

Office of Teaching and Learning

2026-2027 School System Planning

Teacher Collaboration Facilitator Job Descriptions

Literacy Teacher Collaboration (TC) Facilitator

Position Overview

As part of the Louisiana Department of Education's statewide literacy initiative, Local Education Agencies (LEAs) may apply for competitive funding to support a **Literacy Teacher Collaboration (TC) Facilitator** at each eligible Comprehensive Intervention Required (CIR) or Urgent Intervention Required – Academics (UIR-A) school. The TC Facilitator will serve as an on-site instructional leader focused on improving literacy outcomes across **grades K–12** by strengthening teacher collaboration and high-quality instructional materials (HQIM) lesson planning within Louisiana's High-Quality Professional Learning (HQPL) cycle.

Primary Purpose

To accelerate literacy achievement by facilitating high-impact teacher collaboration aligned to **high-quality instructional materials (HQIM)**, the **LDOE High-Quality Professional Learning (HQPL) Cycle**, and the **Louisiana Professional Learning Roadmap**. The TC Facilitator will ensure each professional learning cycle has clearly defined goals, targeted development opportunities, and sufficient time for teachers to internalize HQIM lessons and apply learning in the classroom.

Key Responsibilities

- Facilitate weekly Teacher Collaboration (TC) meetings across all grade levels at the school using LDOE-approved frameworks and literacy-focused protocols.
- Lead teacher teams through the **High-Quality Professional Learning (HQPL) Cycle** by setting clear cycle goals, planning targeted professional learning, and tracking progress toward those goals.
- Ensure adequate protected time for teachers to deeply engage with HQIM lesson preparation, data analysis, and instructional refinement.

- Support HQIM lesson internalization processes to strengthen alignment between instructional delivery and the Louisiana Student Standards for ELA.
 - Guide teachers in analyzing student assessment data to identify trends, target instruction, and monitor the impact of professional learning cycles.
 - Provide differentiated, job-embedded coaching and modeling of evidence-based literacy instruction appropriate to different grade bands.
 - Collaborate with school and district leaders to embed TC time in the master schedule and ensure professional learning is coherent, sustained, and prioritized.
 - Integrate literacy support across content areas, particularly in middle and high school settings.
 - Participate in required LDOE-led professional development, calibration sessions, and networked learning communities.
 - Maintain accurate documentation of cycle goals, meeting notes, and teacher progress for LEA and LDOE reporting.
-

Qualifications

- Bachelor's degree in education or a related field (Master's degree preferred).
 - Valid Louisiana teaching certificate.
 - Minimum of 3 years of successful teaching experience in ELA or a literacy-related field (experience across grade bands preferred).
 - Expertise in the **science of reading** and evidence-based literacy practices for elementary, middle, and high school levels.
 - Knowledge of **Louisiana's High-Quality Professional Learning (HQPL) Cycle** and the **Louisiana Professional Learning Roadmap**.
 - Experience facilitating teacher collaboration, professional learning, or instructional coaching.
 - Familiarity with Tier I ELA curricula and assessment literacy.
 - Strong interpersonal, communication, and facilitation skills.
-

Preferred Knowledge and Skills

- Ability to plan and facilitate professional learning cycles with measurable goals and clear progress monitoring.
 - Experience working in CIR/UIR-A or other high-need school settings.
 - Proficiency in data analysis and its application to instructional improvement.
 - Understanding of how to support literacy across multiple content areas in secondary grades.
-

Reporting Structure

The Literacy TC Facilitator will report to the school principal and/or LEA-designated supervisor and will be accountable for implementing LDOE's HQPL Cycle. Facilitators are expected to participate in LDOE-led professional development, calibration activities, and statewide collaboration sessions.

Funding Information

This position is partially funded through a **competitive allocation provided by the Louisiana Department of Education**. LEAs may apply for funding to support one full-time Literacy TC Facilitator per CIR/UIR-A school.

Math Teacher Collaboration (TC) Facilitator

Position Overview

As part of the Louisiana Department of Education's statewide math and numeracy initiative, Local Education Agencies (LEAs) may apply for competitive funding to support a **Math Teacher Collaboration (TC) Facilitator** at each eligible Comprehensive Intervention Required (CIR) or Urgent Intervention Required – Academics (UIR-A) school. The TC Facilitator will serve as an on-site instructional leader focused on improving mathematics outcomes across **grades K–12** by strengthening teacher collaboration and high-quality instructional materials (HQIM) lesson planning within Louisiana's High-Quality Professional Learning (HQPL) cycle.

Primary Purpose

To accelerate student math achievement by facilitating high-impact teacher collaboration aligned to **HQIM**, the **LDOE High-Quality Professional Learning (HQPL) Cycle**, and the **Louisiana Professional Learning Roadmap**. The TC Facilitator will ensure each professional learning cycle includes clearly defined goals, targeted teacher development opportunities, and sufficient time for educators to deeply internalize math lessons, implement best practices, and respond to student data.

Key Responsibilities

- Facilitate weekly Teacher Collaboration (TC) meetings across grade levels at the school using LDOE-approved math-focused frameworks and protocols.
 - Lead teacher teams through the **High-Quality Professional Learning (HQPL) Cycle** by setting measurable cycle goals, identifying targeted learning opportunities, and monitoring progress toward those goals.
 - Ensure protected and adequate development time for teachers to prepare HQIM lessons, analyze data, and refine instructional approaches.
 - Support HQIM lesson internalization that ensures alignment with Louisiana Student Standards for Mathematics, emphasizing conceptual understanding, procedural fluency, and real-world application.
 - Guide educators in using formative and summative assessment data to identify gaps, adjust instruction, and measure the impact of professional learning cycles.
 - Provide differentiated, job-embedded coaching and modeling of effective math instruction across all grade levels.
 - Collaborate with school and district leaders to integrate TC into the master schedule and ensure it is prioritized and sustained.
 - Promote cross-grade and cross-content collaboration to support numeracy development schoolwide.
 - Participate in required LDOE-led professional development, calibration sessions, and statewide collaboration networks.
 - Maintain documentation of cycle goals, meeting notes, and teacher progress for LEA and LDOE reporting.
-

Qualifications

- Bachelor's degree in education or a related field (Master's degree preferred).
- Valid Louisiana teaching certificate.
- Minimum of 3 years of successful math teaching experience (experience across grade bands preferred).
- Expertise in the Louisiana Student Standards for Mathematics, effective math instructional strategies, and numeracy development.

- Knowledge of the **Louisiana High-Quality Professional Learning (HQPL) Cycle** and the **Louisiana Professional Learning Roadmap**.
 - Experience in leading teacher collaboration, facilitating professional learning, or providing instructional coaching.
 - Familiarity with Tier I math curricula and assessment literacy.
 - Strong facilitation, communication, and organizational skills.
-

Preferred Knowledge and Skills

- Ability to design and facilitate professional learning cycles with clear goals and progress monitoring.
 - Experience supporting CIR/UIR-A or other high-need schools.
 - Proficiency in using data to guide instructional decisions.
 - Understanding of instructional shifts in mathematics and strategies that support reasoning, problem-solving, and discourse.
 - Commitment to improving math outcomes for all students.
-

Reporting Structure

The Math TC Facilitator will report to the school principal and/or LEA-designated supervisor and will be accountable for implementing LDOE's HQPL Cycle. Facilitators are expected to participate in LDOE-led professional development, calibration activities, and statewide collaboration sessions.

Funding Information

This position is partially funded through a **competitive allocation provided by the Louisiana Department of Education**. LEAs may apply for funding to support one full-time Math TC Facilitator per CIR/UIR-A school.