical for new teacher success. These modules, which are designed to build learning throughout the year, include online asynchronous content followed by an in person learning lab where participants practice and apply these concepts.

This learning opportunity is provided at no cost to systems; however, any travel costs should be covered by the school system. [Registration](#) will close once full.

Please contact [laurie.carlton@la.gov](mailto:laurie.carlton@la.gov) with questions.

# The New Teacher Experience Affinity Groups

Affinity Groups provide support for beginning teachers across Louisiana through monthly virtual meetings. The goals of these groups include linking new teachers by a common purpose and creating a pathway for novice teachers to collaborate with other new teachers statewide.

There is no cost to join Affinity Groups, but seats are limited. [Registration](#) will be on a first come, first serve basis. Don't let your new teachers miss out on this great opportunity. Registration will close once full.

Please contact [laurie.carlton@la.gov](mailto:laurie.carlton@la.gov) with questions.

# School Improvement Best Practices Trainings

Foundational training in ILT and Teacher Collaboration will be delivered by NIET during the Fall of 2023.

- ILT & Teacher Collaboration Level 1 & 2 trainings are offered both virtually and on-site at regional locations from August through October.
- Level 1 & 2 trainings are appropriate for leaders who have not completed this foundational training, including new school leaders, ILT members, and teacher leaders who facilitate Teacher Collaboration sessions.
- These trainings are available at no cost to both labeled and non-labeled schools.

Please visit the [NIET Best Practices Training](#) site for session schedules and to register.

Please contact [schoolimprovementdivision@la.gov](mailto:schoolimprovementdivision@la.gov) with questions.

# Social Studies Curriculum Development

[Bayou Bridges: A K-8 Louisiana Social Studies Curriculum](#) will contain

- unit plans and daily lessons,
- student and teacher-facing materials,
- engaging primary sources,
- formative and summative assessments, and
- 100% alignment to the 2022 K-8 Louisiana Student Standards for Social Studies as well as the criteria on the 2022-2023 IMR Rubric.



Please contact [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with questions.

# New Social Studies Resources

The Department has released a new professional learning resource for social studies teachers and support staff. Teachers in grade 4 and grade 5 now have access to [asynchronous professional learning modules](#) that guide them through the key features of the [Bayou Bridges](#) curriculum, as well as a unit study tool to support initial curriculum implementation.



Please contact [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) with questions.

# New High School Science Resources

The Department has published new resources to assist systems participating in the OpenSciEd High School pilot with planning.

- [Louisiana Guide to Piloting OpenSciEd Biology](#)
- [Louisiana Guide to Piloting OpenSciEd Chemistry](#)
- [Louisiana Guide to Piloting OpenSciEd Physics](#)

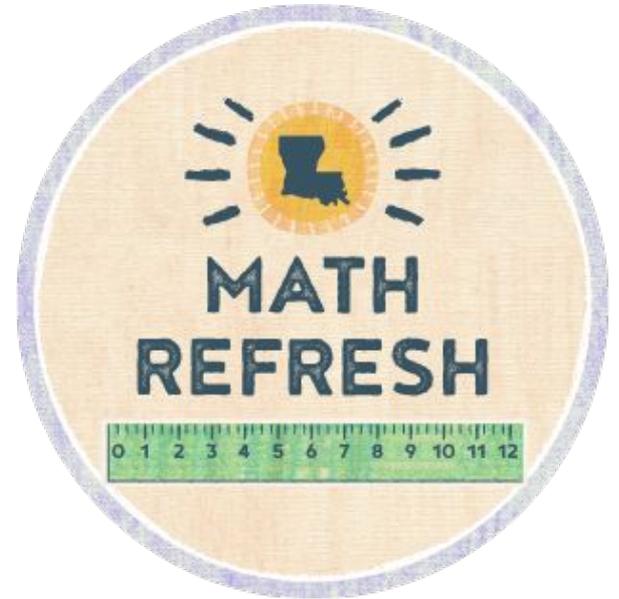
The guides will be updated on a rolling basis as new public units are released.

Please contact [STEM@la.gov](mailto:STEM@la.gov) with questions.

