



Once you have completely reviewed this document and prepared your written responses, please complete the [2022-2023 TLA Application](#).

Applicants must meet all of the following qualifications in order to be considered for Teacher Leader Advisors:

- Be a current Louisiana educator,
- Agree to complete work outside of regular school hours and duties,
- Agree to attend required virtual trainings, and
- Notify employer of intent to apply and receive permission to participate.

The Department is seeking applicants for the following specific content areas/work streams (IMR = instructional materials review):

- K-2 ELA and Foundational Reading Intervention (IMR only)
 - 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
- Early Childhood Education (content and IMR)
 - Reviewing the quality of Early Childhood (birth to 5) curricula and creating reviews individually and as a team.
 - Building resources to support the use of Early Childhood curricula, assessment, and standards.
 - Building and leading professional development to support Early Childhood classrooms.
- K-12 Literacy (content only)
 - Designing and creating supplemental resources, activities, and materials to support high-quality core curriculum instruction, interventions, and extensions
 - Building out additional resources to support the [Family Literacy Engagement Strategic Plan for Schools and School Systems](#) to support school partnerships with families and communities.

- 3-12 ELA (content and IMR)
 - 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

- K-12 Math (content and IMR)
 - 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)

- K-12 Science (content and IMR)
 - 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)

- K-12 Social Studies (content and IMR)
- 3-12 ELA Students with Significant Cognitive Disabilities (SWSCD)

The application includes questions and tasks that may take some time to think about and complete. Applicants are strongly encouraged to review the questions below for any work streams or content areas for which they plan to apply before beginning the application. In addition to the content-specific questions on the following pages, *all* applicants should be prepared to answer these questions.

1. Describe any formal or informal training in the content area(s) for which you are applying.
2. What experiences have best prepared you for the role of Teacher Leader Advisor?
3. Is there anything else you would like us to consider as we make the Teacher Leader Advisor selections?

Instructional Materials Review Affidavit

All IMR applicants should be prepared to certify the following:

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

K-2 ELA and Foundational Reading Intervention

Answer questions 1a-1b using the [ELA Guidebook 1.0 Unit Frogs](#) and [Full K-12 IMET Rubric](#).

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.

1b. To what extent does this unit address the indicator: 3b) Questions and tasks are designed so that students build and apply 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.

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

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.

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).

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

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

Early Childhood Education

Answer the questions 1a-1b using the indicators below from the [ECE \(Birth-5\) rubric](#).

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*

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*

1a. 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.

1b. 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.

Answer question 2 using your educational background and classroom experiences.

2. Write 3-4 sentences to briefly explain the importance of authentic assessment in pre-K.

K-12 Literacy

1a. Do you have experience implementing K-2 literacy instruction on the foundations of reading (i.e. phonological awareness, phonics, fluency)?

1b. If you answer “Yes” above, describe in what capacity you have had this experience.

Task 1: Describe two supports you would provide students struggling to read grade-level texts.

Task 2: Review the resources currently available in the [Literacy Library](#). What additional resources can be added to promote ongoing, on-demand access to literacy activities and supports?

3-12 ELA

Answer questions 1a-1d using Section 1 (Lessons 1-5) of [the Grade 6 Steve Jobs Guidebooks 2.0 unit](#) and the full [K-12 IMET Rubric](#).

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.

1b. To what extent do these lessons address the indicator: 3b) Questions and tasks are designed so that students build and apply 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.

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.

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.

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

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.

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.

2c. Have you taught ELA Guidebooks?

2d. If yes, which ELA Guidebooks unit(s) have you taught? If no, mark N/A.

2e. Do you have experience identifying the lexile level of a text and analyzing it for middle or high school instruction?

2f. If you answered "Yes" above, state which grade level and describe in what capacity you have had this experience.

K-12 Mathematics

1a. 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 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 or
A2: F-BF.B.3, GM: G-SRT.A.1

Answer questions 2a-2c using [the Grade 3 Lessons](#), [Grade 6 Lessons](#), and [the full K-12 Math IMR Rubric](#).

Indicator 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.

Indicator 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.

Indicator 4a) Materials attend to the full meaning of the practice standards. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.

Review the set of lessons from either Grade 3 or Grade 6. Write a response for each indicator below for the grade level you selected. Begin with a scoring statement that states whether the lessons meet the indicator. When writing the scoring statement, use the language of the indicator. Next, include rationale for your scoring statement that provides an overall picture or summary of how the lessons meet or do not meet the indicator. Finally, include evidence from the lessons that supports the scoring statement. Keep in mind that you are not reviewing an entire curriculum, just a few lessons, and should write your responses accordingly.

2a. Determine if the lessons meet the criteria of Indicator 3a and write a response.

2b. Determine if the lessons meet the criteria of Indicator 3d and write a response.

2c. Determine if the lessons meet the criteria of Indicator 4a and write a response. While all of the practice standards will likely not be present in these few lessons, determine whether the practices standards used in the lessons are attended to as the indicator describes.

