

2022 App Round 1: Kylie Altier

Louisiana Department of Education: A Call For Excellent Educators

Which award do you want to apply for?

Teacher of the Year

The Louisiana Department of Education recognizes that great teachers and school leaders are critical to student success. Annually, the Department, in partnership with

Dream Teachers

and the

Louisiana Association of Principals

, honors the state's most exceptional educators through the Teacher and Principal of the Year programs.

The Louisiana Teacher and Principal of the Year awards programs provide an opportunity to acknowledge those educators who are making exceptional gains with students. Their commitment to student success exemplifies Louisiana's teaching profession.

Criteria- An exemplary candidate for Teacher and Principal of the Year is one who:

- Demonstrates **excellence and expertise** in the field, **guiding students** (and for principals, also teachers) of all backgrounds and abilities to **achieve success**.
- Demonstrates **leadership and innovation** in and outside of the school building walls and **helps students/education stakeholders be successful**.
- **Builds collaborative relationships** with **colleagues, students and families** to create a **school culture** that is respectful, inclusive and **positively impacts student growth and learning**.
- **Deliberately connects** the classroom/school to the **community** to positively **impact the students, school and community**.
- **Is inspiring, compelling, professional** and expresses themselves in an **engaging and clear way**, has the ability to **connect with and represent** the state.

Resources

To access application resources and materials, visit the

Award's page Resource Library.

I. Basic Information

First Name

Kylie

Last Name

Altier

Title

Ms.

Phone number with area code (preferable cell). List phone number with hyphens. For example, 225-342-1234.

Does this phone number receive text messages?

Yes

Email Address

Ethnicity

White

Division Level

Elementary School

If you serve students across multiple division levels, please check the box below.

Grade(s) You Currently Teach

First

Subject(s) You Currently Teach

English/Language Arts, Mathematics, Science, Social Studies

How many years have you been a classroom teacher, including this year? (enter numeric value, such as "6.")

10

Professional Bio Add your professional bio in the textbox below. Your Professional Bio should be written in third person. (250 words or less) Please follow the guidelines outlined

here

Add Professional Bio Here

Kylie Altier is a first grade teacher at Buchanan Elementary School in Baton Rouge, LA. She earned her Bachelor of Science in Early Childhood Education from Florida State University (2013) and her Master of Elementary from Stephen F. Austin State university (2019). She joined the Teach for America Corps at just 20 years old in order to jumpstart her lifelong goal of educating underserved communities. She believes that all students, no matter their socioeconomic status, neurodiversities, or race, deserve to go to a school where they feel immensely loved, excited by engaging curriculum, and have their learning tailored to their individual needs. To that end, she has won over \$13,000 in grant funds to enrich not only her students' educational experiences but also the whole school community. Using these finds, she built an outdoor classroom complete with a garden to focused on sustainable urban agriculture and designed a curriculum employing virtual reality headsets to boost experiential learning. She fills her classroom with experts to help students learn more about their passions. Last year, her students showed an average of 2.5 years of reading growth. While in Texas, Altier received many accolades for her tireless efforts, including being named Teacher of the Year for her school, district, and region in 2019 and the Mentor Teacher of the Year for Stephen F. Austin University in 2019. She has become a campus-wide leader at Buchanan Elementary, starting an extracurricular Garden Club, coordinating the first science fair, and leading professional development in her district.

II. School Related Information

School "System/District" Name (please start typing) Select "Other" if your school system isn't listed.

East Baton Rouge Parish

If your school system/district was not listed above, please enter here

"School" Name (please start typing) School name is required. If your school is not listed, please proceed to enter name in next box.

Buchanan Elementary School

If your school is not listed, please enter the school name in the textbox below. Add full school name, such as "L.B. Landry Walker High School" and not "Landry Walker." You may find the full school name in the LA School and Center Finder List, see

here

If your school is not listed above, please enter here

Were you at a different school last year?

No

Grade(s) at School:

First

Current School Address

[REDACTED]

School Phone Number (including area code). List phone number with hyphens, such as 123-456-7890.

[REDACTED]

Principal's Name (first and last)

[REDACTED]

Principal's Email

[REDACTED]

Principal's Office Phone (including area code and extension, if applicable)

[REDACTED]

Region Number- Click the Region List link to find the region number for your school system parish. If you are a charter/independent school, please select the parish where your school is located. For example, if your school is Lake Charles Charter, even though your school is not part of Calcasieu Parish, you would select region 5 as your school is located in the Calcasieu Parish "region." See

Region List Here.

Check Your Region Number

2

***III. Media Related Information**

Professional Facebook profile/name (optional)

Professional Instagram profile (optional)

Twitter handle (optional)

Add an original social media quote (that could be used in print) in the textbox below that captures the essence of you as an educator. (280 character limit)

My classroom is a place where students choose what they want to learn about and where they are connected with experts in order to make my students not need me at all. If I can empower them to be independent thinkers with a passion for learning, my impact will last a lifetime.

Other Social Media Account (optional)

Personal Blog Site URL (optional)

Personal Website URL (optional)

Classroom Website URL (optional)

<https://sites.google.com/ebrschools.org/the-bobcat-habitat/home>

IV. Awards/Leadership Roles

If you serve in any leadership roles, such as master teacher, mentor teacher, TAP master teacher, etc., please add role(s) in the textbox below. Also include the number of years served in each role.

Mentor and/or Believe and Prepare Mentor

Number of years serving as a Mentor and/or Believe and Prepare Mentor

3.0

List any national awards or recognition you've received (include year won)

List any state or local awards or recognition you've received (include year won)

Buchanan Elementary School Teacher of the year 2022-2023

Brooks Quinn Jones Teacher of the Year 2018-2019 (TX)

Nacogdoches ISD Teacher of the Year 2018-2019 (TX)

Region 7 Teacher of the Year 2018-2019 (TX)

Stephen F Austin State University Mentor Teacher of the Year 2018-2019 (TX)

Has your work been published in journals or other juried and/or peer-review sources?

No

If "yes" please describe

V. Education Information

What year did you receive your baccalaureate degree? Add degree conferral year, such as 2011, in the textbox below.

