

LOUISIANA DEPARTMENT OF EDUCATION



Teaching and Learning Monthly Call March 22, 2023

Agenda

- I. [Academic Content Spotlight: Social Studies](#)
- II. [Academic Content](#)
- III. [Diverse Learners](#)
- IV. [Educator Development](#)

Suggested participants for this call:

- Early Childhood Supervisors
- 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: Implementing the Social Studies Course Frameworks

Social Studies Vision

Our goal is to graduate students who

- have broad and deep knowledge about the world;
- are able to express reasoned and nuanced arguments; and
- are prepared to participate in civic life.

Social Studies Vision



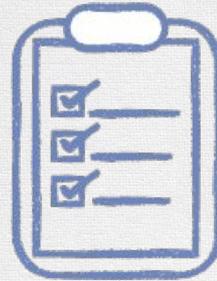
SET THE CONTEXT

Introduce key terms,
make connections
with previous
learning, provide
necessary context



EXPLORE SOURCES

Read and examine
sources to build
content knowledge
and skills



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
claims supported with
evidence

Social Studies Course Frameworks Overview

What? A resource to replace the old scope and sequence documents for Kindergarten - 8th grade, Civics, and U.S. History.

Why? To support teachers in implementing the new 2022 LSSSS by scoping and sequencing content standards over the course of the year.

When? First two units for K-8 and high school civics will post in March, with all remaining units posting prior to the 2023 Teacher Leader Summit.

Contents

Social Studies Course Frameworks contain

- units and topics that cover 100% of the 2022 LSSSS,
- framing and supporting questions,
- secondary context setting sources and an abundance of primary text sources,
- image banks for slide decks and handouts,
- grayscale and color maps,
- graphic organizers and suggested activities,
- links to videos to support and deepen understanding, and
- knowledge-building resources for teachers.



Steps for Implementing Course Frameworks

1. Identify and connect the units, topics, and pacing of content in the course framework by reading topic overviews.



SET THE CONTEXT

Introduce key terms,
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learning, provide
necessary context

Units and Topics

Unit	Topic	Standards	Weeks
A Nation in Conflict	The West and American Indian Experience	8.1–8.7; 8.9 h; 8.10 a–d	2
	Post-Reconstruction and the Jim Crow Era	8.1–8.7; 8.9 h–k; 8.12 i	2
The Changing Nation	Industrialization, Immigration, and Urbanization	8.1–8.7; 8.8 a–c; 8.9 a–c	2
	Populism and the People’s Party	8.1–8.7; 8.8 a–b; 8.9 c–d;	1
	Reform Movements	8.1–8.7; 8.8 a, c; 8.9 a–c, e–g; 8.12 i	2
The Changing World	The Spanish-American War and Expansion	8.1–8.7; 8.10 e–g	1.5
	World War I	8.1–8.7; 8.11 a–h	2
	Political and Social Change in the Post-War United States	8.1–8.7; 8.11h; 8.12 a, j–k	2.5
Prosperity and Decline	The Roaring Twenties	8.1–8.7; 8.12 b–e, j	1
	Louisiana and the Huey Long Era	8.1–8.7; 8.12 f–i	1
	The Great Depression	8.1–8.7; 8.13 a–e	2
The World at War	Causes of World War II and U.S. Involvement	8.1–8.7; 8.14 a–d, f, k, o	1.5
	Course and Consequences of World War II	8.1–8.7; 8.14 a, e–o; 8.15 a	2.5
The Post-War Era	Post World War II United States and the Early Cold War (1945–1960s)	8.1–8.7; 8.16 a–f	1.5
	The Civil Rights Movement and Its Legacy	8.1–8.7; 8.15 a–k; 8.12 i	2.5
	The Later Cold War (1960s–1991)	8.1–8.7; 8.16 a–g	1
The Modern Era	Domestic and Foreign Issues of the Modern Era	8.1–8.7; 8.17 a–d	2

Topic Overviews

Unit 6: The Post-War Era

Topic 1: Post-World War II United States and the Early Cold War (1945–1960s)

Overview

As one war came to an end, new tensions were already brewing among the allies. World War II cooperation gave way to division, suspicion, and competition between the United States/Western Europe and the Soviet Union/Eastern Europe in the post-war era. The development and use of the atomic bomb by the United States led the Soviet Union to develop its own weapons in order to counter this perceived threat. Each side sought more powerful weapons and attempted to maintain parity of numbers so that neither side ever gained an overwhelming advantage. The development of missile technology capable of carrying warheads for the arms race relied upon the rocketry research that would also be used to propel satellites and humans into space.

This competition was fueled by the philosophical debate between communism and capitalism. As countries like China fell to communism, the United States sought to contain its spread, which formed the basis of decision-making throughout the Cold War period. This fear meant seeking out communism from without and within. Reputations of individual Americans were ruined by misguided investigations to uncover espionage, while others Americans made preparations to survive if the worst happened. At the same time, attempts by the United States and the Soviet Union to secure their own aims created third-party flashpoints like Berlin, Korea, and Cuba. Any of these situations could have erupted into full-scale nuclear war, and even though deterrence always prevailed, the potential for ultimate destruction always lingered in the background.

For further reading, please review: [Post-World War II United States and the Early Cold War](#) knowledge-building resources

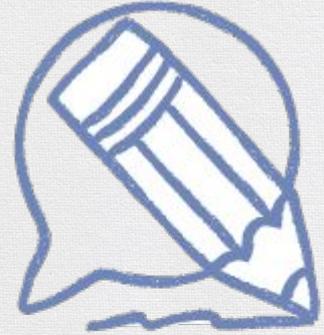
Standards

- 8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.
- 8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.
- 8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.
- 8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.
- 8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographical characteristics of places in Louisiana, North America, and the world.
- 8.6 Use a variety of primary and secondary sources to:
 - a. Analyze social studies content.
 - b. Evaluate claims, counterclaims, and evidence.
 - c. Compare and contrast multiple sources and accounts.
 - d. Explain how the availability of sources affects historical interpretations.



Steps for Implementing Course Frameworks

2. Use framing and supporting questions to develop formative and unit assessments to backwards plan for daily lessons.



EXPRESS CLAIMS

Through speaking
and/or writing,
express informed
claims supported with
evidence

Framing and Supporting Questions



U6T1: Post-World War II United States and the Early Cold War (1945–1960s) Instructional Resources

Framing Question: To what extent was the Cold War inevitable?

Supporting Questions

What caused escalating tensions between the Soviet Union and the United States after WW2?

What was the nature of the alliances and organizations created during the Cold War?

