

Application: 0000000067

Phoenix Leblanc - phoenix.leblanc@livingstonschools.net
2023-2024 New Teacher of the Year Application

Summary

ID: 0000000067

Applicant Information

Completed - Jan 17 2023

Form for "Applicant Information"

This is my form.

Applicant Name

Phoenix Morel LeBlanc

Applicant School Name

Albany Middle School

Applicant School System

Livingston Parish

Grade(s) Taught

7th

Subject(s) Taught

Science

Certification Type/Number

LEVEL 1 644184

Applicant Email Address

phoenix.leblanc@lpsb.org

Applicant Phone Number

XXX-XXX-XXXX

Bio: Add your professional bio in the textbox below. Please follow the guidelines outlined below. (250 words or less) Please complete your professional biography in 3rd person, as it would appear in print. In your bio, please include the following items: 1. The grade level and subject you currently teach (TOYs) or the grades at your school (POYs) 2. The name of your school, including city and state 3. Degrees you hold include the institution where they were received (i.e., Bachelor of Science in Education from the Louisiana State University) In your bio, please follow the following style guidelines: 1. Spell out your degrees (i.e., Bachelor of Art not BA) 2. Only capitalize a subject area when it's a language (i.e., capitalize English but not calculus) 3. Use your first and last name in the first reference, but your last name only on second and subsequent references 4. Spell out all acronyms the first time they are used

Phoenix LeBlanc is currently teaching 7th-grade science at Albany Middle School in Albany, Louisiana. LeBlanc received a Bachelor of Science in Biology with a concentration in Education from Southeastern Louisiana University.

Original Social Media Quote: 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)

The nature of science is learned through naturally occurring phenomena that we discover and then question. Why would we educate our students differently if we want to produce world-changing scientists in Louisiana public schools?

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Reflection Questions

Completed - Jan 18 2023

Form for "Reflection

Reflection Question 1 Add your response to the following prompt in the textbox below. Note- You may also submit supplemental materials to accompany your response in the last step in this application portal.

(Documents may be in any format, such as a chart, news article, video, photos, etc.)

Why did you decide to become an educator? What impact have you had on students in your first few months in the classroom? In your response, provide specific examples of how you currently and will continue to meet Louisiana's

educational priorities: (You may write about one or more priorities.) • Ensure every student is on track to a professional career, college degree, or service • Remove barriers and create equitable, inclusive learning experiences for all children • Provide the highest quality teaching and learning environment • Cultivate high-impact systems, structures, and partnerships • Develop and retain a diverse, highly effective educator workforce (750 words or less)

The path to education was not always straightforward for me. The field of science became a passion of mine in high school, and I owe this discovery to a great teacher who instilled this feeling in me. I soon began my studies at Southeastern Louisiana University, where I initially pursued a degree in nursing. I soon started tutoring my peers in introductory science courses. I was encouraged to see that I could help my peers learn and grow as students and achieve their dreams of entering nursing school. As nursing school approached, I realized I was not ready to stop taking general science courses. This convinced me to change my major from nursing to biology. Southeastern Louisiana University requires biology majors to choose a concentration within the degree. I thought back to when I enjoyed tutoring my peers and the feeling I received when they grasped a concept for the first time. It naturally drew me to the idea of teaching and pursuing education. My advisor made it very clear to me that a concentration in education would mean a future career as a science teacher. After careful consideration, nothing else seemed to match the desire I had for teaching. Therefore, I proceeded with a concentration in education and began my journey to becoming a science teacher. I became more confident in my career choice after I started student teaching. The days pass quickly and are full of excitement as I work through scientific phenomena with my students. Although being a teacher can be challenging, the rewards of seeing my students succeed make it all worth it. I want my students to have the mindset of a scientist. I try to help them achieve this goal by adapting the curriculum and making each lesson inspiring and engaging. My first few months of teaching have been incredible. I seek to remove barriers and create equitable, inclusive learning experiences for all my students. I can accomplish this by highlighting the achievements of scientists that are diverse in their cultures and discoveries. This illustrates to my students that a scientist does not have to be of a specific ethnicity or age. It can also be anyone who desires to work hard and has questions about the natural world. Choosing scientists from a variety of fields also highlights the vastness of science to my students. Showing this encouragement and allowing each student to experience success has proven to be a valuable tool. This helps break down barriers for those who have been underserved in past classroom settings. Teaching lessons that engage and set high expectations while allowing lessons to be equitable is vital to a prosperous classroom environment. I began the school year by giving my students a survey based on their preferred learning styles. Most of my students are kinesthetic and visual learners.

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Therefore, I ensure I include at least one visual component and many hands-on activities. For example, within the Amplify Science-Metabolism Unit, there is a simulation that illustrates various molecules and their paths throughout the human body. I created a hands-on model of the simulation and had students use colored beads to model the different pathways molecules take within the human body. This allowed the students to move the molecules themselves and increase their understanding and retention of the information. I have found that hands-on activities have proven to be the most equitable lessons and do not inadvertently discriminate against students with learning disabilities or language barriers. Providing the highest quality teaching and learning environment for all my students is my goal. I plan out each unit to view the overall picture and identify gaps in the standards covered within the curriculum. Before I teach

the lesson, I create and internalize my assessments. Therefore, everything we complete in class aligns with the standards and assessments. I present the content to my students in a way that promotes discovery and the use of critical thinking by finding solutions to problems. I encourage students to work as a team in their quest for discovery while providing the least restrictive environment and allowing students to complete tasks on their own. When students participate in science it fosters a passion and desire for scientific learning. This helps students develop a scientific mindset and mimics scientific discoveries in the natural world. Overall, I strive to ignite a passion in every student and provide an inclusive classroom environment. Note: Paragraph spacing does not transition well to the application, which is why there may be large spaces.