2013

You may find that information in the Teach LA website

here

Choose the highest degree you have earned.

Masters

Did you attend an in-state or out-of-state institution for your undergraduate degree?

Out-of-state

Please enter the name of your institution in the textbox below.- undergraduate degree

Florida State University

Did you attend an in-state or out-of-state institution for your masters degree?

Out-of-state

Please enter the name of your institution in the textbox below.- masters degree

Stephen F Austin State University

List your undergraduate major(s) in the textbox below.

Early Childhood Education

List your graduate major(s)/any additional major(s)/certification areas in the textbox below.

Elementary Education with an emphasis on Reading Specialist Certification

Reading Specialist

List where you completed your traditional teacher preparation program or alternate teacher preparation program.

Florida State University

Naming Convention - When uploading documents within your application, please title each document using this naming convention:

TOY or POY, First and Last Name, Document Name. For example, "TOY *Mary Smith* Reflection Response Upload"

VI. Written Reflection Response One

Describe a content lesson or unit that defines you as a teacher and include how you engage students of all backgrounds and abilities in the learning. In your response, include how your intentional instructional decisions impact student learning and success, as well as reveal your beliefs about teaching and learning. (750 words or less)

Add Reflection Response One Here:

As a child with dyslexia, I remember the great fear I felt every time I picked up a pencil and attempted to write a word on my spelling test. That fear is the first feeling I have to overcome every time I begin to write, even now in spite of the joy I'm filled with when speaking about my students and their accomplishments. Instead of letting that fear cripple me, I have let it drive me to cultivate passion for writing in my students. The very first moment they pick up a pencil in my classroom, they become authors.

The writing unit I begin with every year focuses on how to write a creative narrative. This process ignites a passion for writing and beautifully weaves in reading in a way that allows students to comprehend text structures. All we start with is a blank piece of paper. Eliminating tools like story frames, graphic organizers, and shared writing initially reduces pressure and expectations. Instead, I instruct them to fill the page with any ideas they have for characters that they want to star in their first book. Some students who don't feel confident writing yet draw pictures, while others begin to furiously write lists. Everyone's abilities can shine in their own way.

Next, we talk about our character - where they will go, what problems they may encounter, how they may resolve their problem, and finally what their character might learn from this experience. Each of these discussions happens over several days, supplemented by reading books where authors display exemplary development in each one of these text structures. I carefully choose books that reflect my students' backgrounds to make each one of them feel seen and connected, so we might discuss a story where a young boy, Jabari, overcomes his fear of diving through bravery or a Panamanian folktale where a rabbit has to be resourceful to escape predators. While these discussions are typically intended to improve reading comprehension, framing them with the goal of gleaning lessons that can improve students' own writing strengthens their impact exponentially.

As we work through the rest of the writing process, we organize our brainstorm, write a rough draft, revise, edit, and finally publish our very own book. They will never see worksheets to practice grammar or syntax, but instead apply these skills in their actual writing and search for them while they peer edit. My students learn that writing can be quiet or loud, still or filled with movement. If they shout out, "I have an amazing idea!" their outburst is celebrated. Neurodiverse students may move their legs endlessly on a Bouncy Band to help them feel stimulated. Others may want to sit alone in the calming corner with soft lights and whisper to friends when they want feedback. While they write, I pull groups for focused mini lessons. Some students work with me on phonetic spelling, some work on how to complete their sentences, others practice adding more sensory details to enhance their writing. Crafting small group lessons allows me to give each student exactly what they need and celebrate progress over perfection.

At the end of our unit, I make 4 copies of each student's book. One copy goes in their portfolio so we can see how they grow as writers as the year progresses, one goes in our classroom library among the other authors, one they proudly bring home, and the last is used to teach their first lesson. We bring their books down to Pre-Kindergarten classrooms and they become the teacher. They use their book to teach about story elements and share their ideas with future writers. This allows them to see the power of what they have created and opens the door for younger students to feel excitement about writing.

From this moment on, each student picks up a pencil without fear because if they can write a book, no one word can stop them. State standards only require confidence in writing 4-5 sentences, but my students consistently end the year writing anywhere from 8-sentence paragraphs to 5-paragraph essays. By centering writing all around their ideas, I create writers who have a hunger to share their words with the world. Their personal and cultural experiences always make their way into their finished pieces, allowing us to celebrate diversity within our classroom and learn from one another. Though I am their teacher for a year, I know these feelings will empower them to accomplish whatever they desire in the future.

Reflection Response One- Optional file upload: (Use this feature if you wish to upload a document, video, photo, etc., to accompany your reflection response. Please label document accordingly, such as, "TOY_Mary_Smith_Reflection Response One."

TOY_Kylie_Altier_Reflection1.pdf

VII. Written Reflection Response Two

Describe specific ways in which you deliberately connect your students with the community. Show how these community connections dissolve classroom/school walls and impact student learning/success for all. (750 words or less)

Add Reflection Response Two Here:

Throughout my teaching career, I have always taught in Title 1 schools with incredibly high turnover rates and insecure educational opportunities. In my first few years of teaching, I always wanted to combat this injustice by working nonstop on lessons that would impart all the wisdom I had on my students. I stay connected with my former students and their families. When a student would have a teacher quit midyear, it broke my heart to hear about how she regressed. I realized quickly that nothing in my students' lives is certain and to be a more effective teacher, I would have to change my mindset from giving them all my knowledge to giving them the tools to learn independently.

Accordingly, I began implementing Genius Hour, an approach to learning where students get to dive into passion projects and spend classroom time guiding their own learning. This accomplishes two of my biggest goals by igniting excitement around learning and teaching young children how to research and acquire knowledge themselves. I teach them how to utilize eBooks, encyclopedias, and search engines, and libraries. Their immediate enthusiasm prompted me to take advantage of our amazing local community to find them even more resources. I was awarded \$3,295 from the Baton Rouge Area Foundation and used it to purchase virtual reality headsets. One of my recent students wanted to learn about the Milky Way Galaxy, and I was actually able to take him there virtually! Another student wanted to learn all about fashion, and the next day he could have a front row seat at Paris Fashion week. They were so engaged I realized this needed to be accessible outside of only my classroom, so now, all students at Buchanan Elementary School can use this tool to expand their global and cultural awareness and understanding of the world around them.