Sources and Materials

- Secondary Texts: [Introduction to the Era & Differing World Views; An Ideological Battle](#), [Winston Churchill's "Iron Curtain Speech, & Postwar Europe; Containment and the Truman Doctrine; Berlin Airlift and Mao Zedong; The Baby Boom Years](#)
 - Primary Texts:
 - [The Truman Doctrine, March 1947](#)
 - [Law Establishing the Marshall Plan, 1948](#)
 - [President Harry Truman's Annual Message to the Congress on the State of the Union, 1953](#)
 - Image: [SQ1 - Escalating Tensions](#)
 - Map/Chart: [Iron Curtain](#); [Map: Germany, 1947](#); [Progression Map: China Communist Controlled Areas, 1945-1947](#); [Map: Marshall Plan](#); [Map: The Military Situation in Western Europe, 1951](#)
 - Video: [What Was the Marshall Plan?](#); [Operation Vittles \(1948\)](#); [The West Berlin Struggle: Background to Berlin](#); [How the Biggest Airlift in History Saved West Berlin](#); [Winston Churchill's "Iron Curtain" Speech](#)
 - Graphic Organizer: [Escalating Tensions](#)
-
- Secondary Texts: [New Initiatives & NATO and the Warsaw Pact](#); [The FBI & the CIA](#); [The Korean War](#)
 - Primary Texts:
 - [President Truman's Presidential Proclamation 2914, Regarding Korea, December 1950](#)
 - [Draft Message from President Truman to General Douglas MacArthur, 1951](#)
 - [Proposed Orders and Statement on Dismissal of General MacArthur, 1951](#)
 - [Korean War Armistice Agreement, 1953](#)
 - [Memo to Secretary of State John Foster Dulles from President Dwight D. Eisenhower Regarding Ceasefire during Suez Crisis, 1956](#)
 - [President Dwight D. Eisenhower's Farewell Address, 1961](#)
 - Image: [SQ2 - Alliances](#)

Vocabulary

containment
iron curtain
communism
capitalism
satellite state
domino theory

collective security
armistice
demilitarized zone

Steps for Implementing Course Frameworks

3. Read and annotate the suggested primary and secondary sources for content knowledge as well as scaffolding needs.



EXPLORE SOURCES

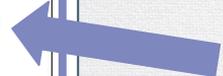
Read and examine
sources to build
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and skills

Secondary Sources



Introduction to the Era & Differing World Views¹

Introduction to the Era	Vocabulary and Notes
<p>The United States emerged from the Second World War an economic powerhouse and a military superpower. U.S. foreign policy in these years was framed by the Cold War, a time of tension and conflict between the United States and the Soviet Union. During the Cold War, the United States acted to stop the spread of Soviet communism. The term “cold war” comes from the fact that the United States and the Soviet Union never directly fought each other with weapons. But the Cold War was characterized by many tensions and conflicts, among them the nuclear arms race, the Korean War, and the Vietnam War.</p> <p>Despite Cold War tensions, the American economy boomed. Economists often refer to the three decades following World War II as the “golden era” of American economic growth. Already the richest country in the world, in these years the United States experienced incredible growth. Per capita GDP (gross domestic product) nearly doubled. The opportunity for prosperity and success that many call the “American dream” became a reality for millions of people. Though, to be sure, Americans did not all share equally in the nation’s prosperity.</p>	<p>Superpower:</p> <p>Communism:</p> <p>“cold war”:</p> <p>arms race:</p>
Differing Worldviews	
<p>During World War II, the United States and the Soviet Union had been allies in the fight against Nazi Germany. But in the war’s aftermath, the world fractured into American and Soviet spheres of influence. The United States led what was called the “First World,” which included most of the countries in Western Europe as well as Canada, Japan, Australia, and New Zealand. The Soviets led the “Second World.” This was principally the bloc of Soviet-controlled communist countries in Eastern Europe.</p>	<p>spheres of influence:</p>



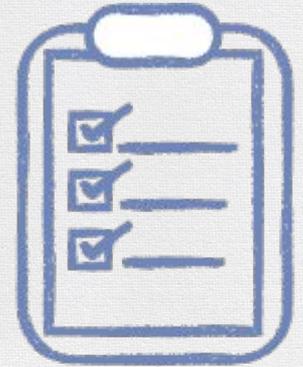
Excerpt from Sen. Smith's Declaration of Conscience ¹	Vocabulary and Notes
<p>Mr. President:</p> <p>I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership in either the Legislative Branch or the Executive Branch of our Government...</p> <p>I speak as a Republican, I speak as a woman. I speak as a United States Senator. I speak as an American.</p> <p>The United States Senate has long enjoyed worldwide respect as the greatest deliberative body in the world. But recently that deliberative character has too often been debased to the level of a forum of hate and character assassination sheltered by the shield of congressional immunity...</p> <p>It is strange that we can verbally attack anyone else without restraint and with full protection and yet we hold ourselves above the same type of criticism here on the Senate Floor. Surely the United States Senate is big enough to take self-criticism and self-appraisal. Surely we should be able to take the same kind of character attacks that we dish out to outsiders.</p> <p>I think that it is high time for the United States Senate and its members to do some soul searching -- for us to weigh our consciences -- on the manner in which we are performing our duty to the people of America -- on the manner in which we are using or abusing our individual powers and privileges...</p>	
<p>Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism:</p> <p>The right to criticize; The right to hold unpopular beliefs;</p>	<p>Americanism:</p>

Primary Sources



Steps for Implementing Course Frameworks

4. Using the provided sources, plan lessons and create additional student materials.



DEVELOP CLAIMS

Evaluate evidence,
make connections,
compare and
contrast sources

Image Banks

Children Viewing the Alert America exhibit, "Civil Defense Where You Live"

Source:
Children Viewing the Alert America exhibit, 'Civil Defense Where You Live'; ca. 1951 - ca. 1961; Records of the Office of Civil and Defense Mobilization, Record Group 304. [Online Version, <https://www.dorsteach.org/documents/document/children-viewing-the-alert-america-exhibit-civil-defense-where-you-live>, January 15, 2023]

Maps

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EUROPE DURING THE COLD WAR (1960)

Warsaw Pact NATO Non-aligned nations

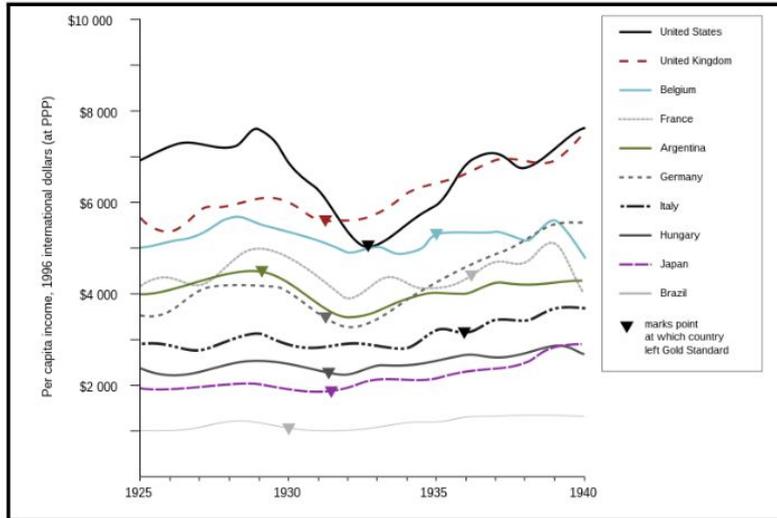
Charts

Per Capita Income by Country throughout the Great Depression, 1925-1940

Source:

https://commons.wikimedia.org/wiki/File:Graph_charting_income_per_capita_throughout_the_Great_Depression.svg

License: [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by-sa/3.0/)

