

2020-2021 Teacher Leader Advisor Application

Thank you for your interest in becoming a 2020-2021 Teacher Leader Advisor.

Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. The 2020-2021 Teacher Leader Advisors will use their robust knowledge of teaching and learning to review and create the next wave of high-quality instructional materials and training tools that will be used by thousands of teachers across the state.

Becoming a Teacher Leader Advisor not only allows educators to expand their positive impact by influencing over 750,000 students and over 50,000 Louisiana educators, but it also provides an opportunity to deepen and refine their leadership skills, learn about key priorities and projects at the Louisiana Department of Education, and develop their understanding of curricula and teacher training.

Applications must be submitted through this form by 5 p.m. on Friday, August 14, 2020. Incomplete applications will not be considered.

Applications are currently open for the following areas:

- Early Childhood Education Content Support and Instructional Materials Review
- Foundational Skills/Reading Intervention Instructional Materials Review
- K-12 ELA Content Support, ELA Instructional Materials Review, and Students with Significant Cognitive Disabilities Supports
- K-12 Math Content Support, Math Instructional Materials Review
- K-12 Science Content Support and Science Instructional Materials Review
- Career and Technical Education
- STEM Pathways

Please contact LouisianaTeacherLeaders@la.gov with any questions.

The LDOE TLA Training will take place virtually in early September.

Any files that are uploaded will be shared outside of the organization they belong to.

*** Required**

1. Email address *

Basic Information

2. Preferred salutation *

Mark only one oval.

Ms.

Miss

Mr.

Dr.

3. First Name *

4. Last Name *

5. District/LEA *

6. School (if applicable)

7. Current Role *

8. Educational Background (university, degree(s), certifications, etc.) *

9. Preferred email address *

10. Other email address

11. Cell phone number including area code *

12. Mailing address (PO Box or Street) *

ex: P. O. Box 94064

13. Mailing address (City, State & Zip code) *

ex: Baton Rouge, LA 70804

Qualifications Checklist

Must meet all qualifications to be considered for the Teacher Leader Advisor position.

14. By checking these boxes, you confirm that the following statements are true: *

Check all that apply.

- I am a current Louisiana educator.
- I acknowledge that meeting all obligations as a Teacher Leader Advisor will require me to complete additional work and travel outside of my regular duties.
- I have read through the application carefully and am confident I will be able to meet all the requirements including the in-person trainings/meetings and the work products.
- I have notified my employer of my intent to apply to be a 2020-2021 Teacher Leader Advisor and have received permission to do so.

Skip to question 24

Experience & Preferences

15. Number of years experience in education. *

Mark only one oval.

- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 30+ years

16. Select your current role(s) that you have previously held. (Check all that apply.) *

Check all that apply.

- Early Childhood Educator ages 0-3
- Early Childhood Educator ages 4-5
- Kindergarten Teacher
- Grade 1 Teacher
- Grade 2 Teacher
- Grade 3 Teacher
- Grade 4 Teacher
- Grade 5 Teacher
- Grade 6 Teacher
- Grade 7 Teacher
- Grade 8 Teacher
- Grade 9 Teacher
- Grade 10 Teacher
- Grade 11 Teacher
- Grade 12 Teacher
- Intervention Specialist K-5
- Intervention Specialist 6-12
- Special Education Teacher K-5
- Special Education Teacher 6-12
- I have not been a classroom teacher
- School Counselor
- School/District Administrator

Other: _____

17. If Other is checked, please explain:

18. Select the content areas(s) that you currently teach or have previously taught *

Check all that apply.

- Early childhood
- ELA
- Math
- Science
- Social studies
- Career and Technical Education
- STEM Pathways
- I have not been a classroom teacher.

19. If you chose "Career and Technical Education" please describe the class(es) you taught. (If you did not select this area, please type N/A.) *

20. I am currently one of my school's/district's Teacher Leaders. *

Being a current Teacher Leader is NOT a requirement.

Mark only one oval.

- Yes, I am a current Teacher Leader for my school and/or district.
- No, I am not currently a Teacher Leader for my school and/or district.
- I'm not sure.

21. I served as a Teacher Leader Advisor for the LA Department of Education within the past six years. *

Prior experience as a Teacher Leader Advisor is NOT a requirement.

Mark only one oval.

- Yes, I have been a Teacher Leader Advisor in the past.
- No, I have not been a Teacher Leader Advisor in the past.
- I'm not sure.

