

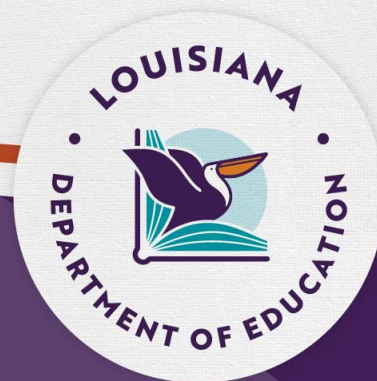
TEACHER LEADER SUMMIT 2025



A *New Story* for LOUISIANA EDUCATION

Connecting the ACT Standards to ELA Student Standards

JUNE 10-12, 2025 | ERNEST N. MORIAL
CONVENTION CENTER | NEW ORLEANS, LA



Contact Information

**Want more info or access to any
of the resources shared?**

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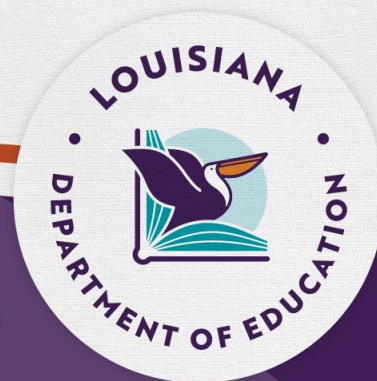
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Session Materials

- **Data Charts** (print & digital share for discussion)
 - see slides 5, 6, & 7
- **25/26 Preliminary SPS Calculator**
 - *just in case someone asks*
- **HS ELA Planning Companion** - Template
 - HS ELA Planning Companion - Grd. 10 Example (TFA - printed)
- **Content Alignment Analysis**
- **ACT College & Career Readiness Standards**
 - Reading
 - English
- **Session Workbook**



Louisiana's Education Priorities

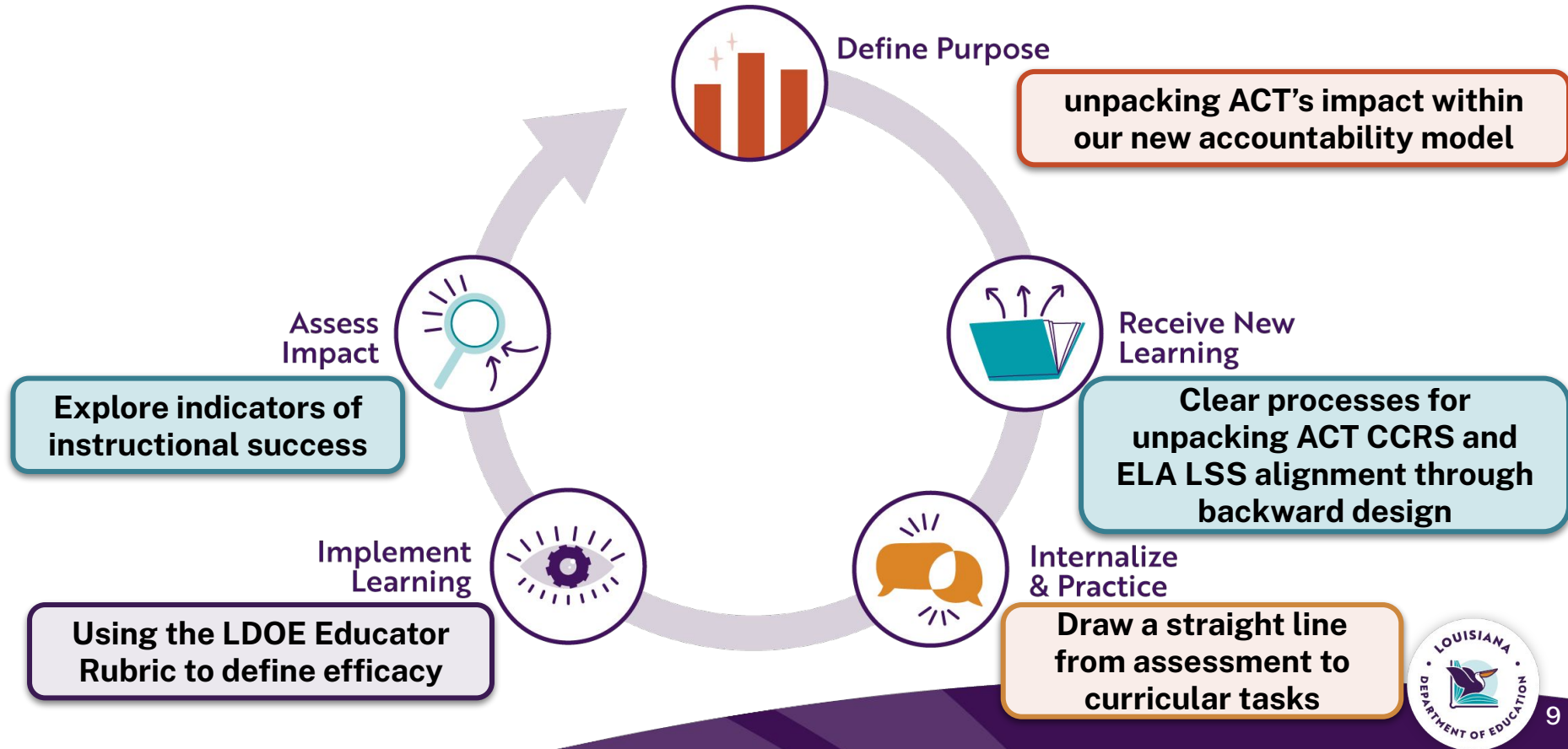
- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