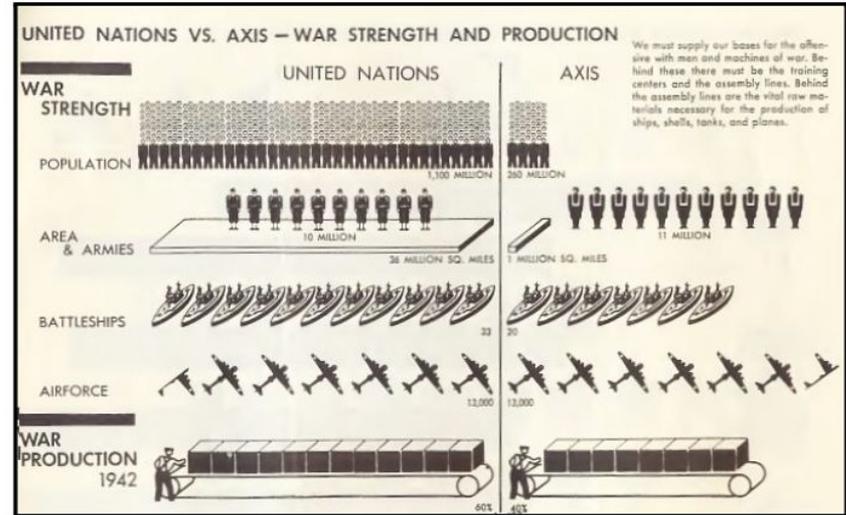


United Nations Vs. Axis - War Strength and Production, U.S. War Department, 1942

Source:

https://commons.wikimedia.org/wiki/File:1942_UN_vs_Axis_War_Production.jpg

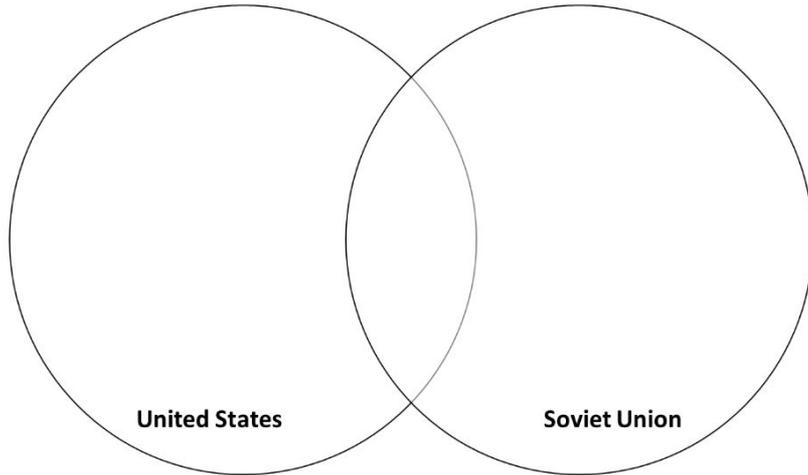
License: Public Domain



Graphic Organizers

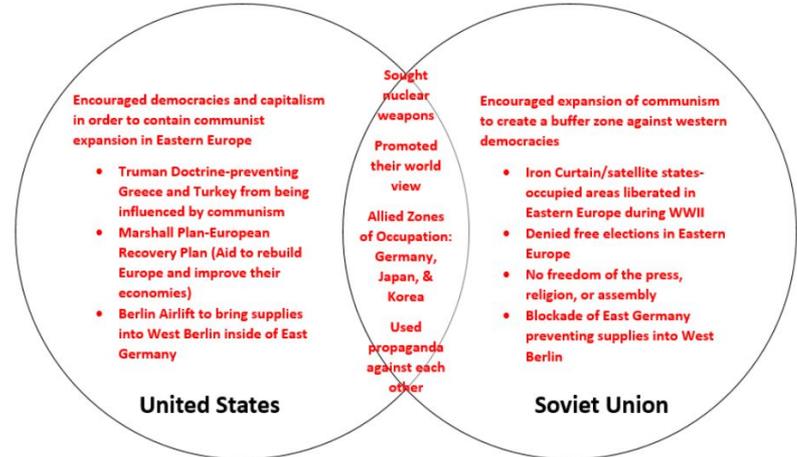
Escalating Tensions Graphic Organizer

Directions: Provide evidence from the sources to show how the goals and actions of the United States and the Soviet Union were alike and different during the early years of the Cold War.



Escalating Tensions Graphic Organizer (Sample Completed Version)

Directions: Provide evidence from the sources to show how the goals and actions of the United States and the Soviet Union were alike and different during the early years of the Cold War. (Note: Sample provides potential responses – not all possible responses)



Video Links

AMERICAN HISTORY TV Winston Churchill's "Iron Curtain" Speech - 75th Anniversary

Copy link



REEL AMERICA

Winston Churchill's "Iron Curtain" Speech
March 5, 1946

C-SPAN3 AMERICAN HISTORY TV

MORE VIDEOS

0:44 / 2:27

CC BY-NC

The video player shows a black and white historical photograph of Winston Churchill at a podium, surrounded by other men in suits. The interface includes a title bar, a video player area, and a bottom control bar with a progress indicator and various icons.

Steps for Implementation



- ❑ Identify and connect the units, topics, and pacing of content in the course framework by reading topic overviews.
- ❑ Use framing and supporting questions to develop formative and unit assessments to backwards plan for daily lessons.
- ❑ Read and annotate the suggested primary and secondary sources for content knowledge as well as scaffolding needs.
- ❑ Using the provided sources, plan lessons and create additional student materials.

**Be on the lookout for sessions
at the TL Summit!**

Bayou Bridges Update

The Department will also feature sessions on [Bayou Bridges: A K-8 Louisiana Social Studies Curriculum](#) at TL Summit. These sessions will

- introduce teachers to key resources, features, and curriculum design of Bayou Bridges,
- outline best practices for successful implementation, and
- engage teachers in initial unit unpacking and lesson planning in grade 4 and grade 5.



Please contact classroomsupporttoolbox@la.gov with questions.



Academic Content



Instructional Materials Review Updates

Recently Published Tier I Materials

The Department conducts ongoing reviews of curricular materials to support school systems in adopting curricula in all core subjects. Newly rated Tier 1 curricula is listed below. All reviewed curricula can be found on the [Tiered Reviews](#) webpage.

Publisher	Title and Grade Levels	Core Subject	Tier
Activate Learning	Activate Learning Certified Version OpenSciEd, Grade 6	Science	Tier 1
Tools of the Mind	Tools of the Mind, Pre-K, Ages 3-4	ECE	Tier 1

State Reviews Reports:

- [Weekly Report](#)
- [Comprehensive Tiered Report](#)

IMR: Act 517 Compliance Reviews

The Department is reviewing currently posted Tier 1 and 2 ELA curricula that include foundational skills for [Act 517](#) compliance. Upon completion, a cover page is added to the posted review noting the impact of the review for compliance. The materials listed below have been reviewed for compliance and posted to the [Tiered Reviews](#) webpage.

Publisher	Title and Grade Levels	Core Subject	Impact
Amplify	Core Knowledge Language Arts (CKLA) 2nd Edition (©2017)	ELA	Remains Tier 1

Please contact louisianacurriculumreview@la.gov with questions.



DO NOW

Science of Reading Virtual PD Opportunity

In partnership with The Center for Literacy & Learning, the Department is offering free virtual professional learning webinars to support literacy educators. Each session will focus on a different instructional strategy that aligns with the Science of Reading and registration is required.

- **Reading Prescription – Conferencing with Parents about their Student’s Academic Progress**
 - Webinar Date and Time: March 28 at 4 p.m.
 - Webinar Registration Link: <http://bit.ly/3IOI7SB>

Please contact elaguidebooks@la.gov with questions.



