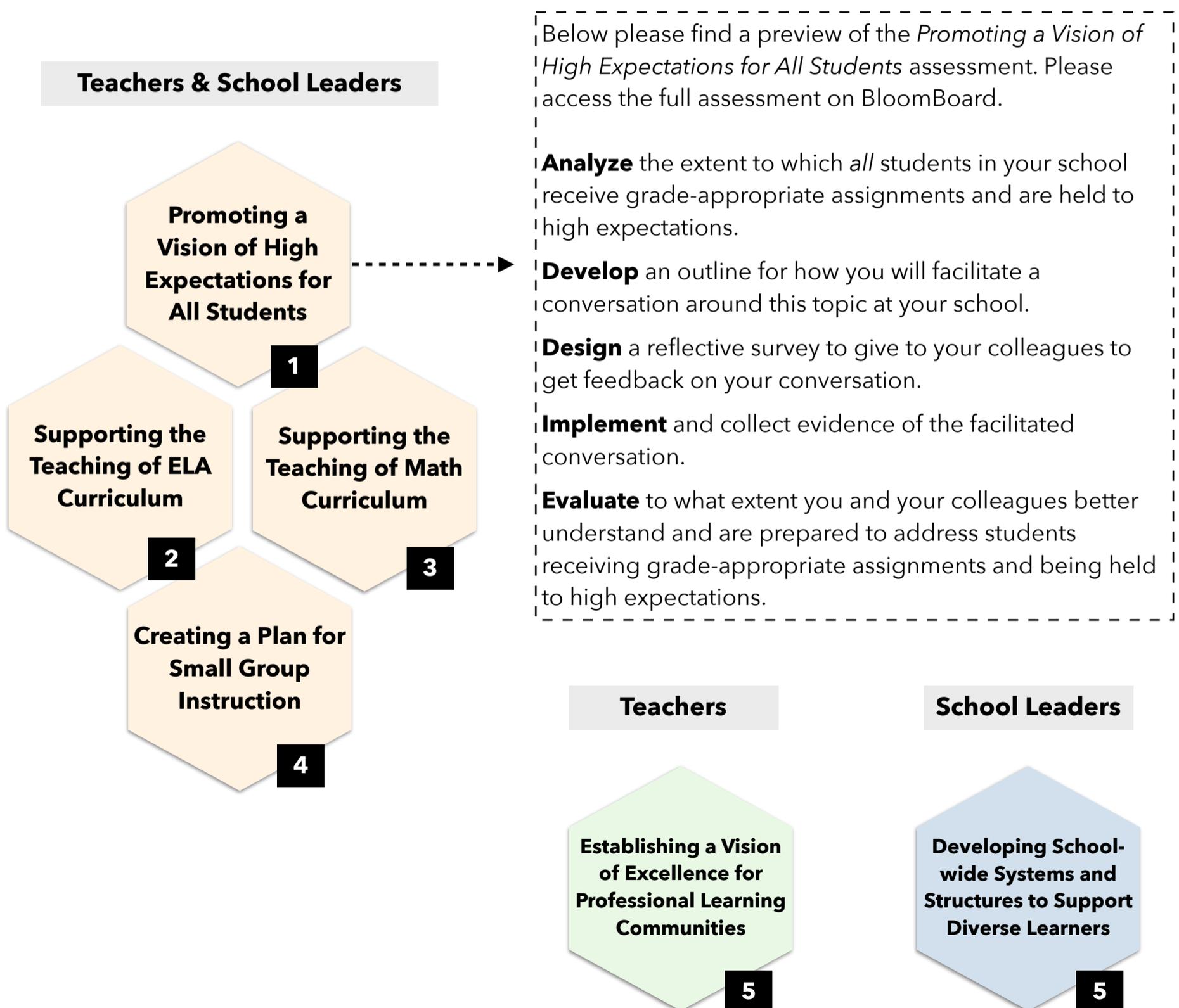


Intervention Content Leader

Assessment Series Overview

The Intervention Content Leader assessment series will consist of **5 assessments**. Teachers and school leaders alike will complete the first four; the fifth assessment will be differentiated based on role. The assessments can be accessed on BloomBoard (my.bloomboard.com) and will be released on a rolling basis in alignment with the training. Though the BloomBoard platform will be your source of truth for the full text of the assessments, below please find a summary of the competencies targeted in each assessment.