Important layers to research are learning to ask the right questions, connect with experts, and synthesize the information they collect. I model how to conduct interviews through mock interviews with classmates until I know my students are ready to speak with members of their greater community. When a student chose to focus on bridges, I connected with an LSU architecture professor willing to come to my classroom with supplies to teach my students physics. One student wanted to learn about rainbows, so I brought in the WBRZ weather woman to teach my students about meteorology. When someone chose dance for their topic, a Tiger Girl and her coach were eager to bring game day into our classroom. In many instances, the connections I formed with leaders in our community lead to lasting relationships. One LSU entomology graduate student came in to be interviewed about bugs and now several students from the LSU Entomology Club come to speak at my Garden Club quarterly and instituted an open-door policy for any teacher at Buchanan to request a guest lesson.

One of my shy students asked if her project could be all about comic books. I felt emboldened to reach out to the author of her favorite book. The next day New York Times bestselling author Ben Clanton was doing an interview with my class and showing them his sketchbook while he walked them through his creative process. My shy student became the loudest in the room and had endless questions for him. She filled pages of notes and even started her own sketchbook filled with ideas.

One day, I had an unannounced observation and a district employee walked into my classroom while award-winning collegiate gymnast Ashleigh Gnat was being interviewed by one of my students. My observer offered me the opportunity to lead a district-wide professional development session to share how Genius Hour works in my classroom, so potentially hundreds of students in my district will be given the power to drive their own education. Though watching my students thrive in Genius Hour has been so fulfilling, perhaps the most rewarding moment came when a fifth grade teacher invited me to her students' passion project presentations. I got to read a novel that a student wrote and self-published online. I saw students teaching themselves how to code video games, bake from scratch, and design sustainable cities. It reinforced what a monumental impact on a student's engagement and learning there is when their classroom is a safe place where they can learn to teach themselves rather than a place where learning relies solely on a teacher.

Reflection Response Two- Optional file upload: (Use this feature if you wish to upload a document, video, photo, etc., to accompany your reflection response. Please label document accordingly, such as, "TOY_Mary_Smith_Reflection Response Two")

TOY_Kylie_Altier_Response2.pdf

VIII. Video Response

Describe a project or initiative that you are leading/led/are involved in that has created pathways to success for students, teachers, schools and/or education stakeholders. In your response, explain your role as a leader/innovator, the impact of this work, as well as the status of the work today. (2 minutes or less)

Add the YouTube video URL in the space below.

Add your YouTube video URL Here: (video should be 2 minutes or less)

https://www.youtube.com/watch?v=Dteh8s_Li8A&feature=youtu.be

Video Response- Optional file upload: (Use this feature if you wish to upload a document, video, photo, etc., to accompany your video response. Please label document accordingly, such as, "TOY_Mary_Smith_Video Response Upload")

TOY_Kylie_Altier_Video Response Upload.pdf

IX. Education Issue

What is an education issue you are most passionate about? Add your response in the textbox below in five words or less, Ex: Student Voice and Empowerment

Equity for Diverse Learners

Education Issue- Optional file upload: Use this feature if you want to upload an item, such as a photo, newspaper article, etc., which relates to your education issue topic/work. Please label document accordingly, such as, "TOY_Mary_Smith_Education Issue Upload."

TOY_Kylie_Altier_Education Issue.pdf

Add a "Six Word Story" that captures the essence of you as an educator. For example, "He Is..because of what was," "Teaching Art is an Abstract Artform" and "I Teach So I Change Lives."

Independent, Empowered Learners Guided with Love

X. Uploads

*Note- To view uploads, select small yellow triangle next to the record title at the top of the page and select "preview form"

When uploading documents within your application, please title each document using this naming convention:

TOY or POY_ First Name_Last Name_Document Name. For ex., "TOY_Mary Smith_Reflection Response Upload."

Résumé (two pages or less) Include chronological list of workplaces with specific years at each site.

TOY_Kylie_Altier_Resume.pdf

Student Success Data 1 (SLTs or other recent data) Include Year

TOY_Kylie_Altier_Data.pdf

Student Success Data 2 (SLTs or other recent data) Include Year

TOY_Kylie_Altier_Data2.pdf

Letter of Recommendation #1:

TOY_Kylie_Altier_Recommendation1.pdf

Letter of Recommendation #2:

TOY_Kylie_Altier_Recommendation2.pdf

Letter of Recommendation #3:

TOY_Kylie_Altier_Recommendation3.pdf

XI. Teaching Video

You may view the Teaching Video Guide here: https://www.louisianabelieves.com/docs/default-source/awards/teaching-video-guide.pdf?sfvrsn=76d8911f_8

Add your YouTube video URL in the textbox below (Note: Your YouTube video link visibility must be "Public" so the application reviewers may view your video. Before adding your link, please send it to a friend and have them check it to make sure it is viewable.)

<https://www.youtube.com/watch?v=RGY-DMRewdo>

Kylie Altier, M.Ed.

Education

Stephen F. Austin State University

- Graduated: August 2020
- Master of Elementary Education with an emphasis on Reading Specialist Certification
- GPA 4.0

Florida State University

- Graduated: May 2013
- Bachelor of Science in Early Childhood Education
- GPA 4.0

Certifications

- Reading Specialist EC-12
- Elementary Education EC-6
- English as a Second Language Supplemental EC-12

Awards & Grants

- Teacher of the Year, Buchanan Elementary School 2022-2023
- WholeKids Foundation Grant Recipient, \$3,000
- Baton Rouge Area Foundation Academic Distinction Grant for VR headsets, \$3,295
- Donorschoose Silver Fundraiser, \$2,313 raised to date
- Region 7 Elementary Teacher of the Year 2018-2019
- District Elementary Teacher of the Year 2018-2019
- Teacher of the Year, Brooks Quinn Jones Elementary 2018-2019
- SFA University Mentor Teacher of the Year 2018-2019
- Lowe's Toolbox For Education Grant Recipient, \$4,000
- WholeKids Foundation Grant Recipient, \$2,000
- Learn, Go, Eat, and Grow! Grant Recipient, \$750
- Segal AmeriCorps Education Award for national service in Teach for America 2013-2015