High School STEM Pilot Course Opportunity

The University of Louisiana Monroe (ULM) has developed a STEM elective focused on environmental science topics for students in grades 9-12 and is **currently seeking science teachers to pilot the course.**

The Weather Hazards Mitigation course includes

- a year-long curriculum centered around Louisiana-specific phenomena;
- hands-on, project-based learning labs;
- assessments designed for the Louisiana Student Science Standards; and
- free summer professional learning and implementation support for teachers.

Interested school systems should contact STEM@la.gov to sign up teachers for summer training by **May 12.**



DO NOW

Computer Science K-5 Teacher Training Information

Mark your calendars for the National Summit for K-5 Computer Science Education's virtual meeting on March 30 from 11 a.m. - 1 p.m. [CS is Elementary](#) and the Louisiana Department of Education will be presenting information on free summer training opportunities for K-5 educators.

[Registration](#) for the summit is free. This event is tailored to provide information to K-5 school leaders and other staff who support teacher professional learning and instruction.

Please contact STEM@la.gov with questions.



DO NOW

New Math Refresh Resources

New resources have been posted to the [Math Refresh Library](#).

- [Accelerating Learning in High School Math](#) points high school teachers to resources available to support addressing unfinished learning with high school students in tutoring or classroom instruction.
- The [Eureka Math Transition FAQ document](#) includes answers to frequently asked questions from teachers and leaders in response to the recently announced archiving of the original Eureka Math (copyright 2013) program's Tier 1 status.

Please contact STEM@la.gov with questions.



New Family Math Engagement Library

As part of the [Louisiana Math Refresh](#), resources are now available in the [Family Math Engagement Library](#).

Grab and go resources are available to support families and caregivers as they support students' math learning.

Please contact STEM@la.gov with questions.





Assessment Development Educator Review Committees

The Division of Assessment Content will convene assessment committees for the LEAP and Innovative Assessment Program (IAP) in June and July to

- review newly developed items for alignment, content-related criteria, and bias or sensitivity concerns (all content areas);
- review leased ELA and math items for alignment to the Louisiana Student Standards;
- develop expectations for the scoring of field-tested LEAP constructed-response items and extended-response tasks, and IAP writing tasks; and
- review data from LEAP and IAP field-tested items.

Interested educators should access the [Assessment Development Educator Review Committees document](#) for information on exact dates, meeting details, and links and deadlines to apply to participate on specific committees.

Please contact assessment@la.gov with questions.

Academic Content Contacts

For questions about...	Contact...
ELA Guidebooks	elaguidebooks@la.gov
math, science, and STEM	STEM@la.gov
environmental education	environmentaleducation@la.gov
All other curriculum and instruction	classroomsupporttoolbox@la.gov
Textbooks and instructional materials review, tiered reviews, vendors, and PD vendor guide	louisianacurriculumreview@la.gov
Teacher Leader Advisors	classroomsupporttoolbox@la.gov
World language/immersion	language.acquisition@la.gov
Educational Technology/Digital Learning	digitallearning@la.gov



Diverse Learners Supports





Bulletin 1508 Update to Visual Impairment Criteria

BESE approved [updates](#) to Bulletin 1508 at the March meeting that align to requirements in [Act 302](#) of the 2022 regular legislative session.

Revisions in alignment with legislation address the following:

- Removes two-step process for eligibility
- Adds the loss of “functional vision” to eligibility criteria
- Adds a braille skills inventory based on “grade level literacy and math standards”
- Functional vision assessments in the “educational environment”
- Adds “if necessary, a low vision assessment” to determine daily vision supports such as optical devices, such as monocular telescopes or magnifiers

Sessions will be provided at Teacher Leader Summit and at other opportunities in partnership with the Louisiana AEM Center to support implementation.

Please contact specialeducation@la.gov with questions.



DO NOW

SEAP Vacancies

The Department is seeking applications for membership on the [Special Education Advisory Panel \(SEAP\)](#). Please share the [application](#) with stakeholders who represent the following roles and may be interested in advising and assisting the Department with the provision of special education and related services.

- Parent of a child with a disability (birth to 26)
- Individual with a disability
- Higher education institution representative who prepares special educators or service providers
- State juvenile corrections or adult corrections agency representative
- private school representative
- Teacher
- Administrator of a program for students with disabilities

Applicants should email their application to specialeducation@la.gov by **April 14**.



Believes



Sped Fellow Academy: Cohort 4

The [application](#) for cohort four of the Special Education (SPED) Fellows Academy will be open through March 31. Interviews will be held during the second week of April. Applicants will be notified of their acceptance to cohort four of the Special Education (SPED) Fellows Academy by late April.

Please contact diverselearnersupport@la.gov with questions.





SPP/APR Parent Involvement Survey Participating Systems

- Caddo Parish
- Evangeline Parish
- Lincoln Parish
- Ouachita Parish
- Plaquemines Parish
- Red River Parish
- Richland Parish
- St. James Parish
- St. Mary Parish
- Union Parish
- Algiers Charter Schools Association (ACSA)
- Audubon Charter School
- Baton Rouge University Preparatory School, Inc.
- Central Community School District
- D'Arbonne Woods Charter School
- Einstein Charter School at Village De L'Est
- GEO Prep Academy of Greater Baton Rouge
- GEO Prep Mid-City of Greater Baton Rouge
- Institute for Academic Excellence
- JCFA Lafayette
- New Orleans Military & Maritime Academy
- Opportunities Academy
- Pelican Educational Foundation
- Red River Charter Academy
- Thrive Academy
- University View Academy, Inc.

Please contact specialeducation@la.gov with questions.



Save the Date: SPED Leader Collaborative at Teacher Leader Summit!

The next in-person collaborative event for special education directors will be at Teacher Leader Summit, so [register](#) now if you haven't already.

Special education directors are invited for a full day of collaboration!





Strong Foundational Literacy Skills in Grades 4-8 Module 3 Release

- Approximately 800 interventionists, general, special, and EL educators are registered for the [free literacy pd modules](#) aligned to the science of reading.
- *Module 3: Creating Fluent Readers* released this month
- *Module 1: Understanding the Science of Reading* and *Module 2: Exploring Phonics and Advanced Word Study* are already available.
- Modules will be available through January 2024.
- [Registration](#) is still open.

Please contact diverselearnersupport@la.gov with questions.



Diverse Learner Contacts

For questions about...	Contact...
English Learners	
English Learner instructional support and content	diverselearnersupport@la.gov
English Learner compliance, federal funding, programming	melanie.mayeux@la.gov
Students with Disabilities	
Special education policy, data, reporting	specialeducation@la.gov
Special education instructional support and programming	diverselearnersupport@la.gov



Educator Development



Teacher Leader Summit Registration

Registration is still open for the 2023 Teacher Leader [Summit!](#)
[Register](#) today to secure your spot.

Availability is limited and is first come, first-served.
Registration will remain open through April 21 (or sell out).

Please contact events@emergentmethod.com with questions.



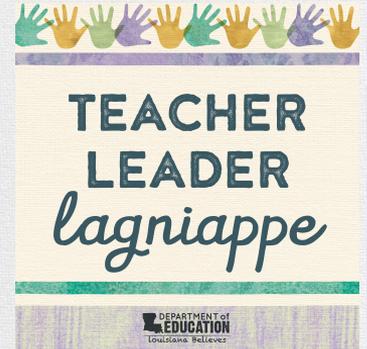
Teacher Leader Lagniappe

LDOE's podcast, [Teacher Leader Lagniappe](#) provides *a little something extra* for educators to stay inspired, motivated, and connected in the work with students.