Content Areas and Grade Band Preferences

22. I feel comfortable creating and/or reviewing curriculum and assessment items, and/or leading professional development for the following content area(s). (We are not recruiting in the area of social studies at this time.) *

Check all that apply.

- Early Childhood Education
- Foundational Reading Skills/Reading Intervention
- ELA
- Mathematics
- Science
- CTE
- STEM

23. I feel comfortable creating and/or reviewing curriculum and assessment items and/or leading professional development for the following grade band(s). (Check all that apply) *

Check all that apply.

- Early Childhood Education
- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12
- None of the above

Skip to question 14

Instructional Materials Reviewer Qualifications

24. Reviewer Affidavit - I do hereby certify the following (check all that apply): *

Check all that apply.

No representative of any publisher or any affiliated company will influence my comments, questions, or final rating, either directly or indirectly.

I will not accept anything of economic value, including but not limited to any promise of future things of economic value, from any publisher or affiliated company from this point forward and for twelve months following the conclusion of my service as a Reviewer.

In the event that, within the past twelve months, I have had a business arrangement or any other affiliation with any publisher or any affiliated company, I shall immediately (within 10 working days of today's date) inform the Louisiana Department of Education in writing of any such relationship. This written correspondence shall identify the publisher/company and describe the nature of the business arrangement or affiliation. This correspondence shall be forwarded to Marcie.Buckle@la.gov.

In the event that I know that, within the past twelve months, any member of my immediate family, as defined by La. R.S. 42:1102(13), has had a business arrangement or any other affiliation with any publisher or any affiliated company, I shall immediately (within 10 working days of today's date) inform the Louisiana Department of Education in writing of any such relationship. This written correspondence shall identify the publisher/company and describe the nature of the business arrangement or affiliation. This correspondence shall be forwarded to Marcie.Buckle@la.gov.

I affirm that I will not, during my service as a Reviewer, engage in any negotiations of any kind with any publisher or affiliated company for any future thing of economic value or engage in a business arrangement with any publisher or any affiliated company submitting materials for this review for at least twelve months following the conclusion of my service.

I will comply with all directives of the State Board of Elementary and Secondary Education and all procedures and/or requests from the Louisiana Department of Education regarding materials to be evaluated and protocol to be followed as part of the online instructional materials review process.

25. Limitation of Use Agreement *

Check all that apply.

I understand that instructional materials assigned for my review are only for my use in conjunction with the review process and corresponding training.

Skip to question 26

Application
Information

Please select the application that you wish to submit. You may apply for multiple content areas, you will be given the option to select another option later in the application

26. I am interested in becoming a Teacher Leader Advisor for the following area: *

Mark only one oval.

- Early Childhood (PreK) / K-2 ELA / Foundational Reading Intervention Instructional Materials Review *Skip to question 57*
- 3-12 ELA *Skip to question 67*
- K-12 Math *Skip to question 76*
- K-12 Science *Skip to question 81*
- Students with Significant Cognitive Disabilities: K-12 English language arts *Skip to question 27*
- STEM-Health Professions *Skip to question 42*
- STEM-Environmental Protection and Sustainability *Skip to question 47*
- STEM-Counselor *Skip to question 51*
- Librarian: ELA Content Support *Skip to question 38*

SWSCD K-12 ELA
Application Part 1
(5 minutes)

All 2020-2021 Teacher Leaders Advisors should be prepared to engage in any or all of the following activities for ELA:

- * Thinking deeply about the alignment between the Louisiana Student Standards and the Louisiana Connectors for Students with Significant Cognitive Disabilities in ELA
- * Designing and implementing lessons for students with significant cognitive disabilities aligned to the ELA Guidebooks
- * Creating resources aligned to the Louisiana Connectors for Students with Significant Cognitive Disabilities in ELA
- * Creating assessment items and items sets for the Louisiana Connectors for ELA
- * Leading professional development sessions on the Louisiana Connectors for ELA

The Department will consider your preferences when assigning specific projects throughout the year.

27. What is the extent to which you have worked with students with significant cognitive disabilities? Share with us an example of at least one student where you held high expectations and supported the student toward achieving a specific goal.

*

28. Please indicate with a check below each aspect of the project you believe you could participate in with support from the LDOE and other TLA team members. *

Check all that apply.

