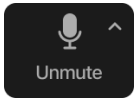
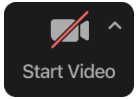
Zoom Meeting Preparation



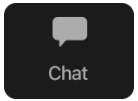
Please make sure your phone or computer is muted to minimize background noise.

- To do this, hover over the bottom left-hand side of your screen and click “Mute.”



Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.

- To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

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

Teaching and Learning Call

October 28, 2026

Agenda

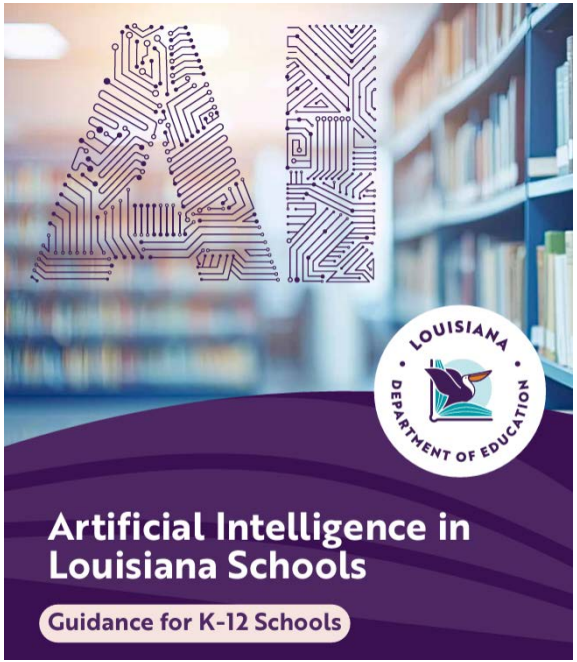
I. Spotlight: Artificial Intelligence Technology Evaluation Rubric
II. Academic Content
III. Numeracy
IV. Literacy
V. Diverse Learners
VI. Educator Talent and Workforce Development

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: Artificial Intelligence (AI) Technology Evaluation Rubric

AI Guidance 2.0



- ✓ Updated Ed Tech Plan
- ✓ Role specific competencies
- ✓ AI professional learning opportunities
- ✓ AI Literacy Framework
- ✓ Crosswalk of student competencies to Computer Science standards
- ✓ Evaluation Tool
- ✓ Tech Readiness Tool collection
- ✓ Agency collaboration
- ✓ Pilot and progress evaluation plan