Season 2, Episode 12: Recruiting Role Models as Educators with Dr. George Noflin Jr. and Ja'Deric Talbert

Educators can [submit pictures and stories](#) of the great work happening in their system to be highlighted on the podcast. Subscribe through [Apple](#) Podcasts, Google Play, [Spotify](#), or other apps.

Please contact em.cooper@la.gov with questions.



2024 Teacher and Principal of the Year Semifinalists

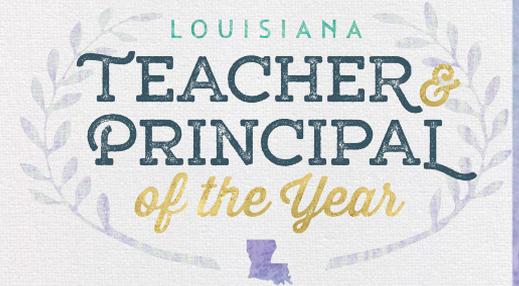
The [2024 Louisiana Teacher and Principal of the Year Semifinalists](#) have been announced.

- 48 honorees
 - 24 teachers
 - 24 principals

These winners will be celebrated at the 17th Annual Cecil J. Picard Educator Excellence Awards Gala.

- World War II Museum
- July 22
- Co-sponsored by [Dream Teachers](#)

Please contact excellenteducators@la.gov with questions.



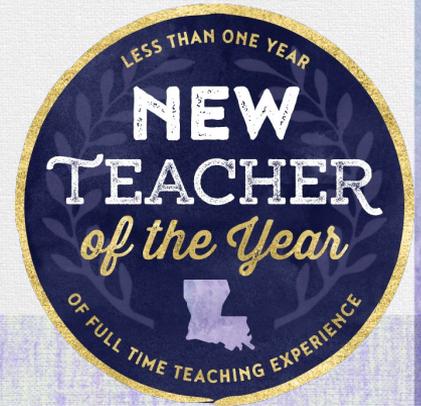
New Teacher of the Year Finalists

The Department is excited to announce the 2024 [New Teacher of the Year Finalists](#).

These amazing educators have demonstrated excellence in their very first year in the classroom. Finalists will participate in an interview process, and the overall New Teacher of the Year will be announced at the 17th Annual Excellent Educators Awards Gala that will be held on the evening of July 22. This exciting event is co-sponsored by Dream Teachers.

Please congratulate this outstanding group of new teachers!

Please contact laurie.carlton@la.gov with questions.





IN THE FUTURE

NTE Summer Kick Off: Save the Date

The Louisiana Department of Education will host a Summer Kick-off for the New Teacher Experience on July 26 from 8:30 a.m. - 4 p.m. in Baton Rouge, LA for 500 first-year teachers. The goals of the event are to

- Welcome new teachers to the profession.
- Understand the components of Louisiana's New Teacher Experience.
- Engage in professional learning around topics relevant to new teachers.
- Provide statewide networking opportunities for new teachers.

Registration details will be provided in the coming months.

Please contact laurie.carlton@la.gov with questions.



IN THE FUTURE

Louisiana Summer Academy: Save the Date

The Louisiana Aspiring Educator Summer Academy is a one-of-a-kind, 5-day, hybrid of a summer camp and a professional learning experience for high school students enrolled in the Louisiana Pre-Educator Pathway or any other coursework aimed at attracting and developing future Louisiana educators.

Hosted by the Louisiana Department of Education and staffed by a team of advisors and coaches from around the state, the Louisiana Aspiring Educator Academy will take place at the University of Louisiana Monroe on July 10-14. Registration details will be provided in the coming months.

Please contact toriano.hayward@la.gov with questions.

Developing Louisiana Aspiring Educators

Thank you to the teacher preparation programs and K-12 school systems that hosted 2022-2023 conferences aimed at supporting and developing aspiring educators. Hundreds of aspiring teachers across the state participated in workshops, competitions, and keynotes aimed at propelling aspiring educators on their pathway to becoming highly effective practicing educators.

- Louisiana State University Alexandria with Rapides Parish
- University of Louisiana Monroe
- McNeese State University
- Northwestern State University
- University of Louisiana Lafayette

If you are interested in hosting or registering aspiring educators to participate in 2023-2024 conferences, contact believeandprepare@la.gov.



DO NOW

Geaux Teach Scholarship

The Geaux Teach Fund was established in the 2022 Regular Legislative Session with an allocation of \$5M for the purpose of awarding scholarships to students in teacher preparation programs. Students may receive up to \$5,000 annually to cover the cost of tuition fees, textbooks, and instructional materials required for enrollment. School systems are encouraged to share this information with future educators and educators enrolled in alternative certification programs.

Additional information about the Geaux Teach Program, including the [Geaux Teach Application](#) and answers to [Frequently Asked Questions](#), may be accessed on the [LOSFA website](#).

Please contact deborah.paul@la.gov with questions.

Workforce Reporting Update

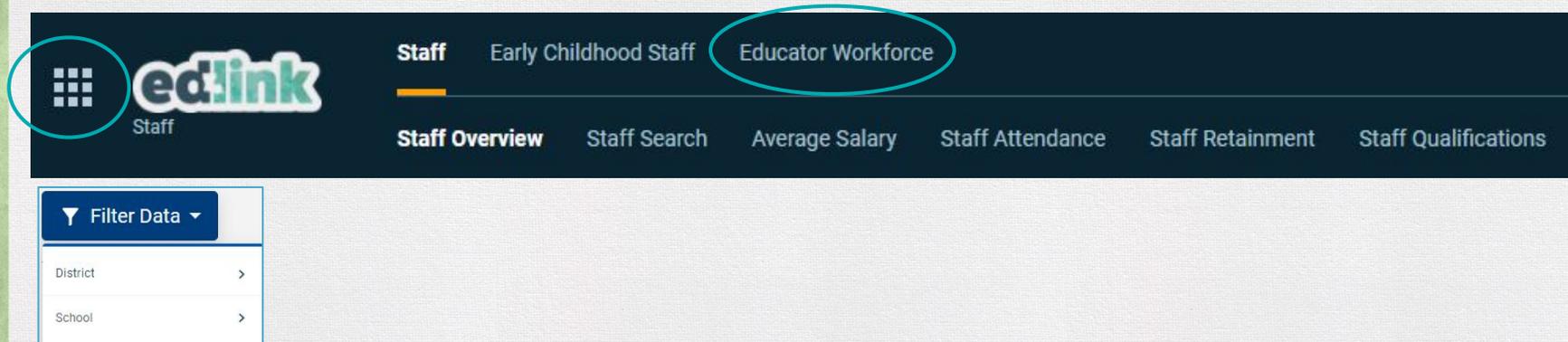
Systems and sites have daily access to live workforce data through the [EdLink 360 Workforce Dashboard](#), which allows:

- Access for system and school leaders, as well as data managers, to real-time workforce data.
- The data is inclusive of:
 - Certification
 - Retention and Mobility
 - Compensation
 - Mentor Teachers

Please contact donna.baudoin@la.gov with questions.

Accessing the Educator Workforce Dashboard

- Ensure that system and site leaders have been granted access to EdLink 360 by your Security Coordinator, then log in at: <https://reports.edlink.la.gov>.
- Click on the nine-square.
- Select “Staff” then Click on Educator Workforce.
- Filter data selecting district and site.



