



Bayou Bridges Implementation Pilot Roles and Responsibilities

School system staff	Schools	Teachers
<ul style="list-style-type: none"> ● Ensure schools and teachers have access to the necessary technology and printed materials. ● Provide schools and teachers with the pilot timeline. ● Encourage school leaders and teachers to complete the professional learning workshop prework. ● Attend and encourage piloting teachers to attend the one-day professional learning workshop. ● Inform schools and teachers of the office hours. ● Provide schools and teachers with any needed support in how to implement the units. ● Work with LDOE to identify piloting teachers to be observed and to participate in a focus group. ● Determine a plan for conducting a focus group (i.e., time, space, secure any 	<ul style="list-style-type: none"> ● Provide the necessary print materials and technology for teachers implementing the units. Teachers should have the following per unit: <ul style="list-style-type: none"> ○ a teacher guide, ○ a student reader per student, ○ access to instructional slide decks, and ○ a copy of each student activity page per student. ● Support teachers in accessing texts and gathering materials (i.e., copies, art supplies, index cards, etc.) ● Work with school system staff to provide implementation support for piloting teachers, such as encouraging piloting teachers to attend office hours. ● Work with school system staff to ensure at least 90% of piloting teachers complete the feedback survey. 	<ul style="list-style-type: none"> ● Ensure you have the following for each unit: <ul style="list-style-type: none"> ○ a teacher guide, ○ a student reader per student, ○ access to instructional slide decks, and ○ a copy of each student activity page per student. ● Complete the professional learning workshop prework. ● Attend the one-day professional learning workshop and/or complete the async professional learning modules. ● Complete the Unit Study Tool prior to teaching each unit. ● Read the unit sources before teaching the unit. ● Review the unit overview to understand what students are expected to do by the end of the unit. ● Complete the Exemplar Unit



needed substitutes, etc.).

- Provide a copy of the anonymous (without PII) student work samples from the piloted units to LDOE during the focus group.
- Ensure at least 90% of the piloting teachers complete the feedback survey.

Performance Task and Chapter Assessments prior to teaching the unit.

- Review and annotate the “What Teachers Need to Know” documents for each chapter.
- Review the lessons to identify and gather needed materials.
- Use the sample pacing guide and your school calendar to create your own pacing guide. Build in extra time for small-group time and coordinate with other subjects as appropriate. Review highly suggested additional activities for each chapter topic and incorporate into your pacing guide.
- Gather and organize high, medium, and low anonymous (without PII) student responses to the unit Performance Tasks.
- Participate in the office hours for additional support.
- Complete the feedback survey.