



New Teacher Experience: Professional Development Modules

The [New Teacher Experience](#) is a comprehensive support program for beginning educators designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers.

The Department has partnered with A+PEL to develop monthly professional development modules on topics that are critical for new teacher success. These modules will include online asynchronous content that new teachers complete independently and also opportunities to practice and apply these concepts during in person follow up sessions.

There will be five modules. Each module will begin with the online component followed by in-person professional development on that same module.

Module 1: Classroom Management/Classroom Environment

Teachers must be able to meet the differing needs of all learners while simultaneously fulfilling their obligations to academics. Within this module, new teachers will focus on creating and maintaining the classroom environment and classroom management by drawing upon current educational research and presenter/author experience. Teachers will complete this module with exemplary understanding of how to build meaningful relationships with students from diverse backgrounds and abilities. They will also glean knowledge about how to establish and maintain expectations and procedures that are respectful and effective. This module will ensure that participants can effectively lead a positive, inclusive classroom for all learners.

Online Module Release: November 1, 2022

In-person Professional Development for Module 1 (attend one)

- Thursday, December 8, 2022 (Alexandria)
- Friday, December 9, 2022 (Baton Rouge)
- Saturday, December 10, 2022 (Ruston)

Module 2: Standards and Curriculum

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support. In Louisiana, teachers use high quality instructional materials that are identified through a rigorous review process and use teacher collaboration to purposefully plan units and annotate lessons to engage all students in their classroom and provide all students support needed for success. In this session, participants will understand and use protocols for ensuring a deep understanding of the curricular materials and addressing the needs of diverse learners.

Online Module Release: December 15, 2022

In Person Professional Development for Module 2 (attend one)

- Monday, January 9, 2023 (Ruston)
- Saturday, January 14, 2023 (Lafayette)

Module 3: Module 3: Literacy for 21st Century Learners

The gap that exists between literacy and illiteracy is continually widening. The Louisiana Legislature, like many other states in the United States, after studying Mississippi's literacy initiative, adopted Act 108 to strengthen literacy teaching and learning in early childhood grades. This literacy initiative placed



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particular emphasis making the Science of Reading/Foundations of Literacy training available for educators across the state. It is particularly important to understand that literacy consists of much more than reading and writing. Learners in today's society have to be skilled in reading, writing, speaking, and listening, and teachers have to be equipped to effectively instruct in these areas. In this module, participants will understand and be able to apply content area literacy as it relates to linguistic processes, cognitive processes, and text-specific processes.

Online Module Release: January 15, 2023

In Person Professional Development for Module 3 (attend one)

- Monday, February 6, 2023 (Baton Rouge)
- Saturday, February 11, 2023 (Ruston)

Module 4: Data Literacy

Successful teachers use daily lesson and unit formative assessments to determine if their students are mastering content and plan for how to address unfinished learning based on that data. Using curriculum-embedded assessment data is critical for teachers to check for understanding and make adjustments in instruction. During this session, teachers will understand and practice how to analyze student work in order to understand what instructional decisions need to be made to ensure student success. They will also practice using curriculum-embedded, student data to plan just-in-time supports to accelerate learning for students in their classroom.

Online Module Release: February 15, 2023

In Person Professional Development for Module 4 (attend one)

- Monday, March 6, 2023 (Ruston)
- Monday, March 13, 2023 (Lake Charles)

Module 5: Parent and Community Engagement

Schools can only be as successful as the community and the stakeholders to which they are associated. When school-community relations work well, they are very beneficial to schools' internal and external stakeholders. New teachers will discover high-yield strategies for communicating effectively with parents that are rooted in current educational research. They will also discuss common reasons why difficult conversations arise with parents and how these conversations can be diffused. Lastly, the new teachers will learn methods to engage parents and other stakeholders in the school environment and how this engagement can prevent difficult situations before they occur.

Online Module Release: March 15, 2023

In Person Professional Development for Module 5 (attend one)

- Saturday, April 22, 2023 (Baton Rouge)
- Saturday, April 27, 2023 (Ruston)