

# 2019-2020 Teacher Leader Advisor Application

Thank you for your interest in becoming a 2019-2020 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 2019-2020 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 Monday, May 13, 2019. 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 and ELA Instructional Materials Review
  - K-12 Math Content Support and Math Instructional Materials Review
  - K-12 Science Content Support and Science Instructional Materials Review

The LDOE TLA Training will take place Monday, July 8 and Tuesday, July 9 in Baton Rouge, Louisiana.

Teacher Leader Advisors are encouraged to attend the LDOE Teacher Leader Summit in NOLA, June 26-28.

\* Required

1. **Email address \***

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## Basic Information

2. **Preferred salutation \***

*Mark only one oval.*

Ms.

Miss

Mr.

Dr.

3. **First Name \***

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4. **Last Name \***

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5. District/LEA \*

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6. School (if applicable)

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7. Current Role \*

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8. Preferred email address \*

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9. Other email address

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10. Cell phone number including area code \*

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11. Mailing address (PO Box or Street) \*

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12. Mailing address (City, State, and Zip code) \*

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## Experience & Preferences

13. 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

**14. 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/District Administrator
- Other: \_\_\_\_\_

**15. If Other is checked, please explain:**

\_\_\_\_\_

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

*Check all that apply.*

- Early childhood
- ELA
- Math
- Science
- Social studies
- I have not been a classroom teacher.

**17. 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.

**18. 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**

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**19. 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

**20. 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

## **Qualifications Checklist**

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

**21. 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 2019-2020 Teacher Leader Advisor and have received permission to do so.

*Skip to question 21.*

## **Instructional Materials Reviewer Qualifications**

**22. 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](mailto: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](mailto: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.

**23. 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.

## **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

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

*Mark only one oval.*

- Early Childhood/ K-2 ELA / Foundational Reading Intervention Instructional Materials Review  
*Skip to question 24.*
- 3-12 ELA      *Skip to question 34.*
- K-12 Math      *Skip to question 43.*
- K-12 Science      *Skip to question 48.*

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

All 2019-2020 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.

**25. 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:**

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

Use the ELA Guidebook 1.0 Unit Frogs. (<https://bit.ly/2Vwm5l0>)

Full K-12 IMET Rubric (<https://bit.ly/2l6xISZ>)

26. 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. \*

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27. 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. \*

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

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

28. 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. \*

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29. 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) \*

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30. 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

31. 2d. If you answered "Yes" above, describe in what capacity you have had this experience.

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

Mark only one oval.

yes Skip to question 32.

no Skip to question 63.

Skip to question 63.

## 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/2IkBxmX>)

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

33. 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. \*

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34. 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. \*

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Skip to question 63.

### 3-12 ELA Application

All 2019-2020 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.

35. 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:

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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/2l6xISZ>)

36. 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. \*

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37. 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. \*

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38. 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. \*

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39. 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. \*

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## ELA 3-12 Part 2:

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

40. 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. \*

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41. 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. \*

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42. 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

43. 2d. If you answered "Yes" above, describe in what capacity you have had this experience.

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*Skip to question 63.*

## **K-12 Mathematics Application**

All 2019-2020 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.

44. 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

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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	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

45. 1a. Select standard(s) and describe the progression of learning as outlined in the instructions above. \*

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## Part 2

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Answer question 2a and 2b.

46. **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. \***

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47. **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. \***

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### Part 3

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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

48. **3a. Select standard(s) and create two multiple choice items and one multiple select item and describe as outlined in the instructions above. \***

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*Skip to question 63.*

### 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/2lgNTfI>) before beginning this application.

Part 1: Instructional Materials and Three-Dimensional Teaching and Learning

Part 2: Phenomenon-Based Approaches

Part 3: Three-Dimensional Formative Assessment Analysis

Part 4: Eagle Assessment Bank: Item Set

## Ranking of Activities

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All 2019-2020 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.

### 49. 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"/>

## Science Part 1: Instructional Materials and Three-Dimensional Teaching and Learning

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

How does the three-dimensional approach to teaching and learning called for by the Louisiana Student Standards for Science differ from previous/more traditional science instruction? Please be specific and thorough in your response. Consult the Louisiana Student Standards for Science (<https://bit.ly/2VoovbK>) and supporting documents as needed.