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Reflection Question 2 Add your response to the following prompt in the textbox below. You may also submit supplemental materials to accompany your response in the last step in this application portal. (Documents may be in any format, such as a chart, news article, video, photos, etc.)

There are many challenges to attracting students to pursue a career in education. How did your expectations of teaching align to the realities of teaching? What would you say to young people about why pursuing a career in education is a good choice? (750 words or less)

I had various expectations about the field of education that both aligned and did not align with the realities of teaching middle school. My undergraduate degree helped prepare me for most of the daily responsibilities of an educator. I

taught 1200 hours under a qualified mentor teacher while completing a full-year residency program. The act of teaching and leading a lesson exceeded all of my expectations. The joy I received from interacting with and mentoring these impressionable adolescents amazed me. Since my first day of residency, when students display a concept they have learned, it is an exciting feeling that never seems to diminish. I always keep in mind the significant role I play as a teacher. Every day, 165 students enter my classroom and I am beyond thankful that I have the privilege to educate, guide, and enlighten each student as they thrive through the school year. The daily struggles my students face outside my classroom are a reality that I was unprepared for. As adolescents, they experience many obstacles I never had to face as an adult. This is a challenging reality that serves as an anchor to keep me in my current profession as a teacher. It also reminds me that while I cannot control what occurs outside of school, I can control my words and my demeanor toward each student. I'm privileged to be in this position and I'm constantly motivated to be a role model they can aspire to be. As I entered education, I knew teachers held a dynamic position with an incredible amount of daily tasks. However, even with my experience of student teaching, nothing could have prepared me for the task load I would face in August. For the next month, memorizing students' names, submitting lesson plans, completing training modules, and remembering multiple logins to various accounts and softwares would be all that I could think about. My to-do list seemed to keep growing after each task I completed. Although it seemed challenging at first, I finished each task one by one and eventually caught up. I then could solely focus on getting to know my students and engaging them in science. The most surprising challenge for my first year of teaching was the lack of training on how to handle my inclusion classes. My degree only included one class in SPED education. Although I completed a full year of residency, this would be my first time seeing an IEP. I remember flipping nervously through the stack of papers and seeing all the foreign names and listed accommodations. It may have seemed overwhelming at first, but taking the time to learn each face and personality behind every IEP allowed me to provide them with the highest quality learning environment and guide them to surpass all of their goals. My inclusion students have been able to thrive and grow thanks to the help of our SPED team and paraprofessionals. Undergraduate schools that offer a degree in education should place a higher emphasis on SPED education and inclusion for general education teachers. I would tell young people that pursuing a career in education gives you a greater purpose than you could imagine. I would present them with letters, drawings, and even handmade gifts I had received from students. I would explain

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that every day as a teacher, you make a positive impact on countless individuals. I would tell them that every day has several moments of laughter. I would explain how quickly a day can pass when you are having fun with your students and completing a lab or an escape room with them. The work in this career is not only meaningful, but it is enjoyable. I would tell young people that a career in education means everything to me. You can be part of something bigger than yourself. Any fears a potential teacher has should never impede on something they are passionate about. The rewards of watching each student grow, learn, and accomplish their goals always outweigh the challenges I face as a teacher. I would explain that these students and communities deserve qualified educators and that the return you receive on this career will make the cost and sacrifice of becoming an educator worth it. I encourage them to consider a teacher that they hold in high regard and then ask them to consider if they would like to make that impact on students in their community.

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Reflection Question 3 Add your response to the following prompt in the textbox below. You may also submit supplemental materials to accompany your response in the last step in this application portal. (Documents may be in any format, such as a chart, news article, video, photos, etc.)

How do you ensure that you are continuously growing as an educator? Where do you want to be professionally in five years? Ten years? (750 words or less)

I believe that the advancement of education is a lifelong journey. It is more than a degree that establishes the skills to create effective and engaging instruction. As educators, we should immerse ourselves within our field and grow in our desire to learn. There are various ways educators can improve, like engaging in self-reflection and attending professional developments. Progress in this field is necessary. Self-reflection is a method I apply daily to improve myself as an educator. My undergraduate studies emphasized the value of this strategy as a vital component of growth. When I

ask myself to consider moments where I performed well as a teacher, I enjoy taking the time to reflect upon them. I also consider where I can improve and what actionable next steps I can take the following school day. It is through professional developments that I can strengthen my skills as a teacher. From training on technology in the classroom to equitable grading policies, professional developments have always left me with a new skill and valuable knowledge. I especially enjoy professional developments that allow for collaboration between science teachers and teach me new strategies in my subject area. I intend to focus my summer on attending professional development sessions that are geared towards STEM education and innovative learning. I am eager to bring these upcoming skills to the classroom next year. Apart from self-reflection and professional development, I am privileged to be the only 7th-grade science teacher at Albany Middle School. I work with three other colleagues that teach the same subject for 5th, 6th, and 8th grade. They each have 15 to 30 years of experience and come from various teaching backgrounds ranging from the 7th grade to college level courses. It is such an exciting opportunity to collaborate and grow with a phenomenal science team and other professionals. We often share strategies, labs, and supplemental activities with each other. The science team at Albany Middle School is certainly my favorite primary resource for questions, concerns, and inspirations. While "education" is far more than a degree, attending a university will provide valuable benefits and opportunities as an educator. I am currently enrolled at Louisiana State University Shreveport, completing a Master's degree in Curriculum and Instruction focused on STEM Education. This degree will allow me to more effectively utilize the curriculum and implement STEM specific strategies within my classroom. The opportunity to further my education is a privilege, and I am thrilled to bring this knowledge when teaching. Professionally in five years, I see myself in the classroom teaching science, whether it is 7th-grade or 12th-grade. My ability to relay the content to my students will improve, as I will grow in confidence as an educator. I intend to improve the Albany Middle Science Club in the continuing years and offer club members more opportunities and experiences within the field of science. Next year I intend to pioneer a Science Fair at Albany Middle School, and register the local winners at a regional science fair. This will also create opportunities for me to develop relationships with other educators and leaders in STEM Education, which will benefit my students. I also hope to implement new hands-on activities and