The screenshot shows the EdLink Staff dashboard. The top navigation bar includes the EdLink Staff logo (circled in red), and tabs for Staff, Early Childhood Staff, and Educator Workforce (circled in red). Below the navigation bar, there are links for Staff Overview, Staff Search, Average Salary, Staff Attendance, Staff Retainment, and Staff Qualifications. A 'Filter Data' dropdown menu is open, showing options for District and School, both with right-pointing arrows.

Please contact donna.baudoin@la.gov with questions.



IN THE FUTURE

Summer Learning Checklist

School systems can utilize the checklist located in the [Summer Learning Program Guidance](#) to continue planning for their 2023 program. Some of the checklist items for this time of the planning process include:

- Creating schedules for grade levels/grade bands;
- Preparing for transportation needs;
- Purchasing supplies; and
- Planning professional development content.

Please contact louisianaleaders@la.gov with questions.



Continuous Learning Plans

In accordance with BESE policy, school systems shall have a continuous learning plan for extended school closures, updated annually by **June 30** of each year.

The plan should be connected to the four focus areas of continuous learning:

- school and system planning,
- technology,
- instructional quality, and
- family engagement.

School systems can refer to the [Continuous Learning Toolkit](#) when developing plans for continuous learning outside of normal practices.

Please contact keisha.thomas2@la.gov with questions.



DO NOW

Compass Information System (CIS) Reminders

Per [Bulletin 130](#), all teachers and school leaders shall be evaluated annually. The following [tasks](#) should be completed in [CIS](#) at this time.

- Rosters should be [updated](#) to reflect all hired teachers, counselors, librarians, and school leaders, including uncertified or late hires.
- Evaluators should be assigned.
- Teachers, counselors, librarians, and school leaders should have two [Student Learning Targets](#) (SLTs) entered and accepted.
- [Observations](#) should be entered as they are completed. Educators who score “Highly Effective” or “Effective: Proficient” on the first observation do not require a second observation. The first observation is entered twice for those who qualify for one observation.

Please contact compass@la.gov with questions.



Call Summary



Key Deadlines & Action Steps

March	<ul style="list-style-type: none">● March: Register now for The Second National Summit for K-5 Computer Science Education● March: Register now for Professional Development Modules: Teaching Literacy in 4th-8th Grade● March: Register to attend the Act 517 Virtual PD- Reading Prescription● March 31: SPED Fellow application due
April	<ul style="list-style-type: none">● April 14: SEAP application due● April 21: Deadline to register for Teacher Leader Summit 2023

Upcoming Webinars & Calls

Month	Date, Time, Title and Zoom Link
March	<ul style="list-style-type: none">● March 22, 4:30 p.m.: April Dunn Act Training- Self-Assessment Guide: Section One● March 22, 1 p.m.: Teaching and Learning Monthly Call● March 27 and 29, 4:30 p.m.: April Dunn Act Training- Self-Assessment Guide: Section Two● March 28, 4 p.m.: Act 517 Virtual PD- Reading Prescription
April	<ul style="list-style-type: none">● April 3 and 5, 4:30 p.m.: April Dunn Act Training- Creating Local Procedures● April 17 and 19, 4:30 p.m.: April Dunn Act Training- Self-Assessment Guide: Section One● April 20, 9 a.m.-12 p.m.: Literacy Coaching Community of Practice● April 24 and 26, 4:30 p.m.: April Dunn Act Training- Self-Assessment Guide: Section Two
May	<ul style="list-style-type: none">● May 18, 9 a.m.-12 p.m.: Literacy Coaching Community of Practice

Support & Resources

- [School System Support Calendar](#)
- [ELA Guidebooks 3-5 \(2022\) Pilot Feedback Report](#)
- [Google Sheets Updates to Save Time](#) includes information on three Sheets features, along with additional tutorials
- [IMR Weekly Report](#)
- [Comprehensive Tiered Report](#)
- [Archived Tiered State Reviews](#)
- [Archive Dates for Tier 1 & 2 Reviews](#)



Reminders & Repeats





Reminders and Repeats: Academic Content





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 with questions.



IN THE FUTURE

Social Studies Curriculum Development

The Department is excited to announce that we have partnered with [Core Knowledge](#)[®] to create Bayou Bridges: A K-8 Louisiana Social Studies Curriculum.

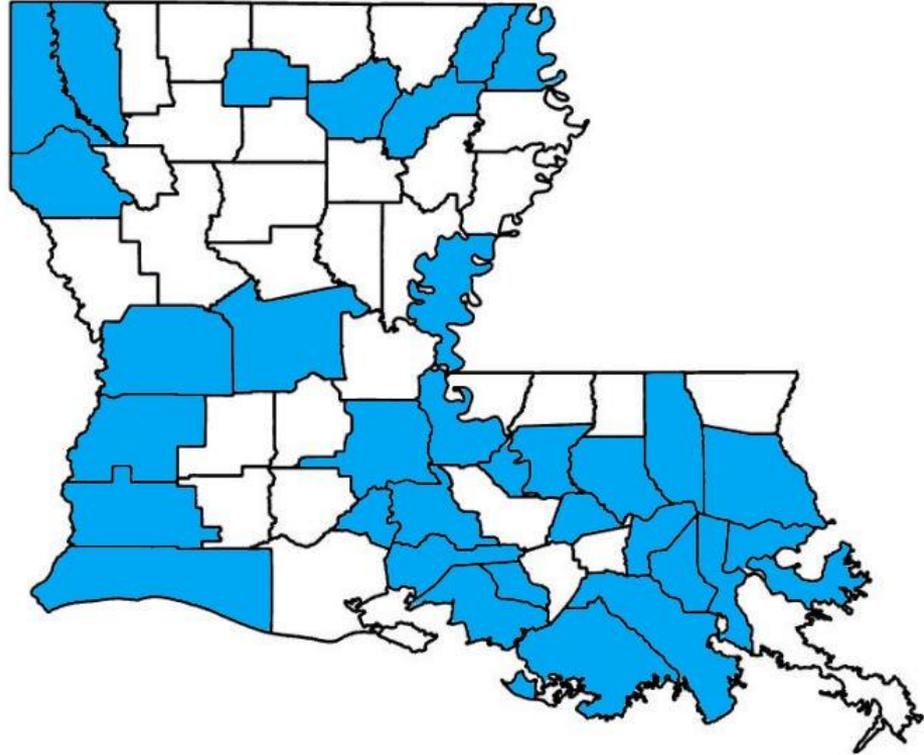
- The first phase of development began in December 2022 and materials for grades 4-5 will be available by Spring 2023 for piloting in Fall 2023.
- The complete K-8 Louisiana Social Studies Curriculum will be available for implementation by June 30, 2024.
- More details about this partnership and future release dates will be announced via this call and future newsletter communications.

Please contact classroomsupporttoolbox@la.gov with questions.



Computer Science (CS) Engagement

- The Computer Science Education Commission is seeking stakeholder feedback on the Louisiana CS Framework, teacher certification options, CS courses, and CS IBC offerings.
- Please use [this survey link](#) to provide feedback.



Please contact STEM@la.gov with questions.