Leadership Experience

- Buchanan Elementary Garden Sponsor with a focus on sustainable urban agriculture
- Schoolwide Science Fair Coordinator for Buchanan Elementary
- Completed Reading Instructional Coaching Cycles with individual teachers
- Designed and led professional development for Brooks Quinn Jones
 - RTI training, guided reading training for teachers and paraprofessionals, administration guidelines of mClass (DIBELS), DRA, and running records

- Created a K-2 intervention program called SLAAM (Students Learning Across Ages to Mastery)
- 1st Grade Team Lead
- Pioneering Outdoor Classroom and Garden Project at Brooks-Quinn-Jones Elementary
- Co-Plan and run Fifth Grade tutoring program at Brooks-Quinn Jones Elementary
- Peer-coached teachers on effective behavior management at Dawson Elementary
- Founded PALS (Peers Advancing Literacy Skills) at Dawson Elementary
 - After school literacy program that partnered high school students with struggling readers
- Teach for America Content Leader
 - Led Professional Development for new teachers on data tracking, literacy centers, reading intervention, and student engagement to over 90 teachers across Alabama

Teaching Experience

August 2021-Present

1st Grade Teacher | Buchanan Elementary School | East Baton Rouge Parish | LA

- Implement Genius Hour, allowing students to conduct passion projects and connect students to experts in their field of choice, led district-wide Professional Development
- 100% of students achieved Full Attainment or higher of SLT goal in reading and math

August 2019-May 2020

RTI Coordinator and Reading Interventionist | Brooks Quinn Jones Elementary School Nacogdoches ISD | TX

- Built multi tiered system for campus, design and implement Tier 3 educational plans
- In 2020-2021, 91% of Tier 3 students achieved intervention goals or qualified for additional service

August 2016 - May 2019

1st Grade Teacher | Brooks Quinn Jones Elementary School | Nacogdoches ISD | TX

- 95% of students achieved benchmark on District-Wide Mid Year Common Based Math Assessment
- 84% achieved 1 year of growth on DRA by February 2019

August 2015-May 2016

1st Grade Teacher | Carver Primary School | Opelika City Schools | AL

- Attained class average STAR Math Grade Level Equivalency 2.0 by midyear
- 100% parental involvement through conferences and technology

July 2013-May 2015

1st Grade Teacher | James I Dawson Elementary School | Huntsville City Schools | AL

- 93% proficiency in DIBELS Oral Reading Fluency assessment
- 97.5% attendance rate in the 2013-2014 school year
- Held after school tutoring 3 days a week for 5th grade students, all 6 students had over 24% increase in STAR scores



January 9, 2023

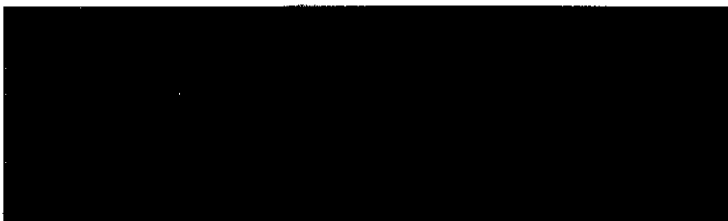
To: Teacher of the Year Finalist Committee

I am pleased to write a letter of recommendation for Mrs. Kylie Altier. I have had the opportunity to work with Mrs. Altier, as her principal at Buchanan Elementary for 1.5 years. I was blessed to hire Mrs. Altier as a 1st grade gifted teacher at the beginning of the 2021-2022 school year. When I interviewed her, I knew immediately that she had the passion, drive, tenacity and fortitude of an excellent teacher. Once Mrs. Altier began working at Buchanan, the staff recognized it too.

The qualities that she exhibited at Buchanan included leadership, creativity, collaboration, highly effective, skilled, excellent communicator and passion. She is also caring, accommodating, considerate, helpful to everyone, and volunteered to take on tasks that went beyond the call of duty. She volunteered to sponsor a garden club and received a \$3500 grant for the club. She volunteered to coordinate the science fair and ensured that it was organized and successful. She created lifelong opportunities for her students and parents and has high expectations for success. When she saw the need for additional intervention tutors, she volunteered to assist by tutoring students in other grades. She assisted the grade level team and leader by providing professional development and sharing educational materials and knowledge not only to her grade level, but also to several other teachers. They depend on her leadership.

Mrs. Altier is meticulous in excelling in her duties and provided valuable assistance to administration, teachers, students, and parents. She analyzed test data and teaching methods to assist teachers in implementing research-based instructional strategies. By implementing these activities, she provided the support needed for our teachers to be successful. Mrs. Altier's leadership qualities include excellent presentation skills, analysis of student and school data, and knowing how to effectively communicate and collaborate with teachers, parents and students. I simply cannot list all of the wonderful things that Mrs. Altier has created and implemented. She is a jewel in our district and an extraordinary teacher leader. Mrs. Altier will be an excellent representative for East Baton Rouge Parish Schools Teacher of the Year.

Sincerely,





To whom it may concern:

I am writing this letter of recommendation on behalf of Kylie Altier for the district Teacher of the Year award.

I had the pleasure of working with Mrs. Altier in past years as her campus administrator. She served as one of our teachers. In this role, I witnessed Mrs. Altier engage her peers during the PLC process, develop unique ways to reach her students, and take opportunities to grow professionally. Most importantly, she exhibited the necessary trait of all great educators: compassion for those she served.

Mrs. Altier's character speaks volumes about her impact on the school community she serves. She is dedication, driven, and passionate about educating all students. She is a 'forward thinker,' that has demonstrated a desire to dig deeper into the written, taught, and assessed components of curriculum. This desire and interest in self-improvement have pushed her into the ranks of the most experienced veterans.

The most important aspect of Mrs. Altier are the relationships she builds with her students. She has high expectations for all of her students and works endlessly to meet them where they are and guide them to where they need to go. Her classroom is built on a foundation of collaboration and mutual respect.