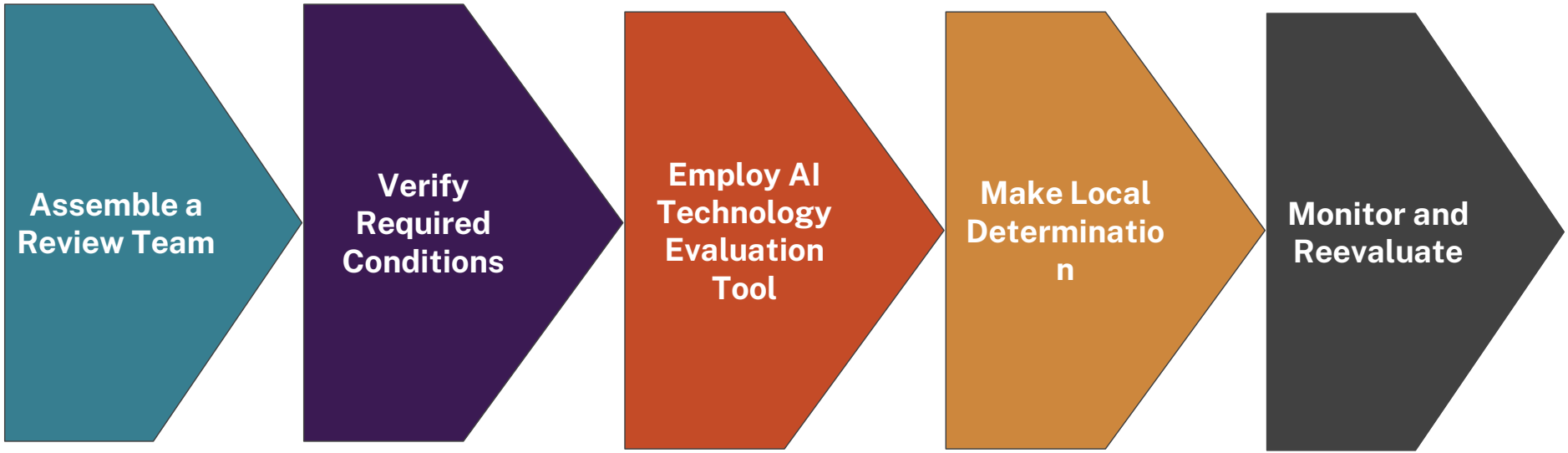
AI Technology Evaluation Rubric

The rubric is intended to support school systems' review of AI products and materials. The rubric is separated into five sections:

- Safety, Security, and Product Access
- Instructional Alignment and Evidence of Impact (Coherence)
- Functionality
- Training and Support
- Administrative Controls

This rubric is intended to guide school systems in considering factors related to data protection, instructional integrity, product usability, educator support, and system-level oversight when evaluating AI-enabled tools.

Using the AI Technology Evaluation Rubric



Ensuring Safety, Security and Access



Scoring

AI Technology Evaluation Rubric		
Section 2: Instructional Alignment and Evidence of Impact		
Criteria	**Guiding Questions**	**Rating**
Alignment to High-Quality Instructional Materials (HQIM)	• Does the AI tool reinforce instructional coherence by anchoring student use to the adopted high-quality instructional materials, grade-level content, and lesson sequence, rather than pulling students into misaligned or separate instructional experiences?	(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

Direct Student Services: AI Powered Academic Interventions

AI-Powered Academic Interventions funding may be used to implement or expand evidence-based, AI-driven tools or platforms that

- support personalized, adaptive instruction in various content areas; and
- generate real-time data for educators and families.

School systems can select from several options this year:

- Amira
- Khanmigo
- Writable
- Course Mojo
- Evidenced-based Option

Academic Content

Instructional Materials Reviews Resources

The Louisiana Department of Education (LDOE) conducts ongoing reviews of curricula to support school systems in adopting high-quality instructional materials (HQIM) in all core subjects.

Access reviews on the Curricular Resources Annotated Reviews webpage.

Instructional Materials Reviews Reports

- Weekly Report
- Comprehensive Tiered Report
- English Language Arts and Math Standards Alignment Review Status Report

Please contact louisianacurriculumreview@la.gov with questions.

Instructional Materials Reviews Update

Publisher	Title	Core Subject	Tier
Teaching Strategies, LLC	The Creative Curriculum for Pre–K, Ages 4–5	Early Childhood Education	Tier 1
Teaching Strategies, LLC	The Creative Curriculum for Preschool, Ages 3–5	Early Childhood Education	Tier 1
Activate Learning	Activate Learning certified OpenSciEd Physics	Science	Tier 1

Please contact louisianacurriculumreview@la.gov with questions.

Instructional Materials Reviews Update

The following **English Language Arts (ELA)** titles were reviewed for alignment to the revised standards and ***retained their Tier 1 status***:

- Imagine Learning - EL Education, Grades K–5 (©2019)
- Great Minds PBC - Wit & Wisdom, Grades 6–8 (©2023)
- Houghton Mifflin Harcourt - Into Literature, Grades 6–8 (©2020)
- Curriculum Associates, LLC - Magnetic Reading Foundations (Foundational Skills Only), Grades K–2 (©2023)
- Open Up Resources - EL Education, Grades K–5 (©2017)
- McGraw Hill LLC - StudySync, English I–IV (©2021)

Please contact louisianacurriculumreview@la.gov with questions.