DO NOW

K-2 ELA/Literacy Instructional Materials

The LDOE is continuing to examine instructional materials for changes in alignment resulting from [Act 517](#). As materials are being re-reviewed for compliance with [Act 517](#), systems should do the following:

- Review the [Act 517 Guidance](#) and assist their teachers and leaders in adhering to the policy.
- Engage in a local review process of their curriculum materials to ensure that they are utilizing materials that comply with [Act 517](#).
- Select new instructional materials and professional learning during the current Super App cycle for implementation during the 2023-2024 school year.

Please contact elaguidebooks@la.gov with questions.



IN THE FUTURE

ELA Guidebooks 3-5 (2022)

Beginning March 2023, there will be a revised version of the anchor text, *Stories Julian Tells* by Ann Cameron, for the 2018 and 2022 3rd grade ELA Guidebooks Unit, *Stories Julian Tells*.

Next Steps:

- School systems should ensure that all class sets include the same version of *Stories Julian Tells*.
- An aligned version of the unit's first section will be available through a new unit icon on the [Louisiana Curriculum Hub](#) in Fall 2023.

Please contact elaguidebooks@la.gov with questions.

OpenSciEd Elementary Science Pilot



The Department is seeking elementary educators to pilot [OpenSciEd](#) science materials for grades K-5. Participating teachers will

- have the opportunity to represent Louisiana during the development phase; and
- participate in professional learning and communities of practice prior to and during field testing.

Teacher nominations may be submitted via this [form](#).

Please contact STEM@la.gov with questions.





Reminders and Repeats: Diverse Learners Supports



Local Special Education Advisory Council Report Collection

- [Act 576](#) requires local school systems to submit an annual Special Education Advisory Council (SEAC) report to the Department by May of each year.
- Collection will be announced in an upcoming call and newsletter.

Please contact specialeducation@la.gov with questions.

FFY 23 State Level IDEA Application Priorities

Louisiana believes that all students, including students with disabilities, deserve an education that prepares them to be independent and successful in their educational journey. The IDEA FFY 23 draft grant application will prioritize funding activities and initiatives during the 2023-2024 school year that support

1. identifying disabilities early and accurately;
2. providing high-quality instruction to ensure the achievement of ambitious IEP goals;
3. strengthening instruction with specialized supports and related services; and
4. coordinating effective transition planning and implementation.

Additionally, the upcoming IDEA application will include activities that support the priority areas outlined in the Department's [Believe to Achieve: Educational Priorities](#).

FFY 23 State Level IDEA Application Timeline

Timeline	Activity
February 15 – March	Public survey will open: FFY 23 IDEA funding priorities
February – Early March	Development of draft application
February – April	Stakeholder discussions
March 13	Draft application posted*
March 22	SEAP Meeting and 30-day public comment period opens*
April – May	Final revisions to application
May	Grant application finalized and submitted to USDOE

Please contact specialeducation@la.gov with questions.

SPP / APR Parental Involvement Survey

Each year, the Department surveys parents on their perception of the quality of their child's education and the quality of their relationship with their child's school. Below is a timeline of this year's parent survey.

Timeline	Milestone
February 2023	LDOE notifies school systems included in the parent survey by email
March 2023	LDOE sends survey information to school systems for distribution
March - June 2023	Survey window open
Summer 2023	LDOE analyzes results
Fall 2023	LDOE reports outcomes to school systems
February 2024	Outcomes reported in the Annual Performance Report

New K-2 Alternate Assessment Eligibility Criteria

Eligibility criteria for participation in the alternate assessment are found in Bulletin 1530, *Louisiana IEP Handbook for Students with Exceptionalities*. BESE recently approved [new K-2 eligibility criteria for participation in alternate assessments](#). **This year, the new criteria should only be considered for English Learners with significant cognitive disabilities who will take ELPT Connect in grades K-2.**

The IEP Team Decision-Making Tool for K-2 will be released in the [Significant Cognitive Disabilities library](#).

IEPs for students participating in the alternate assessment must be submitted to SER **30 days prior to the [testing window](#)**.

Diverse Learners Office Hours

The Diverse Learners Division will begin hosting office hours to discuss topics relating to support of diverse learners.

- **Webinar Date and Time:** March 28 at 3 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/95505585049>
- **Phone Number:** 312-626-6799
- **Meeting ID #:** 955 0558 5049
- **Passcode:** 587167



Please contact diverselearnersupport@la.gov with questions.

April Dunn Act Trainings

This spring, the Department will host a series of virtual trainings on effective April Dunn Act implementation. All trainings will be held at 4:30 p.m.

Creating Local Procedures	Self-Assessment Guide: Section One	Self-Assessment Guide: Section Two
March 6 and March 8	March 20 and March 22	March 27 and March 29
April 3 and April 5	April 17 and April 19	April 24 and April 26



Strong Foundational Literacy Skills in Grades 4-8

- Approximately 580 interventions, general, special, and EL educators are registered for the [free literacy pd modules](#) aligned to the science of reading.
- *Module 1: Understanding the Science of Reading* is now available and registrants received an email with access instructions.
- An additional 4 modules will be released monthly through the spring.
- Access to all modules will be available through January 2024.
- [Registration](#) is still open.

Please contact diverselearnersupport@la.gov with questions.





Reminders and Repeats: Literacy



Family Literacy Engagement

- The Steve Carter Literacy Tutoring Program is live! For more information on this program, access the [Steve Carter Information Overview Flyer](#).
- The READ program provides home delivery of grade-appropriate books and literacy resources to elementary students reading behind grade level.
- Early Childhood [Grab and Go literacy activities](#) to send home to families.

Please contact louisianaliteracy@la.gov with questions.

School Literacy Plans

- K-3 schools should begin planning for the development of site-based literacy plans as required by [Bulletin 741](#), Section 2307, which states that, *beginning June 1, and triennially thereafter, each school shall develop and submit a foundational literacy skills plan for students in kindergarten through third grade.*
- Planning resources including webinars, guidance, and a literacy plan template are available in the [Literacy Goals Library](#).
- Schools should plan to have literacy plans, along with current literacy data, posted on their school websites this summer. Members of the Literacy Division are available to provide individualized support at the request of schools.

Please contact louisianaliteracy@la.gov with questions.

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](#)

Steve Carter Literacy Tutoring

- The Steve Carter Literacy Tutoring Program is live!
- Advertising for the Steve Carter Literacy Tutoring Program will begin soon through social media, television, and radio.
- For more information on this program, access the [Steve Carter Information Overview Flyer](#).

Please contact louisianaliteracy@la.gov with questions.



School Literacy Plans

- Schools should begin planning for the development of site-based literacy plans as required by [Bulletin 741](#), Section 2307, which states that, beginning June 1 and triennially thereafter, each school shall develop and submit a foundational literacy skills plan for students in kindergarten through third grade.
- Planning resources including webinars, guidance, and a literacy plan template are available in the [Literacy Goals Library](#).
- Schools should plan to have literacy plans, along with current literacy data, posted on their school websites this summer.
- Members of the Literacy Division are available to provide individualized support at the request of schools.

Please contact louisianaliteracy@la.gov with questions.

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.



Reminders and Repeats: Educator Development



Recruitment and Retention

School systems can continue to use [ESSER funds](#) for strategies to address staffing shortages.

Listed below are links school systems can reference for guidance on spending.

- [Achieve Compensation Guidance](#)
- [Achieve Allowable Uses](#)
- [Achieve ESSER II & III Funding Allowability and Cost Guidance Crosswalk](#)
- [Additional Staff](#)

Please contact louisianaleaders@la.gov with questions.