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find more ways to practice discovery within my classroom. Professionally in ten years, I see myself as a leader among my peers. I hope to have a student-teacher of my own and mentor future science educators. I aim to become a facilitator and assessor of science curriculums alongside my teaching career. I also hope to lead professional development courses myself, and give other educators advice on how to engage their students and how to best administer the science curriculum. Perhaps, I would be involved in grading the science component of standardized testing like the ACT or SAT. This would allow me to sharpen my skills and learn more about students' perceptions and writing as an educator. Overall, I cannot predict the next five to ten years, but I am confident that I will experience tremendous growth as an educator and capture countless memories in the classroom.

Teaching Video and Lesson Plan

Completed - Jan 17 2023

Form for "Teaching Video and Lesson Plan"

TEACHING VIDEO/LESSON PLAN: Add the YouTube video URL in the textbox below. Upload a copy of your lesson plan with your application in the last step in this application portal.

<https://youtu.be/rOeurIX0d-U>

Signatures/Approval

Completed - Jan 17 2023

Form for "Signatures/Approval"

This is my form.

Principal/School Leader Name

John Hill

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Applicant Signature

Signing here indicates that your supervisor supports the submission of your application and all information presented in this application is true.

Consent forms, Lesson plan, and additional documents

Completed - Jan 18 2023

[Phoenix LeBlanc - Resume](#)

Filename: LeBlanc_Resume_PDF.pdf Size: 60.9 kB

[Phoenix LeBlanc - Lesson Plan](#)

Filename: Phoenix_LeBlanc_-_Lesson_Plan.pdf Size: 62.8 kB

[Phoenix LeBlanc - Student Consent Forms](#)

Filename: NTOY_Student_Consent_Forms.pdf Size: 24.2 MB

[Phoenix LeBlanc - Candidate Consent Form](#)

Filename: Phoenix_LeBlanc_-_Candidate_Consent_Form.pdf Size: 415.7 kB

[Supporting Photos](#)

Filename: Supporting_Photos.pdf Size: 5.0 MB

[Phoenix Leblanc - LOR #1](#)

Filename: Phoenix_Leblanc_-_LOR_1.pdf Size: 101.4 kB

[Phoenix LeBlanc - LOR #2](#)

Filename: Phoenix_LeBlanc_-_LOR_2.pdf Size: 71.8 kB

[Phoenix LeBlanc - LOR #3](#)

Filename: Phoenix_LeBlanc_-_LOR_3.pdf Size: 87.8 kB

[NTOY State Application](#)

<https://www.youtube.com/watch?v=rOeurlX0d-U>

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Phoenix Morel LeBlanc

XXX-XXX-XXXX XXXXXXXX@lpsb.org

WORK EXPERIENCE

7th Grade Science Teacher

Albany Middle School - Albany, Livingston Parish

August 2022 to Present

Currently teaching 7th grade science at a Title I School in Albany Louisiana.

Create lesson plans, teach tier I curriculum, implement classroom management strategies, and cover grade level "Next Generation Science Standards (NGSS).

Rated as a "Highly Effective" teacher on the Compass Rubric.

Experience in differentiating instruction in order to meet the needs of a diverse student population and learning levels.

STEM NOLA Facilitator

STEM NOLA - New Orleans, Orleans Parish

April 2021 to May 2022

Facilitated instruction of STEM curriculum and activities for K-12 students in New Orleans and Illinois.

Researched, and implemented hands-on STEM activities for K-12 students.

Created instructional materials such as activities, instructional slides, and assessments. All activities were aligned to NGSS standards appropriate for the age group targeted.

Residency Internship

North Corbin Junior High - Walker, Livingston Parish
August 2021 to May 2022

Student taught 7th and 8th-grade science for a full school year.

Completed over 1200 hours of classroom experience and implemented a variety of teaching methods and techniques.

Upon completion was awarded a teaching certification in 6-12th grade science with a concentration in biology.

Administrative Assistant

SELU Livingston Center - Walker, Livingston Parish
May 2022 to August 2022

Organized "life-long learning" courses in order to promote learning in the local community. Created advertisements to promote these classes in the community. These classes included courses in fitness, health, finance, art, and nature.

Administrative Assistant

SELU University - Hammond, Tangipahoa Parish
May 2019 to December 2021

Researched solutions to computer issues for faculty members on Southeastern's campus. Demonstrated customer service skills and problem-solving skills.

EDUCATIONAL BACKGROUND

Southeastern Louisiana University
Hammond, LA

Bachelor's Degree in Biology-Education
College of Science & Technology

Area of certification: Biology; Grades 6-12
47 hours of Biology courses
33 hours of Education courses
16 hours of Chemistry courses

GPA at Graduation: 3.974

Denham Springs High School

Denham Springs, LA

High School TOPS University Diploma

Received College Credit in the following courses:

AP English Language & Composition

AP Biology

AP Statistics

US History 1865-Present

College Algebra

GPA at Graduation: 4.016

AWARDS & ACHIEVEMENTS VOLUNTEER WORK

Awarded the 2018 Chick-fil-A Leadership Scholarship.

