

## Believe and Prepare ELA Collaborative Application

### What is the Believe and Prepare ELA Collaborative?

This ELA Collaborative brings together the best minds from both higher education and K-12 to design teaching methods syllabi for elementary and secondary literacy courses that will, in turn, be available for public use. This collaborative will be led by the National Center for Teacher Residencies in partnership with Teaching Lab.

### Why is this collaborative important?

Teaching is one of the hardest jobs in the world. Preparing teachers to be effective is equally complex. Students must be able to build knowledge of the world by reading, understanding, and expressing understanding of complex, grade-level texts in order to be prepared for post-secondary education or to gain access to careers. The K-12 English Language Arts standards lay the foundation that allows students to become proficient readers, writers, and critical thinkers.

### What is the goal of the collaborative?

The goal of the collaborative is to ensure that teachers completing teacher preparation programs are well prepared to effectively implement standards-aligned instruction using high-quality curriculum materials grounded in complex text.

### What will collaborative participants do?

- Align preservice teacher education with current field practice
- Produce two model methods course outlines – one elementary and one secondary – that are responsive to current-day standards and curriculum in use in Louisiana. These outlines will consist of:
  - Course design principles
  - Course objectives
  - End-of-course assessments
  - Sample course activities
- Commit to utilizing the designed course outline in their methods courses

### Who should apply?

- Higher education faculty who teach ELA methods courses
- Higher education faculty who teach ELA courses for education majors
- Strong K-12 educators who help support ELA (e.g., ELA curriculum coaches, current ELA content leaders, district ELA supervisors)

### What is the time commitment?

- This collaborative will require virtual convenings several times per month from December through June, and independent work. The first convening will be held **Tuesday, December 1** from 2-4 pm. The second convening will be a series of two hour sessions that will occur the week of December 14th. We will determine the feasibility of in-person convenings in light of COVID- 19 and will only hold if safe to do so. In total we anticipate that the time commitment from participants will be approximately 85-90 hours.

### Will there be compensation for participation in the collaborative?

Each participant will be compensated a total of \$4,500 for participation in the collaborative. This funding covers the time the participant spends working on the deliverables of the project outside of their normal work hours and any potential travel costs for potential in-person meetings.

**What is the application process?**

Interested applications should respond to the below questions and submit to [believeandprepare@la.gov](mailto:believeandprepare@la.gov) by **November 6, 2020**.

**University or K-12 School System/School:**

**Name:**

**Position:**

**Email:**

**Phone:**

**Years of experience in K-12:**

**Years of experience in higher education:**

**What level of ELA do you teach/support:**

**All applicants should respond to the following application questions. Please limit each response to 250 words or less. Please attach a resume or CV with this application.**

- What do you currently think are the most important knowledge, understandings, and/or skills that English Language Arts educators should possess?
- What is the essential content to include in a course teaching foundations of reading (phonological awareness, phonics, and fluency)?
- What major challenge do K-12 English Language Arts educators face that a methods class should help prepare them for?

**Higher Education faculty should respond to these additional questions:**

- What are your greatest challenges in preparing English Language Arts educators?
- Describe a key assignment in your current methods course that you think best prepares teachers for teaching K-12 English Language Arts? Describe what this includes and what makes it a key assignment?

**K-12 staff should respond to these additional questions:**

- What are your greatest challenges in supporting English Language Arts educators?

- Describe how you have supported teacher(s) to implement a standards-based lesson using high quality instructional materials.

If selected I commit to attend all meetings and virtual work sessions, and complete tasks assigned outside of meeting time. I am further committed to utilizing the designed course outline in my methods courses. My dean and/or superintendent supports my participation in this collaborative.

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean or Superintendent Signature

\_\_\_\_\_  
Date

*\*Can replace Dean or Superintendent signatures with email confirmation*