

As Louisiana transitions to more rigorous standards for students, the LDOE is ending prescriptive curricula and rules that have restricted educator decision making. Instead, the Department will provide tools for districts, empower districts to support teachers directly at each school site, and prioritize [four focus areas](#). This guide summarizes the current recommendations from the LDOE on how to approach decision making around the focus areas for this coming school year. All of the tools outlined in this document are available in the Classroom Support Toolbox.

Goal-Setting Guidance	All teachers and school leaders in the state should establish student learning targets at the start of the year. In establishing these goals, teachers should use the state’s standards and assessment guidance to understand what students will be expected to do in each grade level. In addition, teachers should access historical information about their students’ performance to understand where each of their students is beginning the school year via LEAPdata , CIS or other local sources of data
Statewide Assessments	The 2013-2014 LEAP, iLEAP, and End-of-Course exams for Mathematics and English Language Arts align to the Common Core State Standards; they no longer assess Grade Level Expectations. These assessments will include newly constructed response items aligned to the Common Core State Standards in all grade levels and subject areas. Assessment guidance describing the test structure for all English language arts and Mathematics tests is available now, and social studies and science assessment guidance will be available in summer 2013. Practice tests for the spring 2014 LEAP and iLEAP tests, aligned to the Common Core State Standards, will be released in August 2013.
District and School Level Assessments	As Louisiana’s statewide assessments evolve to align to the Common Core State Standards, district benchmarks should similarly align. For the coming year, the Department recommends that districts and schools: <ul style="list-style-type: none"> • Evaluate current assessments for alignment to the Common Core State Standards • Use EAGLE to access Common Core-aligned items when building classroom assessments. Additional EAGLE enhancements will be available for 2013-14 • Use common-core aligned tasks as a means of determining student achievement. Common Core- aligned tasks could simultaneously be used by groups of teachers, scored and then analyzed to discuss student progress on authentic, rigorous tasks. Sample common core-aligned tasks are available through several sources: <ol style="list-style-type: none"> 1. The Department’s unit plans each have aligned assessment tasks 2. Learnzillion 3. Illustrative math 4. Released items from PARCC and Smarter, Balanced 5. New York City’s subject and grade-level specific tasks <p>If you are choosing to purchase benchmark assessments, the Department recommends assessing the structure and alignment of these assessments by:</p> <ol style="list-style-type: none"> (1) Reviewing the 2013-2014 LEAP and iLEAP assessment guidance to understand how the Common Core will be assessed next school-year (2) Reviewing the 2014-2015 PARCC test blueprints and evidence tables to understand how the Common Core standards will be assessed in future years (3) Using the PARCC and Smarter, Balanced released items as examples of the level of rigor expected on assessments in 2014-2015 and beyond, as well as the LEAP and iLEAP practice tests (<i>to be released August 2013</i>) as examples of the level of rigor expected on the 2013-2014 assessments (4) Conducting a review of the assessment using the Common Core Alignment rubrics for English language arts and mathematics that were used to score curriculum by our textbook review committees

<p>General Curriculum Guidance</p>	<p>The Department did not approve any textbooks because none were sufficiently aligned to the Common Core State Standards. Moving forward, the Department will share high quality curricular resources as they become available. We highly recommend that schools and districts:</p> <ul style="list-style-type: none"> • Defer purchase of textbooks until high quality materials are available • Use money to purchase text sets recommended in sample year-long plans to support literacy classrooms • Invest in getting school buildings technology ready <p>In order to support teacher planning, districts should either adopt new curricula or adjust current curricula to align to the Common Core State standards. Many curricular resources currently being used in schools can be used to supplement a Common Core curricula.</p> <ul style="list-style-type: none"> • Leverage district and school Teacher Leaders who were trained on Common Core aligned instruction. All of their training materials are available here. • Investigate the Classroom Support Toolbox standards • Use or adapt the teacher developed year-long plans and unit plans published by the Department • Use teacher professional development and collaboration time to allow teachers opportunities to work together to review and create/adapt year-long, unit, and daily instruction plans • Use current curricular tools and resources to supplement the plans developed by teachers • Access a series of free and high-quality resources (noted below) to supplement the plans developed by teachers <p>If your district chooses to purchase textbooks, please access the Department’s review of textbooks to identify the specific strengths and gaps with each text. Within that review you can also find the criteria used to determine a text’s alignment to the standards.</p>
<p>Math Curriculum Guidance</p>	<p>Yearlong scope and sequencing: Use the sample year-long scope and sequences in the teacher toolbox to identify how to scope and bundle the standards across each grade level.</p> <p>Unit planning: Convene groups of teachers to build unit plans that align to the sample year-long plans. To support this work, the Department recommends that districts and schools</p> <ul style="list-style-type: none"> • Adapt the sample first unit for a limited number of grade levels to plan for daily instruction (K-12 sample unit plans available August 2013) • Convene teams of teachers to build subsequent unit plans at the district and school level • Use New York State’s sample curriculum to guide unit and lesson instruction. These materials are rigorous, include formative assessments and are aligned to Common Core. All materials are free and available for students as well. Teachers can pull and then adjust sets of lessons to fit the bundling in Louisiana’s year-long scope and sequences. <p>Lesson planning: Teachers can use the following sites (of free resources) to create/adapt rigorous lesson plans.</p> <ul style="list-style-type: none"> • Review the lesson planning page in the teacher toolbox for a list of strong lesson level resources • New York State’s sample curriculum to guide unit and lesson instruction. • Learn Zillion
<p>English Language Arts/Literacy Curriculum Guidance</p>	<p>Yearlong scope and sequencing: Use the sample year-long scope and sequences in the teacher toolbox to identify how to scope and bundle the standards across each grade level.</p> <p>Unit and Lesson planning: Convene groups of teachers to build unit plans that align to the sample year-long plans. To support this work, the Department recommends that districts and schools:</p> <ul style="list-style-type: none"> • Determine which text sets to use throughout the year by considering the text sets in our sample year-long scope and sequences. Over 60% of the recommended texts are available for free. Teachers can use texts from their classroom (including from their current basals) to adjust these text sets. Use this guidance to help you adjust a text set. Use this guidance to help you identify a rigorous text. • Adapt the sample first unit for a limited number of grade levels to plan for daily instruction • In early elementary many teachers already have materials to help their students build the foundational literacy skills necessary to higher performance. We recommend teachers continue to use those materials during small-group instruction and integrate them with the text sets recommended for whole-group instruction. • Additionally, work has been done to revise existing questions in basals and reading anthologies to be more rigorous. These materials can be used as the texts are used in CCSS-aligned plans. The resources for grades 3-5 and grades 6-10 are freely available. Training videos, templates, and rubrics for engaging in the revisions are also available through the sites.