Awarded "Student of the Year" for the Phlebotomy Internship at the Livingston Parish Technology Center in 2018.

Awarded the "TOPS Honor Award" Scholarship.

Awarded the "Southeastern Priority Honors Scholarship."

Placed on the Southeastern LA University President's List for eight consecutive semesters.

Received Sophomore Honors Distinction at Southeastern LA University in 2020 (Given to a student that completes 15 hours of honors credit before they finish their sophomore year).

Received the "2020 Chemistry Award" for research in chemistry education at

Southeastern LA University.

Graduated Summa Cum Laude from Southeastern LA University in 2022.

Received the "2022 Biology Undergraduate Award" at Southeastern LA University.

Awarded "New Teacher of the Year" for middle school education in Livingston Parish. Earned over 200 hours of volunteer experience at Our Lady of the Lake Hospital as a part of a student ambassador summer program in 2017.

Led an age appropriate chemistry lesson in a second grade classroom with peers in my undergraduate chemistry courses in 2019.

Organized, advertised, and facilitated a free ACT prep course for local high schoolers in 2019.

Volunteered at SELU's regional science fair for local K-12 students in 2019.

Counselor for Muscular Dystrophy Association Camp in 2019. Participated in a week long camp and worked closely with girls aged 14-17 affected by muscular dystrophy.

Participated in a local outreach that delivered Turkeys during Thanksgiving to underprivileged members in the local community in 2022.

Current member of the "School Improvement Plan" committee at Albany Middle School.

Current sponsor of the Albany Middle Science Club. This club serves 24 students in 5th - 8th grade who have an interest in the field of science.

REFERENCES

John Hill, M.Ed

504-495-3596

john.hill@lpsb.org

Wendy Allen, M.Ed

985-549-5551

wendy.allen@selu.edu

Methods professor and site coordinator for Residency I.

Principal at Albany Middle School.

Dr. Arthur Bernard, EdD

985-549-5242

arthur.bernard@selu.edu

Site coordinator during Residency II.

Ory Loupe, M.Ed

225-933-3886

ory.loupe@lpsb.org

Assistant Principal at Albany Middle School.

Becki Starkey, M.B.A

985-549-5555

becki@selu.edu

Supervisor at Southeastern Louisiana University: Client Services.

Dr. Deborah Dardis, Ph.D

985-549-5298

ddardis@southeastern.edu

Advisor for biology-education candidate and biology instructor at Southeastern LA University.

Brianne Loupe, BS

225-931-9599

brianne.loupe@lpsb.org

Mentor Teacher during Residency.

Krystal Hardison, M.Ed

225-939-3776

krystal.hardison@selu.edu

Director of Southeastern Livingston Center.

Grade: 7

Subject: Science

Objective/Outcomes/Standards

12/02/22 Lesson Plan (7th Grade Science)

Procedures

Opener (8 minutes): TSW enter the class and complete an "entrance ticket" in Edulastic. The entrance ticket will consist of 3 questions that review previous concepts

Objective: Students will engage in a physical model in which printed instructions representing genes are used to construct protein molecules. Students then simulate mutations by changing their models in response to different instructions in order to learn about how genes are instructions for proteins.

Today's focus/topic of the lesson: **Genes are instructions for building proteins, and mutations alter the structure of the protein.**

What are students learning today? □ TSW describe that we receive half of our genes from each biological parent. Students will explain that this produces a unique offspring.

□ TSW explain that genes are the instructions for making proteins.

□ TSW identify that the ribosomes are responsible for building proteins.

□ TSW identify that a mutation alters the gene which is the instruction for building a protein, therefore a mutation alters the protein that is actually built and will impact its function in the body.

taught in the unit. The student can review what they missed and determine the correct answers after they submit. This will not be an accuracy grade, but it will be an opportunity for students to "self assess" themselves and their understanding of the unit at this point. It will also allow the teacher to use data in order to determine the progress of the students.

Introduction/Hook (4 minutes): TTW review the objective and standards with TS for the class period. TTW introduce TS to the question of "How are proteins made?." TTW remind TS that the role of genes is to provide instructions for proteins, but we do not yet know what actually *builds* the proteins. Teacher will then review expectations for the class period and introduce the first activity.

Group Work (10 minutes): TSW work with a partner and build a model of proteins out of K'NEX toys. The students will each have a role of either a "ribosome" or "gene card." The student that is the "gene card" will read out the instructions on the gene card to the other students. The other student will have a "ribosome" nametag and will build a protein based on the instructions received from the gene card. The students will fill out their handout where they must write what each person and item represents. Then the students will determine that the ribosomes are responsible for building proteins. The partner pairs will discuss as a table to determine if they produced the same gene and are "homozygous" or if they produced different genes and are "heterozygous."

Teacher Instruction (8 minutes): TTW review the handout and initiate a discussion with the students after about the activity they just completed. TTW use a random name generator (wheel of names) in order to call on students in an equitable manner. TTW then initiate a discussion about what would occur if there was a change in the gene instruction, which is our DNA. The teacher emphasizes that we receive one copy of each gene from each parent and therefore we have two copies of each protein from each parent.