- Thinking deeply about alignment between LSS and Louisiana Connectors
- Designing and implementing aligned lessons for students with significant cognitive disabilities
- Creating aligned Connector resources in ELA
- Creating assessment items and item sets aligned to the Connectors
- Leading professional development sessions on the Connectors

SWSCD K-12 ELA Application: Part 2 (30 minutes)

29. 1. Does your school currently (or beginning in 2020-2021) use ELA Guidebooks as the ELA curriculum? *

Check all that apply.

- Yes
- No

30. 2. If you answered "Yes" above, describe in what capacity you have had experience working with this curriculum.

31. 3. List the ELA Guidebooks unit(s) you have taught. If you have not taught a unit, type "None." *

32. 4. Explain a rationale for providing access and ensuring achievement of students with significant cognitive disabilities with the same high-quality curriculum as all other students. Your response may include specific examples and/or samples to support your claims. *

33. 5. Describe what you believe are the biggest professional development needs for our state's ELA teachers of students with significant cognitive disabilities. Your response may include specific examples and/or samples to support your claims. *

SWSCD K-12 ELA
Application: Part 3 (45
minutes)

Use Section 1 (Lessons 1-5) of the Grade 6 "Steve Jobs"
Guidebooks 2.0 unit to respond to questions 4 and 5.

<https://learnzillion.com/resources/89832-steve-jobs>

34. 6. Scenario: You have a sixth grade student in your class who is reading on a fourth grade reading level. During lesson 2, this student struggles to read with a partner. Describe two ideas for additional reading support that you could offer this student. In your description, explain how the support helps this student meet the ELA goal. *

35. 7. Scenario: For lesson 4 (card 5), a student in your class has a list of 10 unknown words from the text. Describe two ideas for vocabulary support that you could offer this student. In your description, explain how the support helps this student meet the ELA goal. *

Consider your own classroom and students to respond to questions 6 and 7.

36. 8. Describe two supports that you would provide students who struggle to write/produce a summary. In your description, explain how the support helps students meet the ELA goal. *

37. 9. Describe two supports that you would provide students who struggle to make evidence-based claims. In your description, explain how the support helps students meet the ELA goal. *

Skip to question 83

Librarian: ELA Content Support

38. Are you a librarian in a school system that uses ELA Guidebooks? *

Mark only one oval.

Yes

No *Skip to question 14*

39. Have you previously worked as a TLA developing text lists aligned to the ELA Guidebooks? *

Mark only one oval.

Yes

No

N/A

40. Which grade band are you most comfortable in? *

Mark only one oval.

3-5

6-8

9-12

41. What process would you use to determine if an independent read text is appropriate for a grade level? *

Skip to question 14

**STEM-Health
Professions**

STEM-Health Professions Teacher Leader Advisors should be prepared to engage in any or all of the following activities:

- Reviewing and providing feedback on STEM pathway frameworks,
- Reviewing and providing feedback on STEM pathway curricula, and
- Working with partner providers to align their content expertise with age-appropriate expectations.

42. Do you have experience working with students pursuing a Jump Start pathway? *

Mark only one oval.

Yes

No

43. Do you have experience working with students pursuing a TOPS University diploma? *

Mark only one oval.

Yes

No

44. Describe an existing high school course that would be valuable for both those students pursuing a career as a pharmacy technician as well those students planning to become pharmacists. *

45. Describe a course that does not yet exist in Louisiana but could be created to benefit both those students pursuing a career as a pharmacy technician as well as those students planning to become pharmacists. *

46. If asked to evaluate the course described above, what would be the three most important factors to consider? *

Skip to question 83

For STEM-
Environmental
Protection and
Sustainability

STEM-Environmental Protection and Sustainability Teacher Leader Advisors should be prepared to engage in any or all of the following activities:

- Reviewing and providing feedback on STEM pathway frameworks,
- Reviewing and providing feedback on STEM pathway curricula, and
- Working with partner providers to align their content expertise with age-appropriate expectations.

47. Do you have experience working with students pursuing a Jump Start pathway? *

Mark only one oval.

Yes

No

48. Do you have experience working with students pursuing a TOPS University diploma? *

Mark only one oval.

