



Expressing Understanding of Text through Writing

The Content Leader uses a Tier 1 curriculum to drive instruction that increases student ability to build knowledge and express understanding of text through writing to meet Louisiana Student Standards. A Tier 1 curriculum provides opportunities at the end of each unit of study for students to express their understanding through writing. Throughout the unit of instruction, students should build knowledge and understanding necessary to address the task, and develop skills necessary to clearly and coherently express understanding through writing.

- **ANALYZE** your current instruction related to a Tier 1 curriculum unit
- **DEVELOP** an action plan to continue to develop student writing skills or building background knowledge based on these samples and identified patterns
- **IMPLEMENT** the plan you developed
- **EVALUATE** the newly collected set of student work



Reading Complex Grade-Level Texts

The Content Leader uses multiple careful readings of a text from a Tier 1 curriculum to make complex grade-level texts accessible to all learners without changing the text. Teachers need to understand what makes a text complex and how it builds a student's knowledge throughout the unit of study. In order to determine what each student needs to access the text, the teacher must align scaffolds and supports to ensure that each student has the ability to make meaning of the text. By strategically guiding a student's journey through the text, the teacher ensures each student builds the knowledge necessary for the end-of-unit task.

- **ANALYZE** a text that requires multiple reads from a lesson in a Tier 1 Curriculum
- **DEVELOP** a plan to facilitate careful reading of the text
- **IMPLEMENT** the plan you developed, collecting work samples from 3 students representative of the class
- **EVALUATE** the effectiveness of your reading instruction



Expressing Understanding of Text through Speaking and Listening

The Content Leader uses a Tier 1 curriculum to drive instruction that increases student ability to build knowledge and express understanding of text through speaking and listening. Achieving this requires that teachers shift their instruction, so students are doing more of the cognitive lift. Students should engage in meaningful academic discourse in which they express the meaning of the text, defend their ideas with evidence from the text, use content-specific vocabulary, and build upon the responses of their peers to further their own, and others, understanding of the text.

- **ANALYZE** how your current instruction reflects the shifts in ELA instruction and addresses how the LSS support students in expressing understanding
- **DEVELOP** a purposeful plan to implement a Tier 1 Curriculum lesson
- **IMPLEMENT** the lesson
- **EVALUATE** the implementation with reflections



Adult Group Learning Facilitation

Facilitating adult group learning requires a strong grasp of content, purposeful planning, and methods to assess the impact of that learning. Content Leaders will incorporate effective learning models, structures, and processes into their plan and delivery of an adult group learning session. When adult learners are engaged in experiential learning that links directly to their professional learning needs, instructional practices improve and have a direct impact on student achievement.

- **ANALYZE** an upcoming adult group learning session
- **DEVELOP** an annotated Facilitation Guide that will guide the successful facilitation of the session
- **IMPLEMENT** your adult group learning session
- **EVALUATE** the success with reflections



Collaborating with School Leaders to Achieve the School Goals

In order to achieve school goals effectively and efficiently, members of the school community must collaborate to attain shared vision, role clarity and strong processes for carrying out those goals. Content Leaders support the administration as drivers of school goals and support teachers as the implementers of school initiatives towards achieving those goals. Content Leaders should partner with school leaders to:

- develop a shared understanding of the vision and goals for the school and how the Content Leader will contribute to achieving them
- outline the process and structures that the Content Leader will use to deliver the content modules
- set up recurring touch points to discuss progress towards goals and problem solve around issues.

- **ANALYZE** your current school environment by working with your school leader(s)
- **DEVELOP** a plan for how you will deliver the content modules
- **IMPLEMENT** your plan
- **EVALUATE** your implementation with reflections