Group Work (10 minutes): TSW work in their original partner groups and this time they will switch roles. The ribosomes will become the gene readers and vice versa. This time the students will take the original gene instructions but will place a "mutation" on top of one of the steps. They will read the gene instructions with the new mutation on top. The "ribosome" will build a protein out of K'NEX toys and this protein will be "altered" and

Identifies today's lesson:

Resource: Amplify Science

Unit #: 4

Lesson: 2.2

Pages: Pages 39-40 of the workbook [Title: Gathering Evidence about Genes](#) [Link](#)

standards:

Louisiana Student Standards for Science -Science & Engineering Practices

➤ **Practice 2: Developing and using models**

-**Crosscutting Concepts**

➤ **2: Cause and Effect**

➤ **6: Structure and Function**

7-MS-LS3-2

-**Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.**

-**Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.**

-**Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (MS.LS3A.d) In sexually reproducing organisms, each parent contributes to the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.**

(MS.LS3B.a)

appear different due to the new mutation. The students will complete the rest of their handout where they must discuss how the mutation impacted the built protein. **Teacher**

Instruction (6 minutes): TTW initiate a discussion with the class about the effect that mutations have on proteins. TTW explain that TS should have noticed that the mutation changes the actual structure of the original protein and this can change the role of the protein in the body. TTW use a random name generator (wheel of names) in order to have students answer the questions on the handout.

Independent Work: (8 minutes) TSW complete an "exit ticket" that has questions that checks their understanding of the concepts discussed during this class period. TTW use the data from this exit ticket to determine which students have mastered the concept and are ready to move forward and which students will require additional practice during the next class period.

Closure (2 minutes): TTW review the major objective with TS and explain how we will use this information during the next class period as we work in the "Traits and Reproduction Simulation." TTW explain that during the next class period TS will further determine how differences in spider's silks appear.

Grouping: TSW sit at their tables and work independently, in partners, and participate in discussion as an entire table.

Materials: laptop, handout, pencil, K'NEX toys, gene instruction card, mutation card

Assessment: FA & SA: TTW conducts CFU's to ensure TS understand the material. TSW also collect TS "exit ticket" results as a skill grade.

Differentiation:

Above Level: Ask them to consider more complex questions. (Product) **On Level:** Ensure they are completing the task with an appropriate level of difficulty TTW modify above or below if necessary.

Below Level: Offer support from TT, such as have TT break each question into smaller components in order to support students who are below level. Rephrase questions for them on the handout and exit ticket. (Process)

[Slides](#)

[Handout](#)

[Entrance Ticket](#)

[Exit Ticket](#)



Fill out the appropriate information in the blanks provided

STUDENT NAME: Jacy J. Baker

I Jessica H. Baker (name of adult) have the authority to grant and as evidenced by my signature below, do hereby expressly grant any and all permission(s) that may be necessary, needed, or desired to allow the image and voice of my minor child or children's to appear in photographs/videotapes/audiotapes that may be published by State of Louisiana Department of Education, or in video and/or audio format, and/or hard copy publications, and/or on its Web site (<http://www.louisianabelieves.com/>). I understand that any such appearance does not and will not constitute any type of "employment" or "agency." I further understand that there will be no compensation for any such appearance or any future usage of any intellectual property containing the voice or image of my child or children.

I also understand that the copyright of which will be held by the Louisiana Department of Education. This copyright includes any and all rights to include the work in present and in any future publications of the State of Louisiana Department of Education, in any format or media, and to grant permission for its use in outside publications.

I also agree to allow any other media or news organization in attendance at Alabama Middle School to interview or photograph (still, videotape, film) my minor child or children's and myself for use in news broadcasts or publications.

As such, I relieve and hereby agree to hold the Louisiana Department of Education free and harmless from any and all liability arising out of the interview or photography session and subsequent publication or broadcast. I understand that any interviews or photographs that may capture the image or voice of my minor child or children's will therefore be done with my full consent to the news organization referenced above and so assume full responsibility.

Signatures:

Jessica H. Baker (Signature of Parent or Guardian)

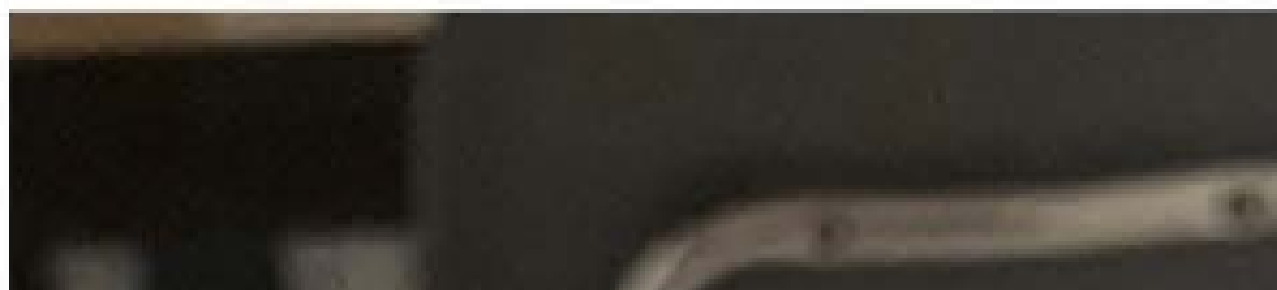
Jessica H. Baker (Print Name of Parent or Guardian)

1.10.2023 (Date)



