

# ELA Content Leader Assessment Series

## Reading Complex Grade-level Texts



Multiple careful readings of a text from a high-quality curriculum are used to make complex grade-level texts accessible to all learners without changing the text. Educators 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 educator 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 educator ensures each student builds the knowledge necessary for the end-of-unit task.

## Expressing Understanding of Text through Speaking and Listening



High-quality curriculum is used to drive instruction that increases student ability to build knowledge and express understanding of text through speaking and listening. Achieving this requires that educators 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.

## Expressing Understanding of Text through Writing



High-quality curriculum is used to drive instruction that increases student ability to build knowledge and express understanding of texts through writing and while meeting Louisiana Student Standards. High-quality curriculum provides opportunities, at the end of each unit of study, for students to demonstrate their competencies. Throughout the unit of instruction, students should build knowledge to address the tasks and develop skills necessary for clearly and coherently expressing understanding through writing.

## 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 school leaders and fellow educators in achieving school goals by helping them deepen and apply their knowledge of content and content pedagogy while using their instructional materials effectively. Content Leaders should partner with school leadership 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 (re-)deliver the content modules.
- Set up recurring touchpoints to discuss progress towards goals and problem solve around issues.

## Facilitating Adult Group Learning



Facilitating adult group learning requires a strong grasp of content, purposeful planning, and methods to assess the impact of that learning. The plan and facilitation of an adult group learning session incorporates effective learning models, structures, and processes. 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** a text that requires multiple reads.
- **DEVELOP** a plan to facilitate a careful reading of a text.
- **IMPLEMENT** your plan and collect student work samples.
- **EVALUATE** the effectiveness of your reading instruction by responding to reflection questions.
- **ANALYZE** how your current instruction reflects the shifts in ELA instruction and addresses how the Louisiana Student Standards support students.
- **DEVELOP** a plan to implement a lesson that incorporates the three shifts and supports the achievement of speaking and listening standards.
- **IMPLEMENT** the lesson and capture a video that demonstrates your discussion facilitation.
- **EVALUATE** the implementation of your lesson by responding to reflection questions.
- **ANALYZE** the end-of-unit formal writing assessment from three students.
- **DEVELOP** an action plan to continue to build student writing skills based on the identified patterns seen in their writing samples.
- **IMPLEMENT** your plan and collect new or revised formal writing assessment samples from the same students.
- **EVALUATE** the newly collected set of student work and the effectiveness of your plan.
- **ANALYZE** the ways in which you, in your role as a Content Leader, can contribute to specific school goals related to implementing curriculum.
- **DEVELOP** a plan for how you will (re-)deliver the content modules.
- **IMPLEMENT** your plan.
- **EVALUATE** the implementation of your plan by responding to reflection questions.
- **ANALYZE** an upcoming opportunity to (re-)deliver a content module.
- **DEVELOP** annotations for a Facilitation Guide to ensure successful facilitation of the content module.
- **IMPLEMENT** your content module session.
- **EVALUATE** the success of your facilitation by responding to reflection questions and collecting participant feedback.