

**Request for Early Childhood Resources**

**Overview**

The Department of Education is seeking 3 early childhood teachers from across the state that have strong skills in instructional planning at the level of the *Louisiana Birth to Five Early Learning and Development Standards*. They will create the next wave of developmentally appropriate, high-quality instructional materials (beginning with those for four-year-olds) and then advocate for instruction that effectively uses those materials.

**Scope of Work**

These early childhood teachers will commit to raising expectations for children’s performance through: goal setting, designing and implementing instruction aligned to the *Birth to Five Early Learning and Development Standards* and collaborating to improve teacher and child outcomes. They will receive training throughout the year (two in-person meetings and various virtual experiences), work with LDOE staff in assessment practices, curricular resources, or content to review and create tools (e.g., providing written feedback for published materials, or creating integrated instructional resources), and publicly advocate for other early childhood teachers in their communities to use those tools. Additionally, these individuals will be expected to support the use of these tools across a variety of settings including public and nonpublic PreK programs, Head Start and child care. This work will be done in addition to regular teaching duties. As such, each teacher will receive $1,000 for contracted services. Teachers must have approval from their Superintendent/Administrator, Principal/Supervisor and the program’s Early Childhood Coordinator (if applicable).

The two in-person meetings are a required part of the role and will require travel. LDOE will cover the costs of all travel, food, lodging, and substitutes per PPM 49 Travel Rules and Guidelines. Additional information about the first meeting will be provided once qualified applicants are selected.

**Selection and Work Timeline:**

|  |  |
| --- | --- |
| Date  | Event |
| Tuesday, September 17, 2013 | Application is sent via e-mail and posted through LDE Newsletter |
| Tuesday, October 1, 2013  | Application is due to ivy.starns@la.gov  |
| Thursday, October 3, 2013 | Selections announced |
| Thursday, October 17, 2013 | First In-person training, Baton Rouge  |
| November 22, 2013 | Review and create resources (virtual convening); First set of units due |
| December 20, 2013 | Review and create resources (virtual convening); Second set of units due  |
| Wednesday, January 8, 2014 | Second In-person collaboration meeting |
| February 3, 2014 | Review and create resources (virtual convening) ; Final set of units due |
| April/May 2014 | End of Year Reflection-Prepare for 2014-2015 |
| May and June 2014 | Review and outline additional resources (virtual convening) |

**2013-2014 Early Childhood Resources**

**I. BASIC INFORMATION**

Name:

Email Address Phone Number:

School: District:

**II. QUALIFICATION CHECKLIST** *(See contract details on the next page.)*

* End-of-Year Compass Rating (include rating here)\*
* Teacher is able to attend both in-person training meetings and is committed to producing resources and completing additional work outside of regular teaching duties.

**III. INSTRUCTIONAL TASK** *(Limit 3 pages for items #1 and #2; submit all items via e-mail with this cover page.)*

1. Review Anecdotal Observation Record #1 on page 4 of this application. Identify whether the children meet the expectations from the *Birth to Five Early Learning and Development Standards* (for four-year-olds) and explain why or why not.
2. Review Anecdotal Observation Record #2 on page 4 of this application. Describe what an effective teacher would do to analyze this information and what activities, interactions, experiences, resources, and additional assessment are needed to help the children (four-year-olds) meet the expectations of the *Birth to Five Early Learning and Development Standards*.
3. Submit a copy of a weekly lesson plan on a topic/unit of your choice. This may be one you have already created and used.

**IV. ADVOCACY TASK** *(Limit 2 pages and submit via e-mail with this cover page.)*

Include your response to the following questions.

1. Explain the role of the early childhood teacher, district, and state in preparing children for Kindergarten.
2. Select a critical issue of the *Birth to Five Early Learning and Development Standards,* and write a “letter to the editor” to share your position on the issue (e.g., Kindergarten readiness, appropriate assessment, etc.).

**V. SUPERVISOR APPROVAL** *(Scan this signed cover page and submit via e-mail.)*

Principal Name: Phone:

Email: Signature:

Early Childhood Supervisor Name: Phone:

Email: Signature:

Superintendent Name: Phone:

Email: Signature:

**Scan this signed cover page and submit with the completed tasks to** **ivy.starns@la.gov** **by Tuesday, October 1, 2013, at 10:00 am.**

\*For teachers working in public school settings only

**Contract Overview:** We will contract with each teacher for $1000. This contract will include the following expectations and deliverables:

***Goals and Objectives***

* Develop an understanding of expectations for young children and teacher philosophy and practice required of developmentally appropriate instruction;
* Identify trends (challenges, questions, needs) in helping children meet the expectations of the *Birth to Five Early Learning and Development Standards*, work collaboratively to investigate solutions, post feedback and recommendations in an online forum, and connect the investigations to material creation;
* Review and create instructional materials designed for implementing the *Birth to Five Early Learning and Development Standards* and instruction that aligns to the Compass observational rubric or the *Classroom Assessment Scoring System (CLASS);* and
* Serve as a *Birth to Five Early Learning and Development Standards* expert and advocate and assist in building a growing network of teacher leaders throughout districts across a variety of settings.

***Deliverables***

* + Instructional materials aligned to the *Birth to Five Early Learning and Development Standards* and Compass or *CLASS;* including 3 Unit Plans and a one-week sample lesson plan for each

unit

* + Online posts (blogs, discussion entries, replies, etc.) via an online collaboration site

***Performance Measures***

* + Create aligned instructional materials by May 2014;
	+ Attend two face-to-face meetings by May 2014;
	+ Participate in required conference calls through June 2014;
	+ Participate in online collaboration sites (ongoing) through June 2014; and
	+ Host a webinar and/or lead a training for teachers in your community across settings (includes public/nonpublic schools, Head Start and/or child care centers) by June 2014

***Monitoring Plan***

* + Written documentation of meetings and call attendance
	+ Collection of the deliverables

**INSTRUCTIONAL TASK**

**ANECDOTAL OBSERVATION RECORD #1**

Name(s): Tarilyn and Robert Date/Time: Tuesday, October 14, 2013 (Small group time)

Robert copied a pumpkin/leaf pattern from the one on the sentence strip using cutouts of pumpkins and leaves. He sang the entire “Five Little Pumpkins” song correctly while making his pattern. Tarilyn put all of her pumpkins in a pile and the leaves in another.

When I gave them more shapes asked them if they could continue the pattern, Tarilyn put all of her pumpkin shapes in a row followed by the leaf shapes. Robert continued the pattern using 5 more sets of the shapes.

**ANECDOTAL OBSERVATION RECORD #2**

Name(s): Geoffrey and Gabriel Date/Time: Friday, October 17, 2013 (Center time)

The boys were playing in the “Market” in the Dramatic Play area. Gabriel said he needed to get the “money” to buy some fruits and vegetables. Geoffrey wrote out the shopping list (see work sample below).

After a few minutes Geoffrey got the “To Market, To Market” book and started reading. The book was upside down, and he turned several pages at one time.