Apprenticeship Overview

In November 2021, the U.S. Department of Labor approved the “K-12 teacher” occupation as eligible for a registered apprenticeship. The Department is currently working with the National Center for Grow Your Own to apply for a competency based registered apprenticeship in teaching for Louisiana.

The registered apprenticeship will allow for access to potential funding sources to help make Grow Your Own programs expand and be financially sustainable.

Please contact louisianaleaders@la.gov with questions.

Compass Information System Reminders

Please use the [CIS 2022-2023 Timeline](#) to [monitor](#) data entry into the [Compass Information System \(CIS\)](#). The following tasks should be complete at this time.

- School site rosters should be [updated](#).
- Evaluators should be [assigned](#).
- Teachers and leaders should have at least two [Student Learning Targets \(SLTs\)](#) entered and accepted. (Bulletin 130 requires a meeting between evaluators and evaluatee to discuss SLTs)
- [Observations](#) should be entered as competed. (For the 2022-2023 school year, teachers and leaders who score “Highly Effective” or “Effective: Proficient” on the first observation do not require a second observation.)

Please contact compass@la.gov with questions.

K-2 Learning Year: Phase II

In the 2023-2024 school year, current K-2 Learning Year participants will have the option to continue to Phase II of the pilot. If you wish to continue, the following will apply.

- Participants will continue to use CLASS or NIET Teaching and Learning Standards rubrics for teacher observation in the fall and spring.
- Scores will continue to be collected in the K-2 Portal.
- Third-Party observations will continue.
- Monthly Office Hours will be held.

Please contact lori.pennison@la.gov with questions.

Student Learning Target (SLT) Planning Resources

There are resources available in the [Compass Library](#) to assist in developing meaningful student learning targets.

- The [Student Learning Target Assessment Identification Guide](#) outlines approved assessments for gathering baseline information and progress monitoring.
- The [Student Learning Target Reflection Tool](#) provides an outline to guide the SLT process.
- The [Teacher SLT Guidance and Sample Templates](#) outlines the types of targets and process for setting targets and provides sample templates.
- The [Student Learning Target FAQ](#) document provides answers to common questions pertaining to student learning targets.

Please contact compass@la.gov with questions.

Student Learning Target Legislation/Policy Update

[Bulletin 130](#) requires a meeting between evaluator and evaluatee to discuss student learning targets. If no meeting takes place, the student learning targets shall not be used in evaluation. The following steps have been taken to assist in communicating the policy and ensuring the meeting takes place:

- Announcements have been made about the policy change in newsletters and on system calls.
- The policy information was added to the [CIS Timeline](#).
- [Sample SLT templates](#) have a space for evaluator and evaluatee signature.
- The [Student Learning Targets Frequently Asked Questions](#) document outlines the policy.
- The Compass Information System (CIS) will have a reminder on the submission screen.

Please contact compass@la.gov with questions.

Praxis Core Updates

Last fall, the Teacher Recruitment, Recovery, and Retention Task Force studied the barrier of Praxis Core on recruiting teachers into the profession. As a result of the study, the Task Force unanimously endorsed a proposal to remove the requirement of a core academic skills assessment (e.g. Praxis Core, ACT, SAT) from entry into a teacher preparation program and for initial licensure.

Acts [707](#) and [244](#) of the 2022 Regular Legislative Session were passed removing the requirement of a core academic skills assessment (e.g. Praxis Core, ACT, SAT) as a requirement for entering the profession and for teacher licensure.

BESE recently approved the removal of the requirement of a core academic skills assessment (e.g. Praxis Core) for both entrance into a Teacher Preparation Program and for licensure at today's meeting. All other requirements (Praxis II, GPA, etc.) remain the same.

Please contact em.cooper@la.gov with questions.



The [Louisiana Pre-Educator Pathway](#) is a Grow Your Own initiative focused on high quality early career development for the next generation of Louisiana's educators. In the 2022-2023 school year, a series of supports will be offered to support Louisiana school systems in the development, implementation, and expansion of the Louisiana Pre-Educator Pathway.

- [Pre-Educator Pathway Resource Library](#)
- [System Lead Professional Learning Community](#)
- [Grow Your Own Program Best Practices Office Hours](#)
- Grow Your Own Learning Visits
- Curriculum Training

Details and reminders about all supports will be shared through the [Pre-Educator Pathway Contact List](#).

Please contact believeandprepare@la.gov with questions.

Continuous Learning

Continuous learning should be provided to limit unfinished learning while maintaining access to instructional programming during modified operations. In accordance with BESE policy, school systems shall have a continuous learning plan for extended school closures reviewed by stakeholders and posted to the LEA website no later than June 30, and annually updated by June 30 of each year.

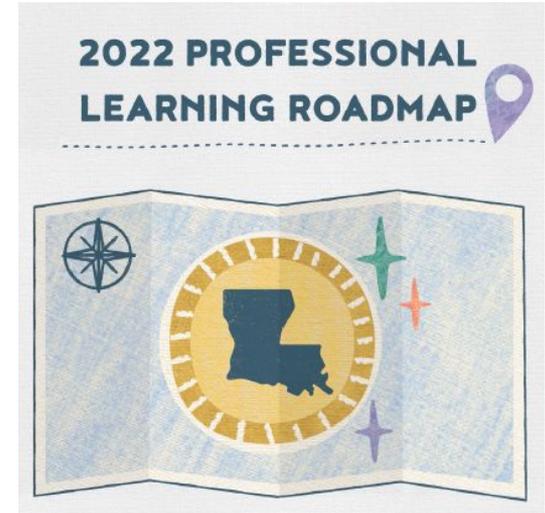
To prepare for this school year, the Department has released a [Continuous Learning Toolkit](#) to support system leaders in developing a continuous learning plan for when school closures may occur that require modified operations on a short-, medium-, or long-term basis. School systems should keep continuous learning plans at the system level and update annually.

Please contact keisha.thomas2@la.gov with questions.

Professional Learning Roadmap

A key component of overall school system strategic planning is the implementation of a comprehensive professional learning plan.

The [Professional Learning Roadmap](#) intends to guide and support school system and school leaders in their implementation of essential professional learning structures: school system instructional leadership team, school instructional leadership team, and teacher collaboration.



Content Leaders

Content Leaders provide content expertise and training in ELA, math, K-2 Literacy, and science to support teachers as they prepare to deliver high-quality lessons. During the 2022-2023 school year, CIR schools must have:

- One trained **K-2 Literacy** Content Leader (For CIR schools serving grades K-2)
- One **ELA** and one **math** Content Leader who will receive, or have previously received training

School systems should contact an approved provider of Content Leader training to learn more information about training timelines and costs. Approved vendors for Content Leader training can be located in the [approved provider list](#).

Please contact believeandprepare@la.gov with questions.



Reminders and Repeats: School Improvement



Level Up: School Improvement Best Practices

[“Level Up” School Improvement Best Practices](#) training, required for CIR schools for the 2023 - 2024 school year, will be delivered Teacher Leader Summit 2023.

- One full day session of *Level Up* is required for three ILT members from each CIR school (principal & two others).
- Funds are provided through SuperApp to cover all costs associated with attendance for three ILT members per school.
- A pre-paid registration link to Teacher Leader Summit will be sent to principals of CIR schools to register themselves and two members of their ILT.
- The registration is valid for the entire Teacher Leader Summit.

Please contact louisianaleaders@la.gov with questions.