Yes

No

49. Describe your experience with environmental education. *

50. Describe your experience with place-based learning. *

Skip to question 83

**STEM-
Counselor**

STEM-Counselor Teacher Leader Advisors should be prepared to engage in any or all of the following activities:
-Reviewing and providing feedback on STEM pathway frameworks,
-Working with partner providers to align their content expertise and needs with the realities of student scheduling needs and tendencies

51. Do you have experience working with students pursuing a Jump Start pathway? *

Mark only one oval.

Yes

No

52. Do you have experience working with students pursuing a TOPS University diploma? *

Mark only one oval.

Yes

No

53. Describe your experience with Jump Start pathways. *

54. Describe your experience with Louisiana STEM pathways. *

55. Have you previously worked to design or refine a high school pathway? *

Mark only one oval.

Yes

No

56. Describe one revision to either the Xavier University of Louisiana Pre-Pharmacy pathway or the Environmental Protection and Sustainability pathway that would benefit both career diploma and TOPS University students. *

Skip to question 83

ECE, K-2 ELA, and Foundations of Reading Intensive Intervention Application

All 2020-2021 Teacher Leaders Advisors should be prepared to engage in any or all of the following activities for ELA:

- * Reviewing the quality of ELA curricula and assessments and creating reviews individually and as a team
- * Building out additional materials for the ELA Guidebooks, including supports for diverse learners
- * Reviewing, updating, and creating assessments for the ELA Guidebooks

The Department will consider your preferences when assigning specific projects throughout the year.

57. Rank the following activities in order of your preference. *

Mark only one oval per row.

	1st choice	2nd choice	3rd choice	4th choice
Reviewing the quality of ELA curricula, assessments, and intervention and creating reviews individually and as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building out additional materials for the ELA Guidebooks, including supports for intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning assessments to ELA Guidebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading professional development sessions on ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ECE, K-2 ELA, and Foundations of Reading Intensive Intervention Part 1:

Answer questions 1a-1b using the information below.

Use the ELA Guidebook 1.0 Unit Frogs. (<https://bit.ly/2Vwm5I0>)

Full K-12 IMET Rubric (<https://bit.ly/2ASHx4S>)

58. 1a. To what extent does this unit address the indicator: 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Explain your thinking and give at least 2 examples from the unit plan to support your thoughts. *

59. 1b. To what extent does this unit address the indicator: 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Explain your thinking and give at least 2 examples from the unit plan to support your thoughts. *

ECE, K-2 ELA, and Foundations of Reading Intensive Intervention Part 2:

Answer questions 2a- 2d using your educational background and classroom experiences.

60. 2a. Describe two supports that you would provide students who struggle to write a summary. In your description, explain how the support helps students meet the ELA goal. *

61. 2b. Describe what a reading foundational skills intervention would include if it were described as explicit and systematic. (e.g., what might be included in instruction, what would students be doing, what would the teacher be doing) *

62. 2c. Do you have experience implementing an ELA foundations of reading (i.e., phonological awareness, phonics, fluency) intervention program? *

Check all that apply.

- Yes
 No

63. 2d. If you answered "Yes" above, describe in what capacity you have had this experience.

64. Would you like to also be considered specifically for an Early Childhood Teacher Leader Advisor? *

Mark only one oval.

- yes *Skip to question 65*
 no *Skip to question 83*

Skip to question 83

Early
Childhood
Specific
Application

Part 3 (optional, ECE only)

Use the two indicators from the ECE Preschool Ages 3-4 rubric to answer the questions below. To see the full ECE Preschool Ages 3-4 rubric see here: (<https://bit.ly/2Okt9Wh>)

4a) Language and literacy development is emphasized through resources and activities that support the following:

- Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development,
- Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding,
- Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group,
- Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by the standard,
- Early stages of writing (e.g. form shapes and letter like symbols) using a variety of tools, materials, and surfaces, and
- Regular opportunities to communicate through written representation, symbols, and letters.

4c) Math materials and activities adhere to the following indicators of quality:

- Promote children’s acquisition and use of the language and vocabulary of math
- Promote conceptual understanding of math content
- Promote children’s development of perseverance and persistence in solving problems

65. 3a. How might an ECE curriculum address the ELA indicator 4a (listed above)? Give two examples of how this indicator might be addressed in early childhood materials. *

66. 3b. How might an ECE curriculum address the Math indicator 4c (listed above)? Give two examples of how this indicator might be addressed in early childhood materials. *

Skip to question 83

3-12 ELA
Application

All 2020-2021 Teacher Leaders Advisors should be prepared to engage in any or all of the following activities for ELA:

- * Reviewing the quality of ELA curricula and assessments and creating reviews individually and as a team
- * Building out additional materials for the ELA Guidebooks, including supports for diverse learners
- * Reviewing, updating, and creating assessments for the ELA Guidebooks

The Department will consider your preferences when assigning specific projects throughout the year.