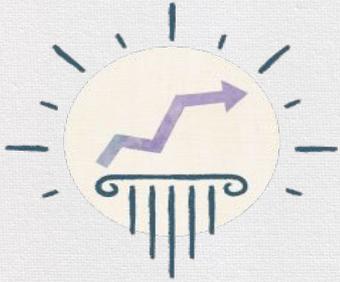
# Math Updates



**Mission:** All Louisiana students will have improved math outcomes when these four pillars of high-quality mathematics instruction designed for accelerating learning are effectively implemented at the school, system, and state levels



# Math Refresh Overview



school structures  
prioritize **all students'**  
successful engagement  
in **high-quality,**  
**grade-level core math**  
**instruction** alongside  
peers



**timely, proactive**  
**interventions**  
connecting  
prerequisite learning to  
upcoming and current  
grade-level work



ongoing  
**professional**  
**learning and**  
**proactive planning**  
are essential for  
effective teaching  
and accelerating



**families,**  
**caregivers, and**  
**communities** play  
an essential role at  
all ages and stages

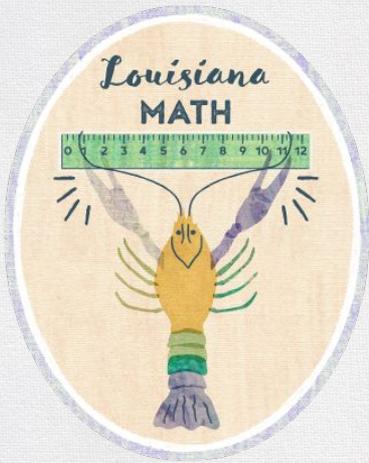
# Objectives

By the end of this session, you should be able to

- articulate the “why” behind using Zearn grounded in the results of the Louisiana Zearn Impact Study;
- plan for Zearn implementation at your campus; and
- understand the key factors for successful implementation of Zearn.

# Statewide Zearn Access for Louisiana Schools K-8

The Department has partnered with [Zearn](#) to provide school accounts to all public schools serving grades K-8 through the 2023-2024 academic year. School accounts are now active.