We have hundreds of classrooms in Nacogdoches that serve our students. Among those, Mrs. Altier's classroom was the most vibrant, engaging, and student-centered. Mrs. Altier is the teacher that is first to arrive and last to leave a campus. She pours her heart and soul into the experiences she provides her students, and is the teacher that I would want my daughter to have. If I had to summarize Mrs. Altier's classroom, I would tell you that she provides a *transformative* experience for her students. The kids that are lucky enough to enter her classroom leave there with a rock solid foundation that will last them a lifetime!

There is a quote that states, "Every job is a self-portrait of the person who does it. Autograph your work with excellence." Mrs. Altier exemplifies this quote every day she steps into a classroom as it is our students and her fellow teachers that she leaves her signature. I give Mrs. Altier my highest recommendation and am happy to supply any information that would further advance her as I strongly believe that our students and teachers as a district will be better off due to her efforts.



RETIRED BROOKS-QUINN-JONES PRINCIPAL



01/05/2023

Teacher of the year committee,

Kylie Altier is the consummate teacher. A label that probably does not do justice for her, so let me clean that up a bit to better describe her. Kylie has the ability to recognize students' strengths, struggles and find the perfect tool to improve learning. She is considerate and kind to all without giving up her ability to advocate for her students as well as her educational beliefs. She is a master teacher, who is adept at making changes to instruction much like a skilled coach would adjust during a time out to have a winning game. I would like to boast that I in some way was the catalyst for her successful young teaching career, but I am not. What I did do for her was to supply her with the three S's. Space, Students and Supplies. With these three tools she can create a learning environment which will enable all students to have an opportunity to be successful. I can say that it is truly a privilege to watch Kylie teach and to have been a part of her life. I'm sure that the students she has taught will long remember her as they grow to young men and women as the one teacher that loved them, had high expectations, and instilled a belief that they were capable of succeeding.

Respectfully,



** My district purchased this curriculum and it comes with excellent lesson plans. Each lesson aligns to the CASEL core competencies. The online platform gives you access to every lesson K-12 so I am able to choose the perfect lesson for my students each week. I make edits digitally to meet the needs of my class! My edits will be done in purple!

rethink Ed

Self-Management

Resilience: The Ability to Manage and Recover from Daily Setbacks and Adversity

Grade 1*

Challenge Accepted!

Overview

Resilience is the ability to manage and recover from daily setbacks and adversity. While self-control, focus, problem-solving, and goal setting can help students manage many situations, some situations can't be controlled. Resilience is the inner resolve that although a situation may be out of the students' control, they can control how they perceive and respond to it. Resiliency is a skill that can be developed through developing positive relationships, managing one's emotions, becoming more autonomous, and accepting challenges as opportunities to grow.

Objective

Students will reframe problems as challenges.

Student Goal

I can think about a problem as a challenge.

Vocabulary

accept
challenge
problem

Materials

Challenge Accepted Student Resource
Got a Problem? Challenge Accepted! Activity

Helpful Hints

Make a copy of the *Challenge Accepted* Student Resource for each pair of students for the Practice part of the lesson.

Make a copy of the *Got a Problem? Challenge Accepted!* Activity for each student for the Dive Deeper part of the lesson. Students will also need a copy of the *Challenge Accepted* Student Resource.

While the concept of resilience is an important SEL skill that empowers children to deal with everyday frustrations, this lesson is not meant to encourage children to reframe serious problems as challenges and does not present the resilience strategies to cope with catastrophic situations such as death, injury, natural disasters, or other extreme situations. See your district or community resources for information on dealing with and helping others through catastrophic situations.

Challenge Accepted!

Learn - 5 minutes

In the *Challenge Accepted* Video, students are encouraged to look at a problem as a challenge to help them learn and grow.

When a problem gets hard, students are encouraged to reframe the problem and think:

- I can learn something new.
- I can get better if I keep practicing.
- I can think about this is a new way.
- I can ask for help when I need it.

Show the students the *Challenge Accepted* Video.

Push video out to students individually on tablets to increase engagement and focus.

Discussion Questions

- What is a challenge?
- What does it mean to accept a challenge?
- Why is it better to look at a problem as a challenge?
- What is a challenge you have?
- How can you look at your problem as a challenge?

Following the video, use the discussion questions to talk with students about how to look at problems like challenges.

Use the Think, Pair, Share strategy to allow all students to talk about their problems and how they can look at them as challenges.

Turn Think, Pair, Share into Mix and Mingle to allow for movement and a variety of partners.

Use Marzano's Learning scales to check for understanding.

Practice - 10 minutes

The *Challenge Accepted* Activity provides an opportunity for the students to practice looking at problems as challenges.

Print out slides and place around the room, so students can do a carousel discussion. (This was a part of the lesson, but did not make the video due to time).

Add in students accepting a challenge from our classroom to make this a hands on learning experience. Give students 10 minutes to work through their challenge and apply what they have learned.

Organize students into pairs.

Provide each pair of students with the *Challenge Accepted* Student Resource.

Direct the students attention to the *Challenge Accepted* Slides.

Read the first problem aloud. Ask the students to turn and talk to their partners about how they could turn the problem into a challenge. Encourage students to refer to the strategies on the *Challenge Accepted* Student Resource.

Ask volunteers to share how they could look at the problem as a challenge.

Continue through the problems on the slides as long as time or interest allows.

Dive Deeper – 20 minutes

<p>The <i>Got a Problem? Challenge Accepted!</i> Activity challenges students to think about a problem they have and how they could change the problem into a challenge.</p> <p>Lesson closing- using Marzano's learning scales for students to self assess. Use formative assessment notebook to monitor Challenge Accepted sheet as an exit ticket.</p>	<p>Provide each student with the <i>Got a Problem? Challenge Accepted!</i> Activity and the <i>Challenge Accepted</i> Student Resource.</p> <p>Have the students think of a problem they have and how they could think of the problem as a challenge. Have the student record the problem and the change of thinking on the activity page.</p> <p>Allow time for students to share their problems and new thinking in small groups.</p>
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**Tier 2 Strategies
Accommodations and Modifications**

Learn

Prior to the lesson, provide the student with the *Challenge Accepted* Student Resource and talk about how to turn problems into challenges.