67. Rank the following activities in order of your preference. *

Mark only one oval per row.

	1st choice	2nd choice	3rd choice	4th choice
Reviewing the quality of ELA curricula, assessments, and intervention and creating reviews individually and as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building out additional materials for the ELA Guidebooks, including supports for intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning assessments to ELA Guidebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading professional development sessions on ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ELA 3-12 Part 1:

Answer questions 1a-1d using the information below.

Use Section 1 (Lessons 1-5) of the Grade 6 Steve Jobs Guidebooks 2.0 unit (<https://bit.ly/2GaOhLd>) to respond to questions 1- 4.

Full K-12 IMET Rubric (<https://bit.ly/2ASHx4S>)

68. 1a. To what extent do these lessons address the indicator: 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Explain your thinking and give at least 2 examples from the unit plan to support your thoughts. *

69. 1b. To what extent do these lessons address the indicator: 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Explain your thinking and give at least 2 examples from the unit plan to support your thoughts. *

70. 1c. Scenario: You have a sixth grade student in your class that is reading on a fourth grade reading level. During lesson 2, this student struggles to read with a partner. Describe two ideas for additional reading support that you could offer this student. In your description, explain how the support helps this student meet the ELA goal. *

71. 1d. Scenario: For lesson 4 (card 5), a student in your class has a list of 10 unknown words from the text. Describe two ideas for vocabulary support that you could offer this student. In your description, explain how the support helps this student meet the ELA goal. *

ELA 3-12 Part 2:

Answer questions 2a-2d using your educational background and classroom experiences.

72. 2a. Describe two supports that you would provide students who struggle to write a summary. In your description, explain how the support helps students meet the ELA goal. *

73. 2b. Describe two supports that you would provide students who struggle to make evidence-based claims. In your description, explain how the support helps students meet the ELA goal. *

74. 2c. Do you have experience implementing an ELA foundations of reading (i.e., phonological awareness, phonics, fluency) intervention program? *

Check all that apply.

Yes

No

75. 2d. If you answered "Yes" above, describe in what capacity you have had this experience.

Skip to question 83

K-12
Mathematics
Application

All 2020-2021 Teacher Leaders Advisors should be prepared to engage in any or all of the following activities for math:

- * Reviewing the quality of math curricula and creating reviews individually and as a team
- * Creating resources aligned to the Louisiana Student Standards for Mathematics
- * Creating assessment items and items sets for the Louisiana Student Standards for Mathematics
- * Leading professional development sessions on the Louisiana Student Standards for Mathematics (requires some in-state travel)

The Department will consider your preferences when assigning specific projects throughout the year.

76. Rank the following activities in order of your preference. *

Mark only one oval per row.

	1st choice	2nd choice	3rd choice	4th choice
Reviewing the quality of math curricula and assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating instructional resources in math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating math assessment items and tasks (e.g., EAGLE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading professional development sessions on math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 1

Answer question 1a using the information below.

Select a standard(s) from the list below and describe the progression of learning that would take a student from his/her knowledge of previous grade level standards through the full intent of the target standard. Although your response may be informed by your experience with various curricula and/or the progressions documents, the progression you detail should be original work. Your response should include specific references to standards from previous grade levels and, where appropriate, standards from the same grade level that should either be taught prior or concurrently. You may also include sample assessment items, tasks, bell ringers, exit tickets, and/or any other samples you think would help clarify your response.

Grade Band	Options for Target Standard
K-2	K.OA.A.4, K.NBT.A.1, 1.OA.D.7, 1.MD.B.3, 2.OA.A.1, 2.NBT.B.5,
3-5	3.MD.D.8, 3.G.A.2, 4.NF.A.2, 4.NF.C.6, 5.NBT.A.1, 5.NF.A.2
6-8	6.NS.A.1, 6.G.A.2, 7.NS.A.1, 7.EE.B.4, 8.EE.A.1, 8.EE.C.8
HS or	A1: A-SSE.A.1, A1: A-CED.A.4, A1: A-REI.B.4, A1: A-REI.D.10, A1: F-IF.A.2, A1: F-BF.B.3 A2: F-BF.B.3, GM: G-SRT.A.1

77. 1a. Select standard(s) and describe the progression of learning as outlined in the instructions above. *

Part 2

Answer question 2a and 2b.