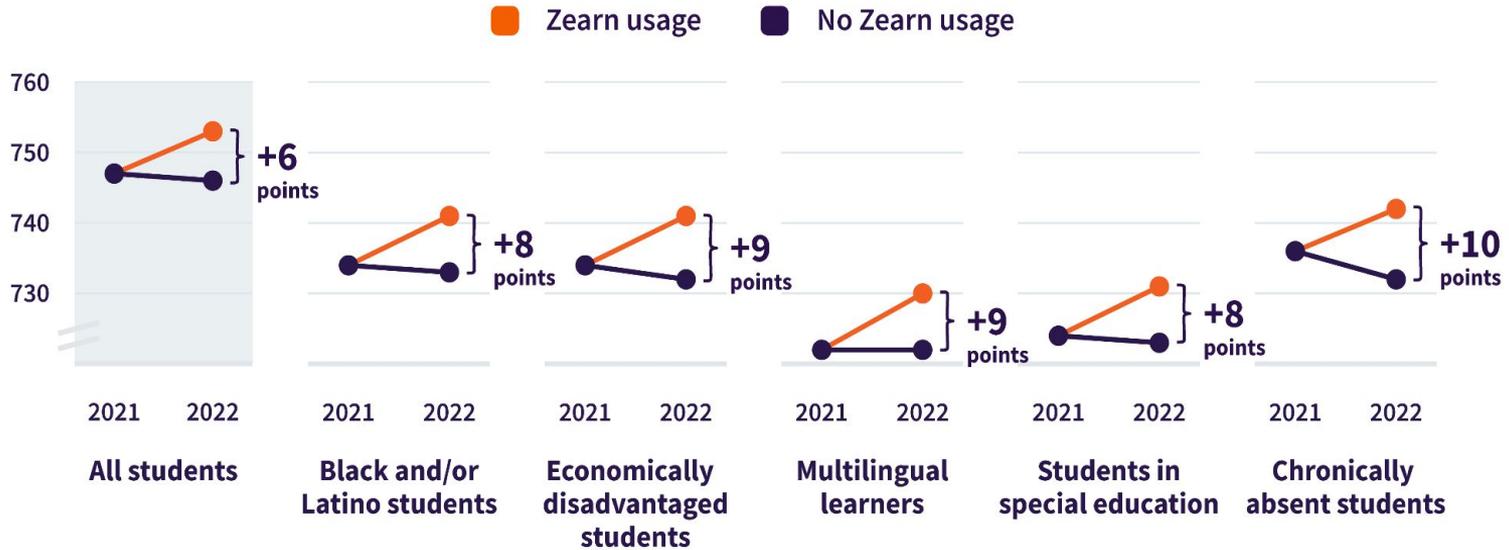
# ZEARN Impact Study

## Key Findings

- ✓ **Elementary and middle school students who consistently used Zearn Math scored significantly higher on 2022 LEAP than matched peers** who did not use Zearn Math. This finding was consistent across Black and/or Latino students, economically disadvantaged students, multilingual learners, students in special education, and chronically absent students.
- ✓ **Impact was greatest for Louisiana students not yet meeting Mastery:** these students gained 1.5 to 2.0 years of math learning in one academic year when they consistently used Zearn Math.
- ✓ **70% of students at the lowest level of math achievement who consistently used Zearn Math improved their achievement level** on the 2022 LEAP, compared to just 45% of students at the same starting level who did not use Zearn.

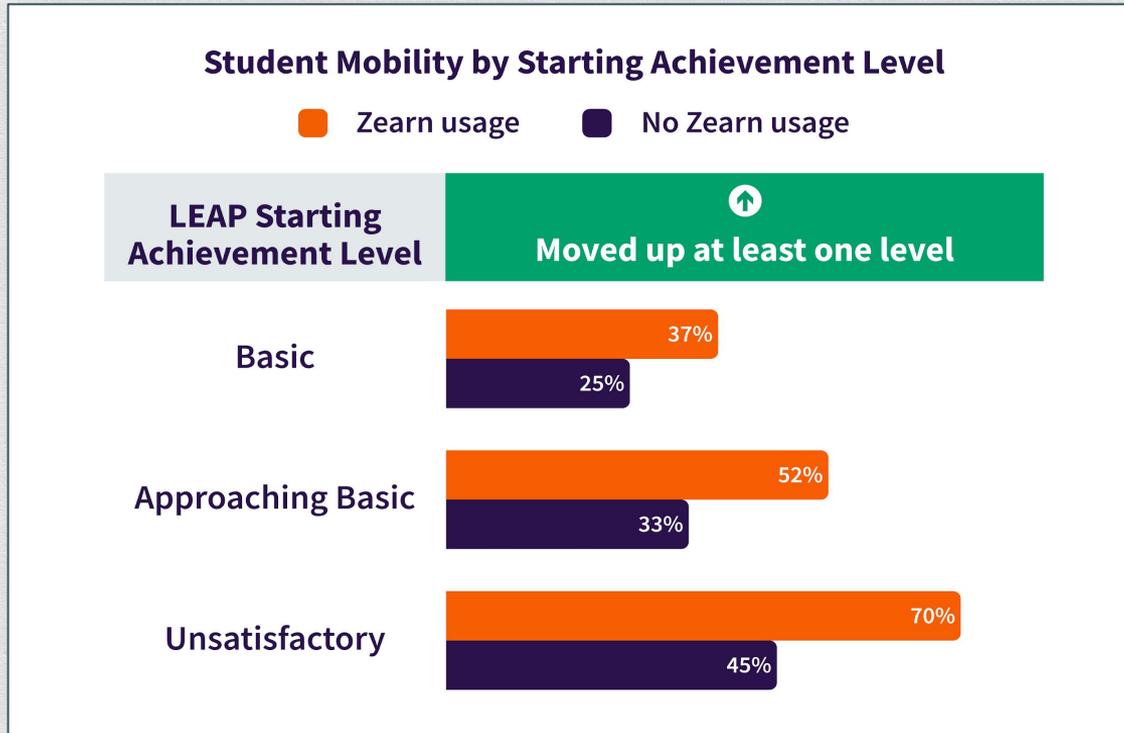
# Across student subgroups, Louisiana students who consistently used Zearn increased math scores more than matched peers who did not use Zearn

## Impact of Zearn Math on 2022 LEAP Scale Scores by Student Subgroup



Baseline scores represent averages of Zearn users and non-users' 2021 LEAP scores in cases where starting scores were not identical.