K-12 Science

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

Select one of the three units on [this document](#) and create a phenomenon-based, three-dimensional instructional task that students would engage in across 1-3 class periods during the unit you selected. These units are sample units from LA Sample Scope and Sequence documents found on the K-12 Science Planning Page. ([ZIP file download](#))

1a. Outline and describe your task below. In your description, be sure to identify relevant resources and describe how they will be used. Your task must also include ample evidence that the phenomenon drives instruction and that students engage in three-dimensional learning to make sense of the phenomenon to obtain science knowledge.

1b. Describe in detail how your task demonstrates three-dimensional learning and include evidence to support your explanation.

1c. Describe in detail how the phenomenon drives student learning within your task and include evidence to support your explanation.

K-12 Social Studies

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

Before beginning this application, the Department recommends you read and review [the 2022 Louisiana Student Standards for Social Studies \(LSSSS\)](#).

1.A Describe how the 2022 Louisiana Student Social Studies standards promote and balance the acquisition of content knowledge and the disciplinary skills and practices needed for success in social studies.

1.B. Using specific examples, describe various ways teachers can provide appropriate scaffolding so that students can productively struggle, but still successfully engage with complex primary sources and content.

1.C. What are the characteristics or attributes that make a primary or secondary source “high-quality” for use in K-12 social studies classrooms?

Section 2: Task

To complete this section you will need to develop supporting questions and choose potential sources for one of the essential questions listed below. First, choose one grade, topic and essential question from the list below and review the content of relevant standards from the [2022 K-12 Louisiana Student Standards for Social Studies](#).

Grade 3: Women's Suffrage - What did suffragists fight for and what did they accomplish?

Standards: 3.1–3.5; 3.6 a; 3.7; 3.10 e; 3.11; 3.13

Grade 4: Ancient Egypt - What were the contributions of Egypt to the ancient world?

Standards: 4.1–4.8; 4.11; 4.14 a–f

Grade 6: Spanish Colonial Louisiana - How did colonial Louisiana develop during its time under Spanish rule?

Standards: 6.1–6.7; 6.9 e–h; 6.10 a–f

HS Civics: The Executive Branch - How have the powers of the president and the structure of the executive branch of the federal government changed throughout American history?

Standards: C.1–C.7; C.9 b, d, g

Next, develop a series of supporting questions (at least three) that are designed to develop the knowledge and skills necessary to answer the essential question for the grade level you've chosen. For each supporting question you develop, describe a potential source with which students could engage to build knowledge.

Example of a completed task (*this example doesn't use any of the potential topics or essential questions listed above*)

Grade level/Topic: G5

Essential Question: What was life like in Europe during the Medieval Period?

Supporting question 1: What changes led to the decline of the Western Roman Empire?

- Potential sources: Map of “barbarian” invasions into Roman territory from 100 - 500 CE, chart that compares length of reigns of early vs late period emperors, Raffael's painting of Leo the Great and Attila

Supporting question 2: How did the feudal system hold people, communities and kingdoms together?

- Potential sources: Feudal pyramid graphic, video of Accolade examples, Medieval illustration of men harvesting wheat with reaping-hooks, on a calendar page for August. Queen Mary's Psalter (Ms. Royal 2. B. VII)

Supporting question 3: What was it like to be a woman in the Middle Ages?

- Potential sources: Painting of Maria of Brabant's marriage with the French king Philip III of France, miniature in the manuscript Chroniques de France ou de St. Denis, audio of a Hildegard Von Bingen Composition.

3-12 ELA Students with Significant Cognitive Disabilities (SWSCD)

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

- building out additional materials for the ELA Guidebooks, including supports for students with significant cognitive disabilities, and
- reviewing, updating, and creating current SWSCD guidance for the ELA Guidebooks.

Candidates should review the current companion resources, lesson plans and case studies in our [Students with Significant Cognitive Disabilities library](#).

Section 1: Background Questions

1. Have you taught ELA Guidebooks to students with significant cognitive disabilities?
2. If yes, in what settings have/will you teach students with significant disabilities?
3. If yes, state one unit that you taught to students with significant disabilities and what led to student success.
4. What are 2-3 evidence-based teaching strategies to support students with significant cognitive disabilities with accessing LDOE's ELA Guidebook curriculum?
5. Have you attended ELA Content Leader training?

Section 2: Task

Answer the questions below using the information below.

Use the [Grade 4 Hurricanes ELA Guidebook unit](#) and the [Grade 4 ELA Guidebook Companion Resources for SWSCD for the Hurricanes unit](#) to respond.

1.A. In what ways does the Grade 4 ELA Guidebook Companion Resources for SWSCD for the Hurricane unit provide modifications and accessibility for students with the most significant cognitive disabilities? Provide concrete examples from the documents.

1.B. Provide examples of components of the unit that did not change and explain why those components may have remained the same in the original Hurricane unit and in the Companion Resource for that unit.