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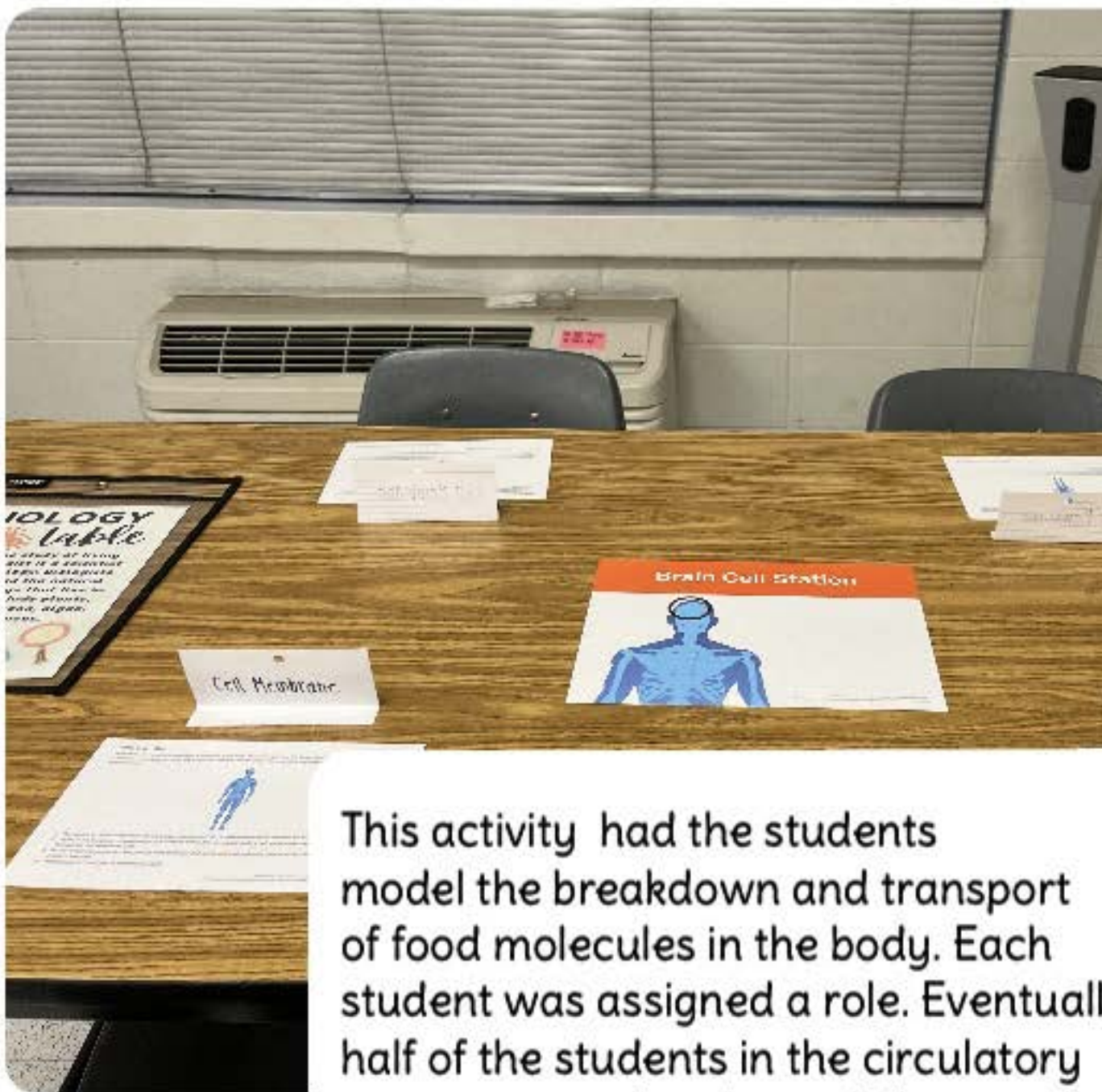