Instructional Materials Reviews Update

The following **English Language Arts (ELA)** titles were reviewed for alignment to the revised standards and ***retained their Tier 1 status***:

- Great Minds PBC - Wit & Wisdom with Really Great Reading and Geodes, Grades K–3 (©2023)
- Literacy Resources, LLC dba Heggerty - Bridge to Reading, Grades K–2 ELA Foundational Skills (©2023)

Please contact louisianacurriculumreview@la.gov with questions.

Instructional Materials Reviews Update

The following **math** title has been reviewed and is **not aligned to revised standards**:

- Houghton Mifflin Harcourt - Into Math, Grades K–5 (©2020)

Please contact louisianacurriculumreview@la.gov with questions.

Classic Literature List Resources

The LDOE's Classic Literature List and the accompanying Classic Literature List Guidance are now available to support school systems as they implement the updates to Bulletin 741.

- Bring classic literature to life
- Builds students' knowledge and reading skills

Texts are available for purchase on the American Reading Company Louisiana Classic Literature portal; however, school systems may purchase texts from their desired provider.

Please contact elaguidebooks@la.gov with questions.

Foundational Skills and Writing Supports

ELA Guidebooks 3–5 (2022) Grade 3 Words In Practice Updated Units

- Stories Julian Tells
- Cajun Folktales
- Because of Winn-Dixie
- Treasure Island

Join the Writing Learning Series for ELA Instructional Leaders

- Five-part learning series
- Recordings available after each session

Please contact elaguidebooks@la.gov with questions.

ELA Guidebooks Section Diagnostic Data Collection Tools

Updated Section Diagnostic Data Collection Tools are now available:

- Prefilled with all look-fors
- Groups students based on look-for performance
- Supports teacher planning for future supports

The link to the updated tools is located in the Lesson Preparation Protocol and in the Curriculum Guide found on the Louisiana Curriculum Hub.

Please contact elaguidebooks@la.gov with questions.

Social Studies HQIM Resources

To support teachers implementing *Bayou Bridges: A K–8 Social Studies Curriculum*, *Foundations of Freedom: A Louisiana Civics Program*, and *Land of Liberty: The History of the United States*, the LDOE has released several resources:

- Grades K, 1, and 2 Alternate Pacing Guides
- Foundations of Freedom Unit 2 Instructional Slides
- Land of Liberty Unit 2 Instructional Slides

Please email socialstudies@la.gov with any questions.

America 250 Resources

Celebrate America 250 with these age-appropriate, high-quality instructional materials.

To access these resources, visit the K-12 Social Studies Planning web page.



Please email socialstudies@la.gov with any questions.

Social Studies Office Hours

To answer questions and provide technical support with *Bayou Bridges: A K-8 Social Studies Curriculum*, *Foundations of Freedom: A Louisiana Civics Program*, and *Land of Liberty: The History of the United States*, the LDOE will hold social studies office hours the first Wednesday of each month from 3:15 to 4 p.m.

- **Webinar Date and Time**: November 4 at 3:15 p.m.
- **Webinar Link**: https://ldoe.zoom.us/j/92792266713
- **Webinar Phone Number**: 1-470-250-9358
- **Meeting ID#**: 927 9226 6713
- **Meeting Passcode**: 063740

Please email socialstudies@la.gov with any questions.

Science Leader Curriculum Focus Groups

The Science Leader Curriculum Focus Group series continues in December with a special focus on planning for intentional teacher collaboration. Please see the webinar information below and register now to reserve a seat!

- **Webinar Date and Time:** December 8 at 9:30 a.m.
- **Webinar Link:** https://ldoe.zoom.us/j/96189455120
- **Webinar Phone Number:** 1-312-626-6799
- **Meeting ID#:** 961 8945 5120

Please contact STEM@la.gov with questions

K–8 Computer Science Teacher Training

Ignite Initiative (K–5)

- Offers asynchronous training on computational thinking, block programming, and cybersafety to prepare for computer science instruction

Ignite+ Classroom Connections (6–8)

- Includes 32 hours of training in middle school computer science instruction including computer science core concepts, coding, and project-based learning

Please email STEM@la.gov with any questions.

