



## FOUNDATIONAL LITERACY LAUREATE AGREEMENT 2020-2021

### **Laureate Eligibility**

- Valid Tennessee teaching license
- Classroom teacher (must have teaching responsibility to perform the FLL role)
- 3 or more years of effective teaching experience, as evidenced by one of the following: composite TEM 4 or 5 for tested teachers and qualitative TEM 4 or 5 for non-tested teachers
- Maintain a Level 4 or 5 rating as measured by formal observations for the duration of serving in the FLL role
- Fastbridge assessment data reflects a minimum of 50% of students meeting or exceeding their projected expectations in Reading from Fall to Spring
- Ability to coach, support, and guide teachers in best practices for foundational literacy instruction
- Strong knowledge of Foundational Skills instruction and strategies (preferred)
- In-depth understanding of the TN Academic Standards for Reading Foundational Literacy
- Evidence of strong interpersonal skills, content expertise, and leadership skills
- Evidence of strong written communication and presentation skills
- Works effectively with teachers and principal
- Maintains confidentiality

### **Laureate Responsibilities**

- Attend Yearlong Foundational Skills PD
  - **Year 1** Laureates beginning in July 2020 (other dates TBA)
  - **Year 2** Laureates beginning in September 2020 (other dates TBA)
  - **Year 3** Laureates beginning in September 2020 (other dates TBA)
- Facilitate and/or manage school-based PD in foundational skills
- Facilitate District PD (upon request) in foundational skills
- Participate in Learning Walks with the school's Instructional Leadership Team (ILT)
- Serve as a resource to school admin/ILT in the area of Foundational Literacy/Skills
- Model effective best practices in foundational skills instruction in a variety of settings (whole & small group)
- Assist teachers with understanding and implementation of the TN Academic Standards for Reading Foundational Literacy
- Assist teachers with continued implementation of the District's Foundational Literacy curriculum
- Capture and share quality foundational literacy lessons (*It is understood that all captures will feature the Laureate delivering instruction & be utilized for various Professional Development purposes.*)
  - **Year 1** Laureates will capture and share 3 foundational literacy lessons
  - **Year 2** Laureates will capture and share 3 foundational literacy lessons
  - **Year 3** Laureates will capture and share 2 foundational literacy lessons
- Complete a minimum of 40 documented hours of school-based support in the following:
  - Provide school-based professional development on foundational skills (PLC and/or faculty meetings)
  - Provide input in the development and implementation of your school's Cycle of Professional Learning (CPL)
  - Co-plan or lead collaborative planning sessions on foundational skills
  - Co-teach foundational skills lesson(s) with colleagues
  - Assist with the selection of appropriate materials, resources, and activities utilized during the Foundational Skills block
  - Assist with analyzing student data to make decisions about foundational skills instruction
  - Assist with planning and delivering parent training involving foundational skills
  - Reflect on ALL submitted video captures (3- Year 1 & Year 2 Laureates; 2- Year 3 Laureates)
  - NOTE: It is strongly recommended that at least 20 hours of school-based support are documented each semester.



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Foundational Literacy Laureates should demonstrate the following Teacher Leader characteristics:

- **Purpose-driven Instructional Leader:** Teacher leaders are purpose-driven. They analyze multiple data sources to determine areas of strength, areas of improvement, and recommendations aligned to the observation rubric. Teacher leaders focus on the most important skills for the teacher to develop. They are able to create a plan of support that provides specific, actionable feedback as they move through the support cycle. Teacher leaders share research-based instructional strategies and create long-term as well as short-term goals in an effort to improve student achievement and change teacher practice.
- **Facilitator of Adult Learning:** Teacher leaders are facilitators of adult learning. They create well-organized, relevant and meaningful professional learning opportunities. Teacher leaders design rigorous learning opportunities that consist of stakeholder input, choice, immediate usefulness, timely feedback, follow-up, and access to resources. Teacher leaders foster a community of learners as well as promote a culture of continuous improvement and self-reflection.
- **Change Agent:** Teacher leaders act as a change agent. Teacher leaders influence the grassroots effort to expand the culture of feedback and practice across the district. Teacher leaders eagerly share with all teachers how feedback received and observation of others has grown their practice. Teacher leaders seek out others to observe their practice, observe other teachers, and accept feedback to grow in their own practice. Teacher leaders, acting as agents of change, conduct crucial conversations in order to uncover mindsets that impede growth.
- **Growth Mindset:** Teacher leaders act with a growth mindset. They believe that their most basic abilities can be developed through dedication and hard work. Teacher leaders understand that teaching a growth mindset creates learners, including themselves. Teacher leaders must be willing to expand their own learning and be willing to practice their pedagogy daily. Teacher leaders must have the attitude of “we are all learning together to get better every day.” Teacher leaders are able to discern the root of the mindset and identify the pivotal lever for growth/change.

I have read and understand the requirements, responsibilities, and characteristics of a Foundational Literacy Laureate for the 2020-2021 school year. I commit to all of the above information.

\_\_\_\_\_  
Laureate name (Please print)

\_\_\_\_\_  
Laureate signature

\_\_\_\_\_  
School position

\_\_\_\_\_  
Date

As the principal, I commit to supporting and honoring the above criteria to enable this laureate to successfully carry out the role as a Foundational Literacy Laureate for the 2020-2021 school year.

\_\_\_\_\_  
Principal name (Please print)

\_\_\_\_\_  
Principal signature

\_\_\_\_\_  
School name

\_\_\_\_\_  
Date