Consider providing the student with access to watching the video independently on a tablet or computer.

Practice

Prior to the lesson, show the student a couple of the problems from the *Challenge Accepted* Slides and talk about the ways to think about the problems as challenges.

Choose a partner for the student to work with during the activity who will serve as a model for completing the activity.

Dive Deeper

Pair the student with a partner or an adult aide who can provide support during the activity, recording the student's responses as needed.

Have the student dictate his or her responses and write the responses on the activity page.

Attachment: TOY_Kylie_Altier_Headshot.jpg



TEACHER/PRINCIPAL OF THE YEAR CONSENT FORM
Videotape/Film/Audio/Photograph/Recording Consent Form

CONSENT FORM FOR EDUCATORS

I, Kylie Altier, do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record my likeness and/or voice with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them for educational purposes.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Name: Kylie Altier

Signature: *Kylie Altier*

Date: 1-7-2023



2022 App Round 2: Mrs. Kylie Altier

****Teacher/Principal of the Year Semifinalist Application****

****Which are you- Teacher of the Year or Principal of the Year?***

Teacher of the Year candidate

****By end of day on Wednesday, March 29, 2023, please complete all tasks and submit.**

Written Response

Written Response

Consider you have been given the opportunity to write a blog entry to be included on an educational website that is read by various educational stakeholders. First, you'll need to select a relative topic that interests you and is likely an area of expertise. You may select any topic that is education related, such as those outlined in the Department's Believe to Achieve Priorities. Your audience is the education profession at large, but you may choose to gear your entry towards a specific group of educators, such as principals or first year teachers, for example. Entries may be month specific, such as a June entry which may focus on "turning summer vacations into learning opportunities," for example. (maximum of 1,200 words)

Add your written response in the textbox below. (1,200 words or less)

Teaching post-2020 can feel like an impossible game of tug-o-war where you're fighting to close learning loss gaps and also racing to get students to master grade level content to be ready in time for high stakes tests. If you're struggling in your teacher-heart with which side should win, I would urge you to throw the rope down altogether. Now more than ever, it is essential that we shift our focus to creating independent learners who are self motivated and in love with learning.

While this may feel like an insurmountable task, by the end of the school year my tiny first graders are always boasting about how they know more than I do about certain topics, and how they don't even need me to learn anything. While counterintuitive, the feeling of not being needed by my students is the one most near to my heart, because I know it means they have all the tools they need to shine even when they leave my class. So here are my four biggest focuses to create students who are in charge of their own learning.

A focus on differentiated foundational skills to ensure all students are literate-

Literacy is the key that unlocks all doors for our young learners. Teaching students how to read should be highly individualized and targeted for each child. All students have different needs when it comes to reading and it is essential you get to know your students as readers, then use that knowledge to meet their needs. Some students may come to school with a basic foundation of phonemic awareness skills, while others may have no knowledge of the alphabetic principle. Some students may need to spend a week mastering a phonics skill with very direct instruction, while others may only need two days of exposure and practice. Grouping your students and teaching reading in small groups will allow you to propel students forward in reading at their own pace. While mastering decoding skills, they will simultaneously master encoding skills allowing them to write. The reading and writing connection should be fostered each day, as writing will be their vehicle to share their knowledge with the world!

A focus on the power of research-

Over the course of our students' K-12 careers, they will have been taught an immense laundry list of facts in all subject areas, but realistically how much of this will be retained long term? Instead, if we spend time frontloading how to research across a variety of platforms, students will be able to access this knowledge at any time in their lives. Navigating libraries, utilizing reference texts, finding the perfect eBooks, watching videos with a purpose, and knowing the right keywords to search are all explicit lessons in my classroom. We also learn how to pull out the most critical key details and how to notetake in ways to make sense to them personally, from doodles, to concept webs, to KWL charts, and more. Once this process began in my classroom, it was so easy to overlay standards from our pacing guide on top of their research material. We can hunt for pronouns, compare and contrast sources, or note the author's purpose the same way we would with basal texts, but with so much more enthusiasm to each learner.

A focus on student choice-

When students have the power to drive their learning, they are more engaged and have a stronger desire to keep learning. Last year I had a student who was fascinated by rocks. While rocks were nowhere in my first grade curriculum, I gave her time and space to pursue this passion and sat back and watched as she taught herself about the rock cycle, erosion, and a shocking amount of different minerals. This is where learning becomes truly cross-curricular and learning can really be solidifying for

students. They may have chosen a science forward topic, but need their reading skills to decode and comprehend texts. Showing students that those little things that spark joy in their lives can become passion projects, will make every child eager to learn more. Allowing the students to choose what they learn about and how they learn about it will bring the students' voice to the forefront of your classroom. This empowerment will yield positive results in all their content areas.

A focus on the joy learning new things brings-

Often we focus on celebrating test scores or reading level milestones, but when students truly fall in love with learning the knowledge becomes the reward! My students collect pieces of information almost like a precious sticker collection. They are always on a quest to find the funniest, most shocking facts so they can share their expertise with the world. Connecting students with role models that are pursuing their passions as a career helps show them that learning can have lifelong rewards. One of my students loves Komodo dragons, so I invited a Herpetology professor from LSU to speak to him directly. He learned that one day he could go out in nature and study animals as his career. Watching his face light up as he learned Komodo dragons can smell in two directions using their forked tongue was a heartwarming moment, but I know this moment is planting the seed for him to be a lifelong learner. By connecting students with experts in their interests, they have learned they could truly spend the rest of their lives doing all the things they love like, writing hilarious comic books, designing beautiful clothes, or hiding in bushes waiting for a Komodo dragon to walk by. The joy of learning will last a lifetime.

While you may have read this and thought to yourself, "that's nice but my students need to pass this test this year" take this leap of faith. The side effect will be that students will have actually gained all the essential test taking skills. ELA, Social Studies, and Science LEAP tests are all heavily rooted in text dependent questions. They will have had endless exposure to gleaning information from a wide variety of text and all different nonfiction text features and they will have skyrocketed in confidence knowing they don't need their teacher to seek out and learn new information. So this is your signal to drop the tug-o-war rope and focus on your children as individual readers, dive into topics through research, hear their voice, and celebrate the joy of learning each day. You have the power to create the next generation of independent thinkers and lifelong learners that will make our world a better place!

