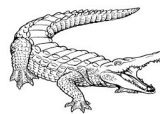


Scenario 1: Alligator Elementary School (grades K-8)



District Size: Medium (15 elementary schools)

School Size: 6 ELA teachers in grades 3-4; 4 ELA teachers in grades 5-8

Workforce: In grades 3-8, four teachers have 0-2 years of experience, four have 3-5 years experience, two have 5-10 years experience, and one has 20 years of experience; teacher performance is mixed and not strongly correlated with years of experience; teacher morale is strongly correlated with performance

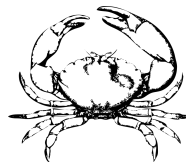
Results: School letter grade of C; 18% percent of students score mastery and above on the ELA LEAP

Curriculum: Began fully implementing Guidebooks 2.0 in grades 3-8 in the 2017-2018 school year; teachers are struggling with the text-based approach the curriculum uses, which departs from the strategies-based approach they had been using

Content Leaders: one ELA Content Leader (grade 6); the district has four additional ELA Content Leaders at other elementary schools

Current PD Structures: Two, 8-hour in-service days in August, two, 8-hour in-service days throughout the year, and 60-minute PLCs every other week.

Scenario 2: Blue Crab Elementary School (grades PK-8)



District Size: Small (2 elementary schools)

School Size: 1 teacher per grade level in grades K-3 (self-contained); 1 teacher per subject area in grades 5-8 (departmentalized)

Workforce: There are a small handful of very strong teachers, but historically, teacher morale and effective instruction have both been issues

Results: School letter grade of F; 10% percent of students score mastery and above on the math LEAP and 8% score mastery and above on the ELA LEAP

Curriculum: Began fully implementing Eureka math (grades K-8) in the 2015-2016 school year; teachers still struggle with releasing responsibility to students and pacing; began implementing Guidebooks 2.0 (grades 3-8) in the 2017-2018 school year and off to a solid start but many teachers are still supplementing with lower-quality materials.

Content Leaders: one math Content Leader (3rd grade); the other elementary school in the district has one ELA Content Leader (6th grade)

Current PD Structures: Three days of in-service PD in August; two, 8-hour in-service days throughout the year; half-day for students one Friday per month so teachers can participate in PD

Time/Structure

- What preexisting and/or new structures could they leverage to deliver the turn-key sessions (36 hours of PD)?
- How often should they meet?
- How much release time will this require for the participants?
- How much release time will this require for the Content Leader?

Location

- Where could their labs meet?
- What could they do to make the lab a special place (food, coffee etc)?

How might your recommended plan for Blue Crab Elementary change if they also had a math Content Leader at the district level who did not have teaching responsibilities?

In what ways do you feel most **confident** and **excited** about using Content Leaders in your context?

What **questions** or **concerns** do you have about using Content Leaders in your context? (*please email questions to LouisianaTeacherLeaders@la.gov*)

At the March Collaborations, we will:

- Share concrete ways to use Content Leaders to achieve the vision you have for your school/district
- Help you create a plan to develop and support your Content Leaders:
 - How can you build a strong and positive adult culture around this professional learning initiative in your school or district? How can you collaborate with your Content Leaders to do this?
 - What challenges are Content Leaders likely to face and how can you help ameliorate those?
 - What will you do to frame the purpose of the labs to secure buy-in from the other teachers?
- Assist you with the nomination form for cohort 2 (due March 26)