78. 2a. Describe the three components of rigor and their impact on curriculum, instruction, and assessment. Your response may include specific examples and/or samples to support your claims. *

79. 2b. Describe what you feel are the biggest professional development needs for our state's math teachers. Your response may include specific examples and/or samples to support your claims. *

Part 3

Answer question 3a using the information below.

Select a standard(s) from the list below and create two multiple choice items and one multiple select item. For each item describe whether or not the item assesses the full intent of the target standard or is a scaffolding item assessing along the path to mastery of the target standard.

Grade Band	Options for Target Standard
K-2	K.OA.A.2, 1.OA.B.3, 2.MD.B.5
3-5	3.OA.B.6, 4.OA.A.1, 5.NBT.A.1
6-8	6.NS.C.7, 7.NS.A.2, 8.NS.A.2
HS	A1: A-SSE.B.3 or A2: A-SSE.B.3, A1: A-REI.A.1 or A2: A-REI.A.1, A1:F-IF.B.5, GM: G-SRT.C.6

80. 3a. Select standard(s) and create two multiple choice items and one multiple select item and describe as outlined in the instructions above. *

Skip to question 83

K-12
Science
Application

Instructional tasks should be created independently and serve as a demonstration of an individual's work and not a collaborative effort with others.

The Department recommends that applicants read the key instructional priorities for science (<https://bit.ly/2lgNTfT>) before beginning this application.

To complete the Science Application

1. Open a new tab on your browser.
2. Cut and paste this url into your browser: <https://bit.ly/38SuA7H>
3. The url will open and download automatically as a Word Document.
4. Follow the directions on the Word Document.
Be sure to save your file as "Last Name, First Name_ K-12 Science TLA"
example: "Einstein, Albert_K-12 Science TLA"
5. Come back to this application form and upload your document.

Ranking of Activities

All 2020-2021 Teacher Leaders Advisors should be prepared to engage in any or all of the following activities for science:

- * Reviewing the quality of science curricula and creating reviews individually and as a team
- * Creating resources aligned to the Louisiana Student Standards for Science
- * Creating assessment items and items sets for the Louisiana Student Standards for Science
- * Leading professional development sessions on the Louisiana Student Standards for Science (requires some in-state travel)

The Department will consider your preferences when assigning specific projects throughout the year.

81. Rank the following activities in order of your preference. *

Mark only one oval per row.

	1st Choice	2nd Choice	3rd Choice	4th Choice
Reviewing the quality of science curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating resources for science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating assessments for science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading professional development sessions on science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82. Upload your completed application task here. Please save your file as "Last Name, First Name_ K-12 Science TLA" and upload using the link below. *

Files submitted:

Skip to question 83

I would like to apply for another content area.

All 2020-2021 Teacher Leader Advisors will be selected for ONE of the groups below. Even if you complete more than one application content area, you will only be selected to one content group.

83. I would like to apply for another content area: *

Mark only one oval.

- Early Childhood/ K-2 ELA / Foundational Reading Intervention Instructional Materials Review *Skip to question 57*
- 3-12 ELA *Skip to question 67*
- K-12 Math *Skip to question 76*
- K-12 Science *Skip to question 81*
- Students with Significant Cognitive Disabilities: K-12 English language arts
Skip to question 27
- STEM-Health Professions *Skip to question 42*
- STEM-Environmental Protection and Sustainability *Skip to question 47*
- STEM-Counselor *Skip to question 51*
- Librarian: ELA Content Support *Skip to question 38*
- I do not wish to apply to another area. *Skip to question 84*

Additional Considerations

84. Have you received any training (formal or informal) in the content area(s) that you are applying for? If yes, please describe. (*Training NOT required for selection.)

85. What experiences have best prepared you for the role of Teacher Leader Advisor?

*

86. Are you available to attend virtual training in Early September? Trainings will be held after school hours on a weekday. *

Travel expenses are not covered by the LDOE.

Mark only one oval.

- Yes
- No (I understand make-up training is required.)
- I am not sure at this time.

87. Is there anything else that you would like us to consider as we make the Teacher Leader Advisor selections?

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