# 70% of students at the lowest level of math achievement who consistently used Zearn Math improved their achievement level in 2022



# Guidance for Zearn



## Implementing Zearn

Zearn School Accounts offer materials for students, administrators, and teachers at the school utilizing one School Account, premium features, and content to support implementation. Zearn provides acceleration supports while informing the teacher of the performance and success of students in grade-level mathematics. Systems may use this tool during core instruction, extra math time, or in summer learning programs for the purpose of accelerating math learning.

### Zearn Math

- is evidenced by [research](#);
- is uniquely positioned to support educators in accelerating math learning for all students;
- provides dynamic digital lessons proven to significantly impact the learning gains within a typical year of instruction;
- embeds ongoing formative assessment and real-time reports to provide educators with precise and actionable feedback to inform instruction based on student needs; and
- comes with ready to use resources including Student Notes, exit tickets, Goal Trackers, and Assessments available to educators in the platform in both English and Spanish.

# Planning for Integration

1

Ensure **high-quality instructional materials (HQIM)** are the basis for core math instruction each day.



2

Make use of Zearn as a core support within math class time alongside another HQIM.



All students complete three grade-level digital lessons per week independently.



As students work on Zearn lessons, the teacher provides small group instruction to identified students.



The teacher performs an analysis of Zearn data to inform instructional next steps and determine additional supports outside of class time.

# Planning for Integration

3

Integrate Zearn lessons **within additional instructional time** set aside for small and individualized student supports (e.g. tutoring time, interventions, WIN time).



Students needing support work on prerequisite lessons to build readiness for access to grade level work.



Students who are ready for grade-level instruction continue working on lessons parallel to the content in the classroom.

4

Accelerate math readiness for the upcoming school year by incorporating the Zearn Summer Intensive Series as part of your Summer Learning Program. Expect students to complete three lessons per week

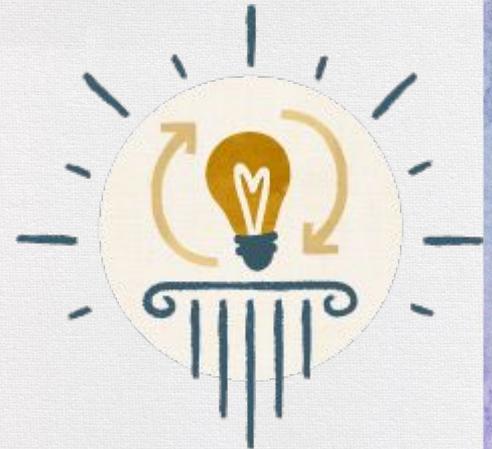
# Sample School Schedules

90 minutes Math Block Options		75 minutes Math Block Options	
Option 1	<ul style="list-style-type: none"> <li>- 5 minutes fluency/word problem</li> <li>- 45 minutes lesson and practice</li> <li>- 10 minutes student exit ticket</li> <li>- 30 minutes interventions/small groups (3 groups rotating for 10 minutes in each station)</li> </ul>	Option 1	<ul style="list-style-type: none"> <li>- 5 minutes fluency/word problem</li> <li>- 40 minutes small group instruction (teacher group/independent time)</li> <li>- 10 minutes exit ticket</li> <li>- 20 minutes tutoring</li> </ul>
Option 2	<ul style="list-style-type: none"> <li>- 25 minutes Zearn</li> <li>- 50 minutes curriculum lesson</li> <li>- 15 minutes exit ticket</li> </ul>	Option 2	<ul style="list-style-type: none"> <li>- 20 minutes Zearn</li> <li>- 45 minutes curriculum lesson</li> <li>- 10 minutes exit ticket</li> </ul>
Option 3	<ul style="list-style-type: none"> <li>- 50 minutes curriculum lesson</li> <li>- 25 minutes Zearn</li> <li>- 15 minutes exit ticket</li> </ul>		