LDOE + DonorsChoose Innovation Challenge

The LDOE has partnered with DonorsChoose to fund innovative classroom projects in computer science. Approved projects will receive up to $500 in DonorsChoose credits funded by the LDOE.

To qualify, applicants must

- teach or integrate computer science in grades K–5 or 6–12 at a public or BESE-approved charter school, and
- hold a computer science certification or have completed Ignite or Energize training.

Sign up for an account at donorschoose.org/teachers.

Please contact STEM@la.gov with questions



Computer Science Technical Assistance Grant (CSTAG)

All public school and public charter K–12 school systems can apply for up to $40,000 for computer science teacher training and technology support.

The application process for the 2027–2028 school year will be available through Super App.

Please contact STEM@la.gov with questions

Physical Education Professional Learning

The LDOE is offering professional learning opportunities to support implementation of the revised physical education standards.

- **7 school systems** have scheduled professional learning
- **300+ educators** will receive training on the revised physical education standards

Topics will include

- key shifts, including the new structure and coding;
- standards-aligned instruction and assessment; and
- implementation support and sample resources.

Request a session today!

Please contact classroomsupporttoolbox@la.gov with questions

For questions about…	Contact…
Math	math@la.gov
ELA and ELA Guidebooks	elaguidebooks@la.gov
Computer science, science, AI, 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 Response

New and updated resources are available on the LDOE Numeracy Screener webpage.

- K-3 Numeracy Screener Response Toolkit
  - updated to ensure alignment with screener reporting
- K-3 Numeracy Screener Parent Letter
  - supports communication of screener results with families
- High-Dosage Tutoring (HDT) Parent Letter Guidance
  - provides assistance on identifying HDT areas of need

Please contact math@la.gov with questions

Numeracy K-3 Screener Monthly Webinar

The LDOE will continue to host a monthly webinar series to provide updates on the Numeracy Screener tools and actions. Monthly webinar details can be found within the K-3 Numeracy Screener Response Toolkit.

- **Webinar Date and Time:** November 19 at 10 a.m.
- **Webinar Link:** https://ldoe.zoom.us/j/6158352036?pwd=nzF8kkDrt5JYpBoQEpAYVbX8RENPyD.1
- **Webinar Phone Number:** 1-312-626-6799
- **Meeting ID#:** 615 835 2036
- **Meeting Passcode:** 591448

Please contact math@la.gov with questions

LANE Office Hours

The LDOE will continue to host a monthly Office Hours to provide updates on the LANE and provide opportunities for participants to ask questions.

- **Webinar Date and Time:** November 4
- **Webinar Link:** https://ldoe.zoom.us/j/6158352036?pwd=nzF8kkDrt5JYpBoQEpAYVbX8RENPyD.1
- **Webinar Phone Number:** 1-312-626-6799
- **Meeting ID#:** 615 835 2036
- **Meeting Passcode:** 591448

Please contact math@la.gov with questions

Zearn Math Challenges

Louisiana Math Challenges are designed to strengthen routines for Zearn Math lesson completion. Research shows students see the strongest outcomes when they consistently complete three grade-level Zearn Math lessons each week, building toward 90 lessons over the school year.

- Download kits
- Track progress
- Celebrate success

Literacy

Adolescent Literacy Professional Learning

The initial modules of the Adolescent Literacy Professional Learning course, required under Act 964 (2026), are now available through the Louisiana Professional Learning Platform.

When does the training requirement start?

- Not required until the 27-28 school year, but those who want to start now can do so.

Who is required to complete the training?

- Grades 4-8 reading and English Language Arts (ELA) teachers
- Reading interventionists and other educators providing reading interventions to students in grades 4-8

Professional Learning Platform Course Code: 7786E4IE

Adolescent Literacy Question and Answer (Q&A) Guidance

The Adolescent Literacy, Act 964 (2026), drop-down has been added to the Literacy Library.

- Adolescent Literacy Q&A has been added and will be updated as questions arise.