The assessments are portfolio-based and each assessment will have four or five requirements (Analyze, Design and/or Develop, Implement, and Evaluate). You can find a high-level preview of one of the assessments below.



Intervention Content Leader

Assessment Series Overview

Promoting a Vision of High Expectations for All Students

1

Definition: A vision of high expectations for all students is one where all students are provided with grade-appropriate assignments and all teachers believe those students can meet grade-level standards.

Underlying Principles: Promoting a vision of high expectations for all students means analyzing current school culture for both strengths and gaps, collaborating with stakeholders to better understand the current state of equity mindsets and practices, and setting specific and measurable outcomes to work toward.

Rationale: When a school promotes a vision of high expectations for all students, it provides a real opportunity to close achievement gaps and provide equitable access to learning for all students.

Supporting the Teaching of ELA Curriculum

2

Definition: Supporting the Teaching of ELA Curriculum means working with classroom teachers to make complex grade-level texts accessible to all learners, including those who struggle.

Underlying Principles: During this process, it is important to evaluate your understanding of the content, lesson objectives and classroom context so that you can collaborate with the classroom teacher to provide the necessary supports.

Rationale: By strategically working with teachers to support students to access complex texts, you help each student develop a deeper understanding of the content and apply the content to the end-of-unit task.

Supporting the Teaching of Math Curriculum

3

Definition: Supporting the Teaching of Math Curriculum means working with classroom teachers to make math lessons accessible to all learners, including those who struggle.

Underlying Principles: During this process, it is important to evaluate your understanding of the Louisiana Student Standards for Mathematics (LSSM), your content knowledge, and best practices for facilitating math lessons so that you can collaborate with classroom teachers to provide necessary supports.

Rationale: By strategically working with teachers to support students to access math concepts, you help each student develop a deeper understanding of the content and build toward “big ideas.”

Creating a Plan for Small Group Instruction

4

Definition: Small group instruction is designed to target specific skills using evidence-based, high-quality materials and strategies to monitor student progress.

Underlying Principles: When guiding another teacher to plan for small group instruction, educators must help them to use data to determine gaps, make appropriate and flexible student groupings, determine relevant strategies to address students' specific needs, be strategic about the use of time and personnel, and follow up with that teacher to assess impact of the plan developed together.

Rationale: When educators create plans for small group instruction in this way, it equips all students to successfully engage with grade-level content.

Intervention Content Leader

Assessment Series Overview

Teachers

Establishing a Vision of Excellence for Professional Learning Communities

5

Definition: Educators that strive for excellence aim to establish a clear vision of what fosters successful professional learning communities (PLCs) and facilitate effective collaborative learning among peer groups.

Underlying Principles: In order to develop and execute a vision of excellence for PLCs, teacher leaders must consider that:

- Curriculum materials have a profound effect on classroom activity.
- Teaching expertise is the most important factor in school effectiveness.
- Adults learn best when engaged in a collegial process that draws on their experience and values it as a resource in the learning process.
- Protocols are used to maximize collaborative planning time.
- Educators must be able to apply their learning, study its effects on students, bring back questions and suggestions to the group, and repeat this cycle (of learning, application, and reflection).

Rationale: In developing a vision of excellence for PLCs and ensuring effective collaborating planning, teacher leaders will maximize time dedicated to crafting and facilitating meaningful learning experiences for their students.

School Leaders

Developing School-wide Systems and Structures to Support Diverse Learners

5

Definition: Critically evaluating the current school systems and structures in place empowers educators, school leaders, and staff to employ best practices focused on leveraging time and maximizing access to grade-level content for all students.

Underlying Principles: An administrator develops school-wide systems and structures so that educators, school leaders, and staff have quality resources and time to implement supports for students who struggle with the curriculum. Administrators begin this process by:

- Effectively leveraging time and creating schedules to secure common planning time.
- Ensuring that the school's instructional planning supports students who struggle, using this time effectively and as part of professional learning communities (PLCs).
- Aligning administrative objectives with planning that increases inclusive instruction and incorporates co-teaching.

Rationale: When administrators provide appropriate time, space, and resources to effectively engage in collaborative planning, it is more likely that educators can focus on crafting and facilitating meaningful learning experiences for their students.