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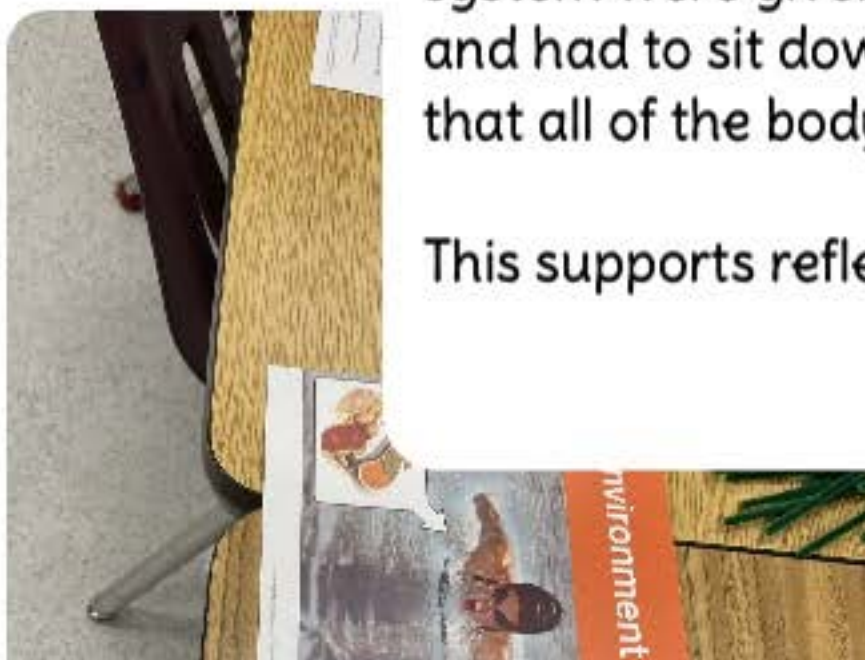
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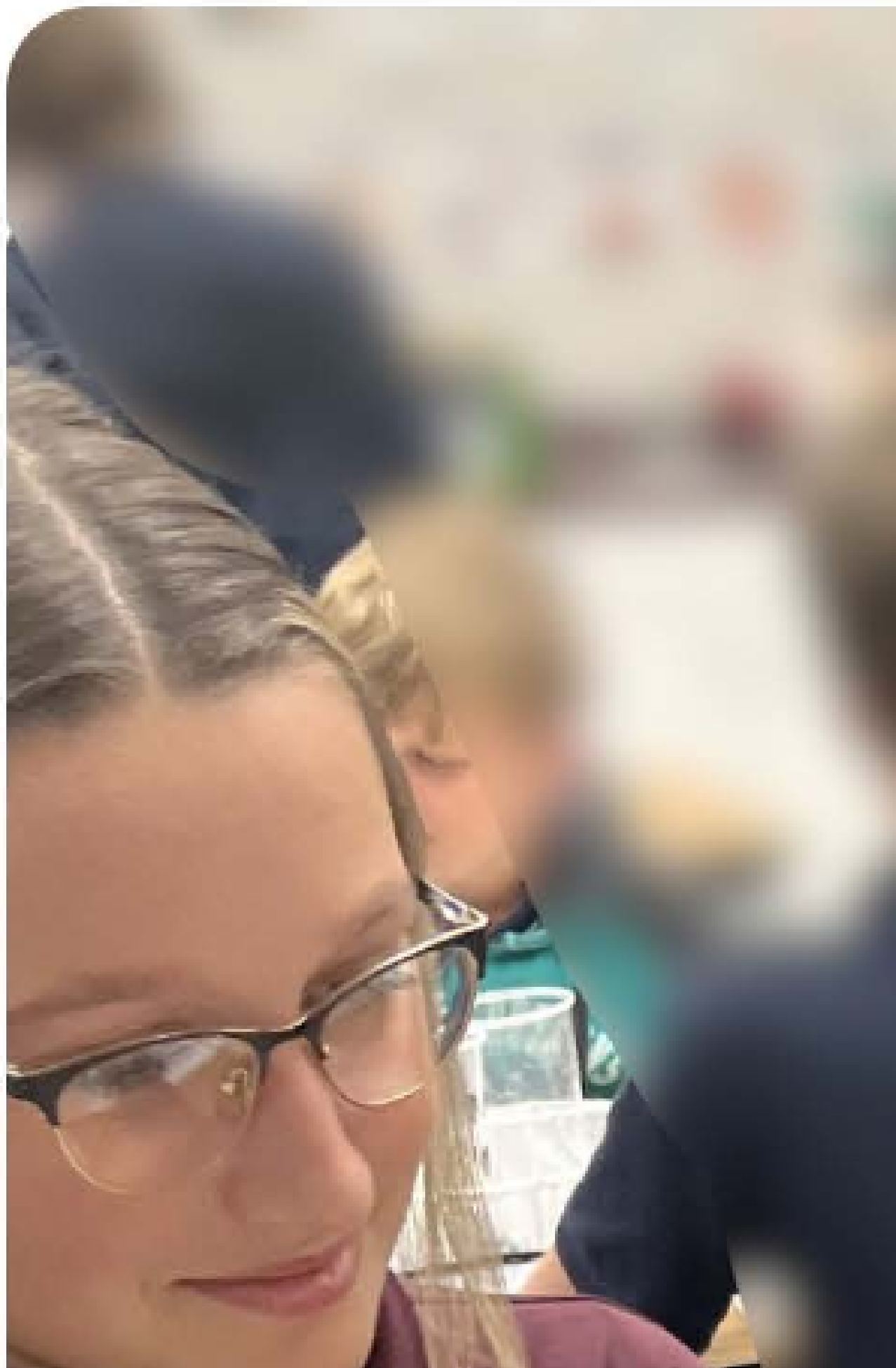




This activity had the students model the breakdown and transport of food molecules in the body. Each student was assigned a role. Eventually half of the students in the circulatory system were given heart failure cards and had to sit down. The students discovered that all of the body systems rely on each other.

This supports reflection question 1.







Instructions:

Step 1: Lock

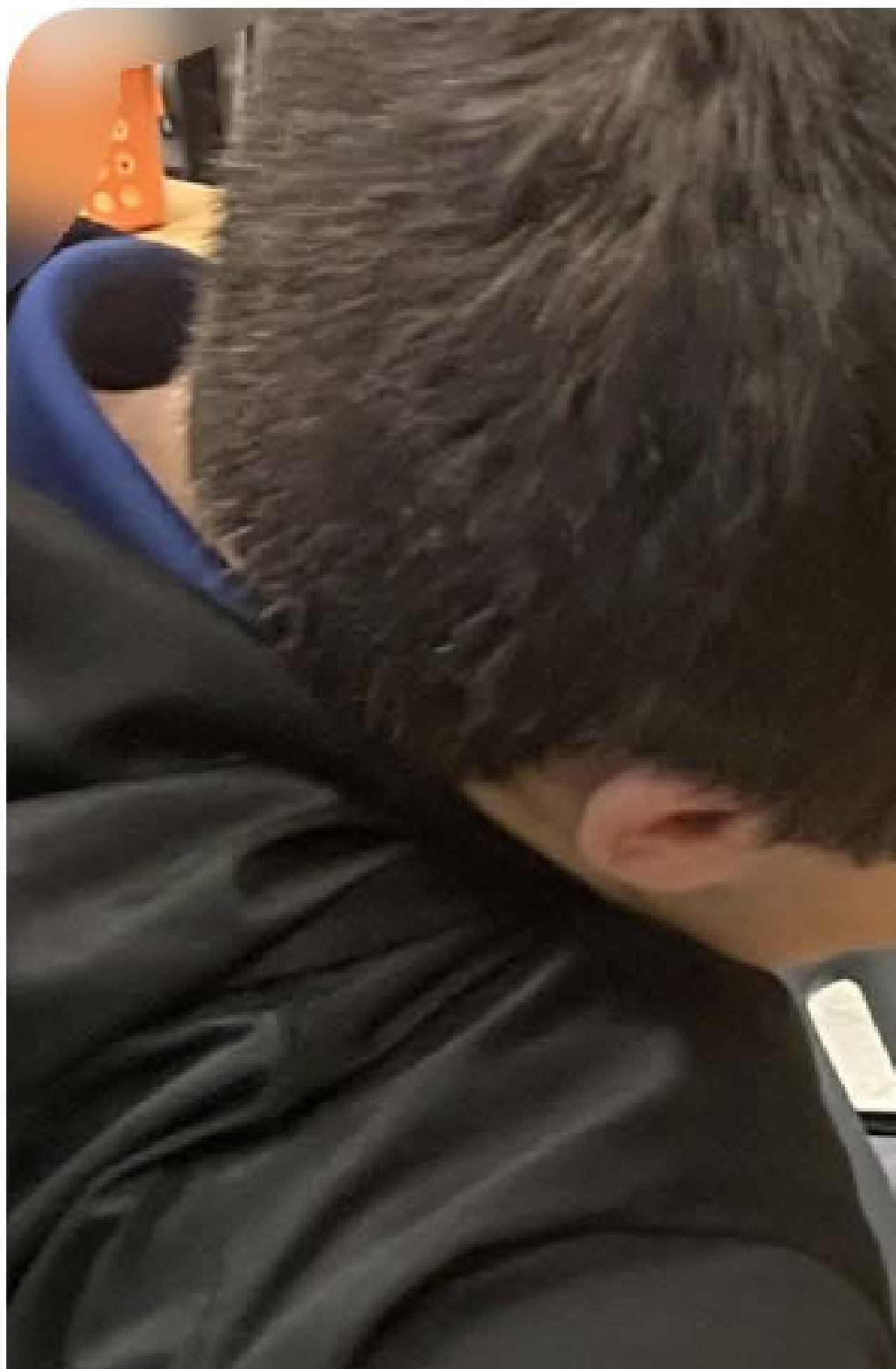
Step 2: Lock
red connector

Step 3: Lock
of the yellow

Step 4: Lock
red connector



Our
share





December 17, 2022

To Whom It May Concern:

It is my sincere honor to recommend Phoenix LeBlanc for New Teacher of the Year representing Livingston Parish. Phoenix graduated in May 2022 from Southeastern Louisiana University and is currently teaching seventh grade Science at Albany Middle School. She serves as a sponsor for the Science Club as well as for the school's cheerleading team.

In 2020, I had the pleasure of teaching Phoenix in a Lesson Planning Course. It became clear early on that Phoenix was driven to develop instructional plans that were reflective of best practices in the field: use of content-level strategies, engaging and creative activities, differentiated plans, effective instructional delivery, and efficient strategies for managing student behavior. Phoenix was able to create a solid foundation by which to build her upcoming experience as she entered the yearlong Residency Program in 2021.

During Phoenix's Residency experience in Livingston Parish, I was able to supervise her while she was paired with a mentor at North Corbin Junior High. She displayed willingness to incorporate feedback regularly in her practices. Phoenix consistently strengthened her skills in subject-specific strategies as well as instructional planning. She embraced change and maintained clear focus about the responsibilities within this profession. It was an honor to watch her evolve as an emerging new teacher that was determined to make a difference in the lives of her students.

Phoenix possesses many attributes that will allow her to continue to grow as a new educator. She challenges herself in all aspects of her work and is able to reflect on those areas that are in need of further refinement. I look forward to seeing her continue this educational journey and ultimately continue to impact students in Livingston Parish. She will represent her district well as New Teacher of the Year. Please reach out if additional information is needed.

Sincerely,

Wendy Allen

Wendy Allen, M.Ed.

Instructor | Site Coordinator

Southeastern Louisiana University | Department of Teaching & Learning

wendy.allen@selu.edu



Sincerely,

John R. Hill
Principal

Albany Middle School

29675 Reeves Street
Albany, Louisiana

John Hill, Principal
Orv Loupe, Assistant Principal



January 16, 2023

To Whom It May Concern:

I am writing this letter in support of Phoenix LeBlanc's application for the 'Louisiana New Teacher of the Year' award. I have known Phoenix for several years, serving as her college advisor and professor. She was a focused student with an excellent academic record, achieving a 4.0 GPA; a difficult task for a biology major. Upon graduating, Phoenix was one of four students honored by the College of Science and Technology, receiving an academic achievement award.

Ms. LeBlanc has brought her love of science and learning to the classroom, along with the admirable characteristics of striving for excellence, focusing on, and completing the tasks at hand and treating others amiably and with respect. Phoenix has earned students' respect and admiration and with her hard work, positive outlook and love of science, she serves as an excellent role model for the next generation of. As a result, she was awarded 'New Teacher of the Year of Livingston Parish'.

I wholeheartedly support Ms. Phoenix LeBlanc as 'Louisiana New Teacher of the Year' and believe the State of Louisiana is lucky to have her as one of their teachers.

Sincerely,
Dr. Deborah Dardis
Associate Professor of Biology
Southeastern Louisiana University
Hammond, LA 70402