Written Response Upload (optional)

Let's Shift to Joy!.pdf

Video Response

Please respond to the prompt below. The video should not exceed one minute and 30 seconds. After recording the video, put into a YouTube link and add the link in the textbox below.

Teacher and Principal of the Year Prompt: What advice would you give to yourself as a first year teacher/principal?

Add your Youtube video link in the textbox.

<https://youtu.be/3yILAR7msmE>

Video Response Upload (optional)

Kylie Altier TOY Blog Additional Upload.pdf

Additional Uploads

If you would like to upload any additional items to your application you may do so below. This is optional. Examples could include newspaper articles, photos, videos, awards, etc.

Additional Upload 1 (optional)

Altier TOY Additional Upload.pdf

Additional Upload 2 (optional)

Altier TOY Additional Upload 2.pdf

Social Media and Bio

Professional Bio Add your professional bio in the textbox below. You may use the same bio you submitted in your initial application. Your professional bio should be written in third person. (250 words or less) Please follow the guidelines outlined

here

2022 App Round 1- You may search by name for the bio you submitted in Round 1.

Kylie Altier

Professional Bio textbox

Mrs. Kylie Altier is a first grade teacher at Buchanan Elementary School in Baton Rouge, LA. She earned her Bachelor of Science in Early Childhood Education from Florida State University (2013) and her Master of Elementary Education from Stephen F. Austin University (2019). She joined the Teach for America Corps at just 20 years old in order to jumpstart her lifelong goal of educating underserved communities. She believes that all students, no matter their socioeconomic status, neurodiversities, or race, deserve to go to a school where they feel immensely loved, excited by engaging curriculum, and have their learning tailored to their individual needs. To that end, she has won over \$13,000 across five grants to enrich not only her students' educational experiences but also the whole school community. Using these funds, she built an outdoor classroom complete with a garden focused on sustainable urban agriculture and designed a curriculum employing virtual reality headsets to boost experiential learning. She fills her classroom with experts to help students learn more about their passions. Last year, her students showed an average of 2.5 years of reading growth. While in Texas, Altier received many accolades for her tireless efforts, including being named Teacher of the Year for her school, district, and region in 2019 and the Mentor Teacher of the Year for Stephen F. Austin University in 2019. She has become a campus-wide leader at Buchanan Elementary, starting an extracurricular Garden Club, coordinating the first science fair, and leading professional development in her district.

Twitter- Add your Twitter handle below (optional, but good to have)

Photo Uploads

Please upload a headshot and a photo of you participating in your favorite past-time/hobby. Be sure and follow the photo guidelines outlined

here

Headshot

Kylie Altier TOY Headshot.jpeg

Hobby Photo

Kylie Altier TOY Hobby.jpeg

Candidate Consent With your consent, your photos and/or videos could be used in media (such as on the Dept.'s or Dream Teacher's social media accounts), as well as shared with others (such as your fellow semifinalists), to celebrate you as a state-level honoree. Please check the appropriate box to indicate if you consent or not. You may view the consent form here- here.

Please check the appropriate box below.

I agree to the terms in the consent form.

Student Consent If students are included in your application, you must have a consent form on file. If you obtained a consent for a student in your initial application and still have on file, you do not need to get a new consent form. Please check the appropriate box to indicate if you have consent forms on file for all students included in your application. You may view the consent form here- here.

Please check the appropriate box below.

I have consent forms on file for all students included in my application.

Additional Information

Your current phone number (Preferably cell, with area code. Please list with hyphens, such as, 225-342-7695.)

[Redacted]

Your email address.

[Redacted]

School mailing address

[Redacted]

Your name as you'd like to see it in print on a certificate (include Dr., Ms., etc., if you like.)

Mrs. Kylie Altier

Name Pronunciation - Please add a note for pronouncing your name (if needed) in the textbox below. Examples include- Francois ('franz-swah); Hebert (A-Bear); Soileau (swah-'low), etc.

Altier - (All Tear)

Teachers- What grade(s) do you teach this year?

1st Grade

Teachers- What subject(s) do you teach this year?

Self contained - ELA, Math, Science, Social Studies

Principals- What grade(s) do you serve as the school leader this year?

If you know you will serve in a different role next year, please add role in the textbox below.



2022 App Round 2: File Attachments

Written Response Upload (optional)

Let's Shift to Joy!.pdf

Video Response Upload (optional)

Kylie Altier TOY Blog Additional Upload.pdf

Additional Upload 1 (optional)

Altier TOY Additional Upload.pdf

Additional Upload 2 (optional)

Altier TOY Additional Upload 2.pdf

Headshot

Kylie Altier TOY Headshot.jpeg

Hobby Photo

Kylie Altier TOY Hobby.jpeg

2022 App Round 3: [REDACTED]

2024 Teacher/Principal of the Year Finalist Tasks

Which are you- Teacher of the Year or Principal of the Year?

Teacher of the Year Finalist

Written Response Prompt

As the 2024 Louisiana Teacher or Principal of the Year, serving as the ambassador of education for Louisiana, you have been asked to give a speech to an audience of education stakeholders. What is your message? Please add your audience and speech below.

Audience- Add your audience here.

I would love an opportunity to deliver this speech at a Louisiana State Board of Elementary and Secondary Education (BESE) meeting. I have changed so much as a teacher since moving to Louisiana and I would love a chance to say thank you to just a few of the people that have made that happen.

Add your written response here.

When I moved to Louisiana two years ago, I was, like many others in the profession, burnt out from 10 years of trying to be the perfect teacher. As a sleep-deprived mom of two toddlers, I felt it was probably best if I set my sights on simply being a good teacher instead so I'd have enough energy at the end of the day to come home to my babies. Teaching in Baton Rouge quickly showed me I might be able to have it all. So this is my love letter to the people of Louisiana.