Complete 1a and 1b item using your choice of one of the following instructional tasks:

- Grade 1 Parents and Offspring : <https://bit.ly/2l2vWIX>
- Grade 4 Erosion: <https://bit.ly/2FZb7V8>
- Grade 8 Gravity: <https://bit.ly/2WNii9p>

50. **1a. How does the three-dimensional approach to teaching and learning called for by the Louisiana Student Standards for Science differ from previous/more traditional science instruction? Please be specific and thorough in your response. Consult the Louisiana Student Standards for Science (<https://bit.ly/2YTPyhI>) and supporting documents as needed. \***

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51. **1b. Identify the instructional task you have chosen: What are the strengths and weaknesses of the instructional task? Use specific evidence from the task to support your response. What component(s) of three-dimensional learning, if any, are found within this task? Cite specific evidence from the task to support your response. \***

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## **Science Part 2: Phenomenon-Based Approaches**

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Answer questions 2a- 2d using the information below.

For a grade level of your choice, select one or two standards from the Louisiana Student Standards for Science (<https://bit.ly/2YTPyhI>).

Then, for the standard(s) chosen, briefly describe an idea for an appropriate phenomenon that you would present (or have presented) to students to spark questions and observations in order to provide the purpose and opportunity for learning related to the associated standard(s).

52. **2a. Grade Level Chosen: \***

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53. **2b. Standard(s) Chosen: \***

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54. **2c. Describe a phenomenon that you would present to students for the standard(s) listed above. \***

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55. 2d. Explain how this phenomenon would provide purpose and opportunity for learning in connection with the standard(s) you selected. \*

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## Science Part 3: Three-Dimensional Formative Assessment Analysis

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Answer questions 3a- 3d using the information below.

Use one of the following item sets from the Eagle assessment bank (<https://bit.ly/2lzcT4F>), the Louisiana Student Standards for Science (<https://bit.ly/2YTPyhI>), and the Shifts in Science (<https://bit.ly/2YTPyhI>) to respond to following questions.

Elementary: Pythons (133920)  
Middle: Coral (133707)  
High School: Adaptations I (134370)

56. 3a. Which Eagle item set did you choose? \*

*Mark only one oval.*

- Elementary: Pythons (133920)  
 Middle: Coral (133707)  
 High School : Adaptations I (134370)

57. 3b. How does the stimulus from the selected item set support phenomenon-based instruction? \*

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58. 3c. How do the questions in the item set exemplify the Shifts in Science (<https://bit.ly/2YTPyhI>)? Please be specific and detailed in your response. \*

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59. 3d. How do the questions in the item set align with the Louisiana Student Standards for Science (<https://bit.ly/2YTPyhI>)? Cite specific examples. \*

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## Science Part 4: Eagle Assessment Bank: Item Set

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Answer questions 4a- 4d using the information below.

Use the Louisiana Student Standards for Science (<https://bit.ly/2YTPyhI>) to respond to questions in Part 4.

Create a stimulus for one of the bundles below:

Bundle 1: 5-PS3-1 and 5-LS2-1

Bundle 2: 8-MS-PS1-6 and 8-MS-PS3-3

Bundle 3: HS-LS2-1 and HS-LS2-6

Please identify the stimulus you have selected.

60. 4a. Please identify the bundle you have selected and create a stimulus. \*

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61. 4b. Create a multiple select question for the stimulus that you created in the previous item. \*

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62. 4c. Create a constructed response question for the stimulus that you created. \*

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63. 4d. Write a sample student response exemplar for your constructed response question above.

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*Skip to question 63.*

## I would like to Apply for another Content Area.

2019-2020 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.

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

*Mark only one oval.*

Early Childhood/ K-2 ELA / Foundational Reading Intervention Instructional Materials Review

*Skip to question 24.*

3-12 ELA *Skip to question 34.*

K-12 Math *Skip to question 43.*

K-12 Science *Skip to question 48.*

I do not wish to apply to another area. *Skip to question 64.*

## Additional Considerations

65. 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.)

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66. What experiences have best prepared you for the role of Teacher Leader Advisor? \*

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**67. Are you available to attend the LDOE TLA Training Monday, July 8 and Tuesday, July 9 in Baton Rouge, Louisiana? \***

Travel expenses are not covered by the LDOE.

*Mark only one oval.*

- Yes (I'm saving the dates now.)
- No (I understand make-up training is required.)
- I am not sure at this time.

**68. Are you planning to attend the LDOE Teacher Leader Summit in NOLA, June 26-28? \***

TLA attendance is not an expense covered by the LDOE. TL Summit Overview:

[http://www.louisianabelieves.com/docs/default-source/teacher-leader-summit/2019-teacher-leader-summit/2019-tl-summit-overview---intro-one-pager.pdf?sfvrsn=3d27911f\\_7](http://www.louisianabelieves.com/docs/default-source/teacher-leader-summit/2019-teacher-leader-summit/2019-tl-summit-overview---intro-one-pager.pdf?sfvrsn=3d27911f_7)

*Mark only one oval.*

- Yes
- No
- I am not sure at this time.

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

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A copy of your responses will be emailed to the address you provided