Third Grade Best Practices for Literacy

The Third Grade Start, Stop and Continue Guidance document helps school leaders:

- evaluate their current practices around literacy;
- determine which best practices are the most effective to move student outcomes; and
- determine which practices can be discontinued.

Third Grade Promotion

If any 3rd grade student scored well below level on the DIBELS 8 literacy screener and was promoted to 4th grade due to a good cause exemption, the school system must include the correct option code on the student's **enrollments_ext** record submitted to EdLink. Please refer to the links below for more information:

- **System Enhancements** (See page 3 & 10 for option codes)
- **Program Resource Information** (See page 6)

Note: Charter schools do not have to submit this data.

Implementing Quality High-Dosage Tutoring

System and school leaders are encouraged to prioritize session observations early in the tutoring cycle.

- **Participation:** Are students receiving their intended dosage?
- **Instruction:** Is tutoring aligned to students' learning needs and high-quality instructional practices?
- **Student progress:** Are students engaged and making progress toward learning goals?
- **Observation and feedback:** Are there regular opportunities to observe tutoring and provide actionable feedback to tutors?

Leaders should use the High-Dosage Tutoring Quality Assessment during observations to guide tutor feedback and coaching.

Please contact tutoring@la.gov with questions.

Diverse Learners

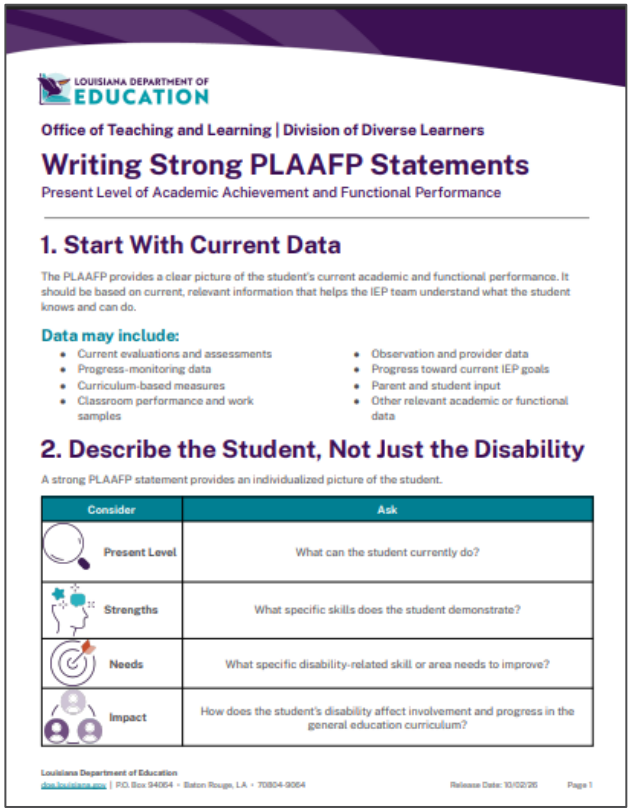
Present Level of Academic and Functional Performance (PLAAFP) Resources

A strong PLAAFP tells the story of the student's current performance and sets the foundation for the IEP.

These resources highlight:

- What the Individuals with Disabilities Education Act (IDEA) requires in the PLAAFP
- Key components to consider when writing
- Connecting data to the impact of the disability
- Using the PLAAFP to drive measurable annual goals and services
- Examples and a practical checklist for reviewing PLAAFPs

Please contact diverselearnersupport@la.gov with questions.



LOUISIANA DEPARTMENT OF EDUCATION

Office of Teaching and Learning | Division of Diverse Learners

Writing Strong PLAAFP Statements

Present Level of Academic Achievement and Functional Performance

1. Start With Current Data

The PLAAFP provides a clear picture of the student's current academic and functional performance. It should be based on current, relevant information that helps the IEP team understand what the student knows and can do.