# Key Factors for Successful Implementation

- ❑ Proactive teacher planning for individualized student supports

*Teachers analyze curriculum-based assessments and Zearn data to inform instructional next steps and plan additional supports outside of class time.*



# Key Factors for Successful Implementation

## ❑ Behavior management plan

*Teachers organize their room and desk arrangement so that they are able to monitor all students while providing small group instruction. For example, visible screens, incentives for lesson completion, and student desk orientation to reduce distractions.*



# Key Factors for Successful Implementation

- ❑ Consistent student engagement in Zearn and responsive actions by the teacher/tutor

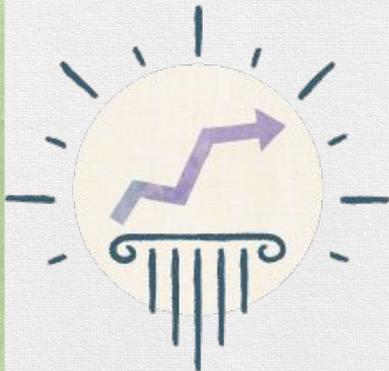
*Students complete at least **three grade-level digital lessons** each week. In addition to working on Zearn lessons, students rotate through time spent with the teacher individually or in groups.*



# Key Factors for Successful Implementation

- Tracking, goal setting, and rewards

*Teachers create a plan for student tracking and goal setting and provide rewards for growth and completion of Zearn lessons.*



# Implementation Check Point

- Are **teachers and students** signing in regularly?
- Are students getting **90 minutes** per week
- Are students completing **three grade-level lessons** per week?

# School Goals Reports

← OCT 18, 2022 - OCT 22, 2022 (LAST COMPLETE WEEK) →									
CLASS	GRADE	NUMBER OF STUDENTS	LAST TEACHER SIGN-IN	% ACTIVE STUDENTS	% STUDENTS MET GOAL	AVG ON-GRADE LESSONS/ WK	AVG LESSONS PER WEEK	AVG MINUTES PER WEEK	AVG TOWER ALERTS PER LESSON
King - Grade 5	5	26	Oct 22, 2022	100%	77%	2.7	2.7	124	2.0
Johnson - Grade 5	5	28	Oct 20, 2022	94%	82%	1.8	3.2	88	1.1
Little - Grade 5	5	31	Oct 22, 2022	99%	96%	3.5	3.7	136	0.3
Berlin - Grade 5	5	29	Oct 19, 2022	87%	64%	1.9	1.9	57	3.2
Espinoza - Grade 5	5	30	Oct 18, 2022	100%	79%	3.4	3.8	100	0.2



**DO NOW**

## Action Steps

1. Set a consistent weekly time to check the prior week's report.
2. Meet with teachers who are not meeting goals.
3. Celebrate teachers, classes and students who are meeting and exceeding goals.
4. Review in teacher collaboration time.

# Additional Zearn Resources

- Zearn's [Getting Started Checklist](#)
- A summary of each part of the [Independent Digital Lesson](#)
- A one-pager describing [Zearn's Reports](#)
- Zearn Math [Research](#)
- Zearn [Impact Study](#)

# Math Refresh Regional Tour

The [Math Refresh Regional Tour](#) begins with dates this fall. Attend the half-day sessions to learn more about

- Supporting Zearn Implementation;
- Leveraging Math Refresh Resources; and
- Foundational Lessons for Accelerating Math Education (FLAME) resources.

Save the date for your regional Math Refresh Sessions. [Registration](#) is now open.

- East Baton Rouge, October 24
- Calcasieu Parish, October 25
- Caddo Parish, November 14
- Jefferson Parish, November 15

Please contact [STEM@la.gov](mailto:STEM@la.gov) with questions.

Questions?