When I arrived here, I was met with the most amazing students who shared their intense passions readily. To capitalize on that, I sent emails and Instagram DMs to anyone I could find that seemed to be an expert in each child's passion. All I asked for was around 10 minutes of time to answer a few questions crafted by 6 year olds, but our community exceeded all my expectations and provided countless invaluable learning experiences for my students. My students got to meet and be inspired by perfect 10-achieving LSU gymnasts and the National Championship-winning Tiger Girls. A local WBRZ meteorologist jumped right from our TV screens to our classroom two years in a row with the coolest rainbow and lightning facts to share. After one member of the LSU Entomology club came and spoke to my class about bugs, he spread the word and now each semester club members visit our garden. They even gave us our own specimen tray filled with insects except for a blank spot where my future entomologists can collect their own samples. When I asked an architecture professor if she had time to answer a few questions about bridges, she asked if she could teach an entire lesson to my class where she showed them how to build truss bridges and brought three huge bags of supplies for my students. The curator of birds at the Museum of Natural Sciences zoomed in to answer questions about owls. I sent him a copy of my student's owl project to say thank you and he was so impressed he invited her to the museum. He gave her a private tour and let her hold all the different owls. Now a first grader says she wants to be a curator of her own museum when she grows up. A local fashion writer brought sunglasses she had designed and made every child in my class feel like a celebrity when they tried them on. An urban agricultural specialist from Southern University came and taught us how to make our garden more sustainable. He brought enough soil for all our garden beds in the back of his truck and hand shoveled it all in for us when he realized my elementary-aged garden club members were going to contribute very minimal help. Did you know here in Louisiana we have a herpetologist who discovered a lizard with green blood and the world's smallest vertebrate? He has come to teach my class two years in a row, and this year right before arriving he sent me an email that read, "is it okay if I bring my pet tortoise with me?" I could go on and on about the experiences the people of Louisiana have brought to my classroom in two short years. When asked to give a little, they showed up ten-fold and have made a lifelong impact on my students.

They say it takes a village to raise a child, and in this same way, I believe it takes a village to educate a child. These experiences are so much exponentially greater than what I could have given them by myself as just their teacher. While I feel I have only just begun discovering it, I am so beyond honored to have this village educating my students. So this is my sincere thank you and I love you to Louisiana. Thank you for all the moments big and small, but most of all thank you for giving me hope. If you are a teacher here, please know you are not alone and when you open the doors of your classroom, especially here in Louisiana, you and your students will gain unreal experiences. You will find you are not alone. And if you're a person who is a part of this community outside of education, thank you for all you've already done and please know we need you.

Additional Uploads

Written Response Upload- You may submit additional artifacts that support your response. (Optional)

Altier Additional Upload Speech.pdf

Video Response Prompt

Describe how you have been innovative as an educator. What inspired this innovation and what has been the impact of this work? (maximum 2 minute video)

Add YouTube video link here.

<https://www.youtube.com/watch?v=fcnoxRa1ng4>

Additional Uploads

Video Response Upload- You may also submit additional artifacts that support your response. (optional)

ALTIER_TOY Additional Upload Video.pdf

Professional Bio Add your professional bio in the textbox below. You may use the same bio you submitted in your initial application. Your professional bio should be written in third person. (250 words or less) Please follow the guidelines outlined

here

Round 2 Bio

Add Bio Here

Mrs. Kylie Altier is a first grade teacher at Buchanan Elementary School in Baton Rouge, LA. She earned her Bachelor of Science in Early Childhood Education from Florida State University (2013) and her Master of Elementary Education with a focus on reading from Stephen F. Austin University (2019). She believes that all students deserve to go to a school where they feel immensely loved, excited by engaging curriculum, and have their learning tailored to their individual needs and interests. To that end, she has won over \$13,000 across five grants to enrich not only her students' educational experiences but also the whole school community. Using these funds, she brought life to a garden focused on sustainable urban agriculture, created a mobile kitchen where students cook fresh vegetables they harvest, and designed a curriculum employing virtual reality headsets to boost experiential learning. She fills her classroom with experts to help students learn more about their passions. Her students have gotten to interview and learn from a New York Times Best Selling Author, National Championship winning Tiger Girls, curators from the Museum of Natural Science, and more! Last year, her students showed an average of 2.5 years of reading growth. While in Texas, Altier received many accolades for her tireless efforts, including being named Teacher of the Year for her school, district, and region in 2019 and the Mentor Teacher of the Year for Stephen F. Austin University in 2019. She has become a campus-wide leader at Buchanan Elementary, starting an extracurricular Garden Club, coordinating the first science fair, and leading professional development in her district. When she isn't teaching, you can find her screaming Geaux Tigers with her husband and two children, Gabriella and Booker.

Optional Upload- If you would like to include any additional item(s) to accompany your application, such as a video, newspaper article, etc., please upload below.

Optional Upload 1

Altier Additional Upload (1).pdf

Optional Upload 2

Altier Additional Uploads.pdf

Candidate Consent Please review the terms in the candidate consent form and check the appropriate box below. You may view the consent form here- here.

Checkbox

I consent to the terms in the form.

Student Consent If students/minors are included in your entry/photo(s), be sure you have a student consent form on file. You may view the consent form here- here.

Checkbox

I have student(s)/minor(s) in my entry and/or photo(s) and I have a student consent for on file for each individual.

If you would like to include a note/message, please enter here.

Thank you so much for the opportunity to share the story of my classroom. I feel that I have grown so much as an educator just by reflecting on all the questions this process has posed. I spent a long time debating the innovation prompt, wondering if I should do something more flashy. While I feel I may do things that seem more gripping, I felt like it was right to discuss my reading journey, as none of the other things are possible without reading. No matter what happens, I am feeling exciting for the future with all the reading changes happening in this state. Thank you again for this experience and I look forward to the rest of the summer!

2022 App Round 1

Kylie Altier

2022 App Round 3: File Attachments

Written Response Upload- You may submit additional artifacts that support your response. (Optional)

Altier Additional Upload Speech.pdf

Video Response Upload- You may also submit additional artifacts that support your response. (optional)

ALTIER_TOY Additional Upload Video.pdf

Optional Upload 1

Altier Additional Upload (1).pdf

Optional Upload 2

Altier Additional Uploads.pdf