Data may include:

- Current evaluations and assessments
- Progress-monitoring data
- Curriculum-based measures
- Classroom performance and work samples
- Observation and provider data
- Progress toward current IEP goals
- Parent and student input
- Other relevant academic or functional data

2. Describe the Student, Not Just the Disability

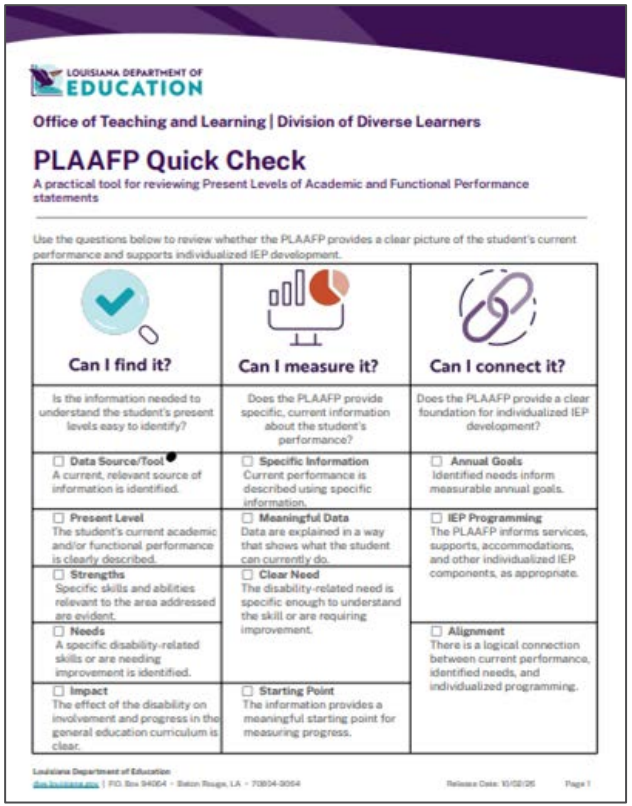
A strong PLAAFP statement provides an individualized picture of the student.

Consider	Ask
Present Level	What can the student currently do?
Strengths	What specific skills does the student demonstrate?
Needs	What specific disability-related skill or area needs to improve?
Impact	How does the student's disability affect involvement and progress in the general education curriculum?

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LOUISIANA DEPARTMENT OF EDUCATION

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PLAAFP Quick Check

A practical tool for reviewing Present Levels of Academic and Functional Performance statements

Use the questions below to review whether the PLAAFP provides a clear picture of the student's current performance and supports individualized IEP development.

Can I find it?	Can I measure it?	Can I connect it?
Is the information needed to understand the student's present levels easy to identify?	Does the PLAAFP provide specific, current information about the student's performance?	Does the PLAAFP provide a clear foundation for individualized IEP development?
☐ **Data Source/Tool** A current, relevant source of information is identified.	☐ **Specific Information** Current performance is described using specific information.	☐ **Annual Goals** Identified needs inform measurable annual goals.
☐ **Present Level** The student's current academic and/or functional performance is clearly described.	☐ **Meaningful Data** Data are explained in a way that shows what the student can currently do.	☐ **IEP Programming** The PLAAFP informs services, supports, accommodations, and other individualized IEP components, as appropriate.
☐ **Strengths** Specific skills and abilities relevant to the area addressed are evident.	☐ **Clear Need** The disability-related need is specific enough to understand the skill or are requiring improvement.	
☐ **Needs** A specific disability-related skills or are needing improvement is identified.		☐ **Alignment** There is a logical connection between current performance, identified needs, and individualized programming.
☐ **Impact** The effect of the disability on involvement and progress in the general education curriculum is clear.	☐ **Starting Point** The information provides a meaningful starting point for measuring progress.	

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Present Level of Academic and Functional Performance (PLAAFP) Resources

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. If there is no data to report, the school system must report zeros.

The dyslexia reporting form is currently open. The deadline for submission is **December 15**. School Systems that do not submit will be listed in the final legislative report as non-responsive.

Dyslexia reporting guidance is available in the Students with Disabilities library.

Please email specialeducation@la.gov with questions.

Annual Performance Report (APR) Indicator Outreach

Annually, Louisiana is required to calculate rate and risk ratios to determine school systems' risk for:

- Excessive suspension or expulsion of students with disabilities for more than 10 days (Indicator 4);
- Disproportionate identification of students for special education and specific exceptionalities (Indicators 9 and 10);
- Untimely initial evaluations (Indicator 11); and
- Untimely transitions from Part C to Part B services (Indicator 12).

Please contact specialeducation@la.gov with questions.

Annual Performance Report (APR) Indicator Outreach

School System notification of findings will occur late October. If your School System is identified with findings, the individual letters of findings by indicator will be uploaded to the File Transfer Portal (FTP). More information will be provided in future communications.

Please contact specialeducation@la.gov with questions.

New Resource Alert: Early Childhood EL Support

Supporting English Learners (ELs) in Early Childhood Classrooms: *Practical strategies for strengthening language development throughout the instructional day*

Inside the Resource

- Language development through play, interaction, vocabulary, and intentional supports
- Home language and family partnerships that strengthen learning

Put It Into Practice

Connect strategies to current instruction so young ELs have intentional opportunities to **hear, practice,** and use **meaningful language** throughout the day.

Coming Soon!

A companion **Professional Learning Facilitation Guide** to support professional learning, teacher collaboration, coaching, and implementation.

Educator Talent and Workforce Development

Louisiana Evaluation System (LES) Reminders

2025–2026 Evaluations

- All educator evaluations must be finalized in LES by **November 30**.
- Review outstanding evaluations and address any remaining items before the deadline.

2026–2027 Evaluation Cycle

- Continue conducting Round 1 observations, while beginning Round 2, complete post-conferences as they occur.

Student Learning Targets (SLT)

- Ensure SLTs have been established, reviewed, and accepted in LES.

Use the LES Timeline as a resource to support key tasks and deadlines.

Please contact leads@la.gov with questions.

Louisiana Educator Advancement and Development System (LEADS) Reminders

All evaluators and designated observers are required to attend training and pass the annual evaluator certification prior to observing for evaluation.

- System leaders may reach out to leads@la.gov for assistance with registering newly hired system or school leaders.
- System leaders may monitor completion by accessing the LDOE Professional Learning Platform with Admin permissions. A score of 75% is required.
- If the assessment is not passed annually, training is required prior to observing for evaluation.

Please contact leads@la.gov with questions.

LEADS Resources

Many resources to support first semester evaluation implementation are available in the LEADS Library.

- Evaluation Implementation Guidance for System Leaders
- Other Personnel Guidance
- The ILT and LEADS: Bridging Leadership and Instruction
- PGP/Coaching Plan Template, PGP/Coaching Plan Samples, and Counselor PGP/Coaching Plan Template
- LLR Evidence Collection Sheet and LCR Evidence Collection Sheet
- LEADS Evaluation Frequently Asked Questions

Materials to support rater reliability are also available in the Professional Learning Platform: LEADS Public Collections.

Please contact leads@la.gov with questions.

Call Summary

Key Deadlines & Action Steps

Month	Action Steps
October	• October 28: All data for residents, practitioners, and mentors must be uploaded • October 29: Mentor and resident teacher funding snapshot • October 29: Super App launches/CSTAG application opens
November	• November 30: 2025-2026 educator evaluations finalized
December	• December 15: Request a PE Professional Learning session for the spring semester • December 15: Annual Dyslexia Reporting due
January	• January 22: 2027-2028 Super App Competitive Portion (includes CSTAG) due

Upcoming Webinars, Calls, and Events

Month	Date, Time: Title and Zoom Link
November	• November 4 at 9 a.m.: LANE Office Hours • November 4 at 3:15 p.m.: Social Studies Office Hours • November 5 at 9:30 a.m.: Science Leader Support Webinar for PhD Science • November 12-13: LSTA and LATM Conference • November 19 at 10 a.m.: K-3 Screener Response Webinar
December	• December 8 at 9:30 a.m.: Science Leader Curriculum Focus Groups