Objectives

- **Bridge Standards:** Participants will explore connections between the **ELA Louisiana Student Standards** and **ACT College and Career Readiness Standards** to identify ways high school teachers can build support for students in preparation for ACT success.
- **Apply Backward Design:** Participants will implement **backward design** principles that demonstrate how to pinpoint opportunities for aligning and integrating ACT standards within ELA HQIM tasks.
- **Reflect on Transformation:** Participants will reflect on the potential of these instructional strategies to and plan to **promote appropriate, intentional, critical thinking** and **transform student achievement** represented in ACT performance.



High-Quality Professional Learning Cycle



Why do we have eyes on the ACT?



Test Scores and College Readiness Benchmarks

Composite Score Mean: 2024 Grad Class

Louisiana

State Count	State Mean	State Std Dev
52,932	18.2	5.3

South*

Reg Count	Reg Mean	Reg Std Dev
725,043	18.8	5.6

National

Natl Count	Natl Mean	Natl Std Dev
1,374,791	19.4	5.9

State

Louisiana

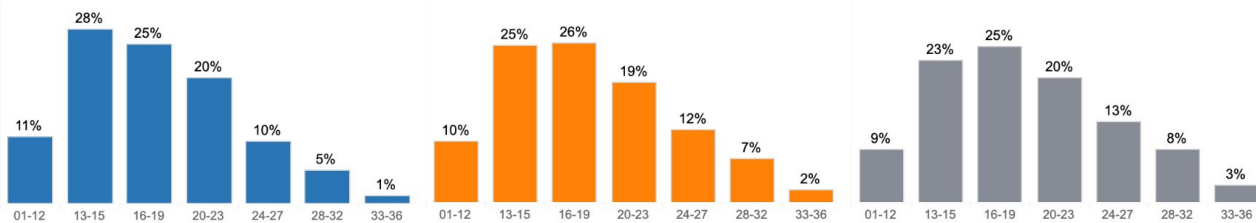
Grad Class

2024

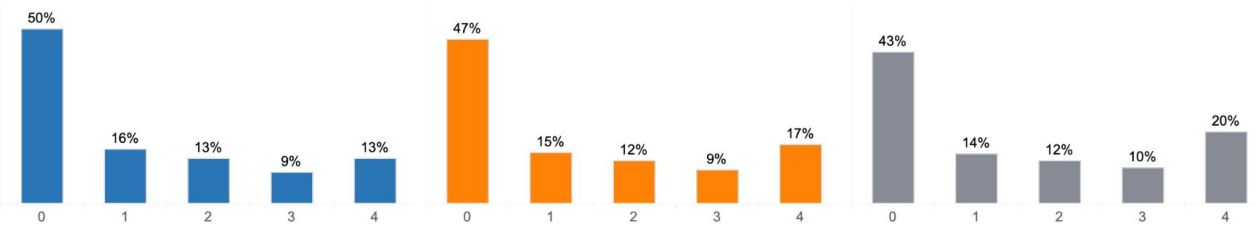
Test Score

Composite

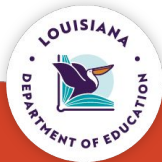
Composite Score Range: 2024 Grad Class



Total Benchmarks Met: 2024 Grad Class



* South: AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV



Louisiana ACT Data Analysis

Take a look at each of the charts and with your team come up with at least 2 Data Analysis Statements reflecting conclusions you draw from the data.

0 responses



Why do we have eyes on the ACT?

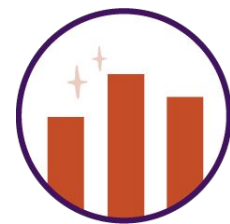
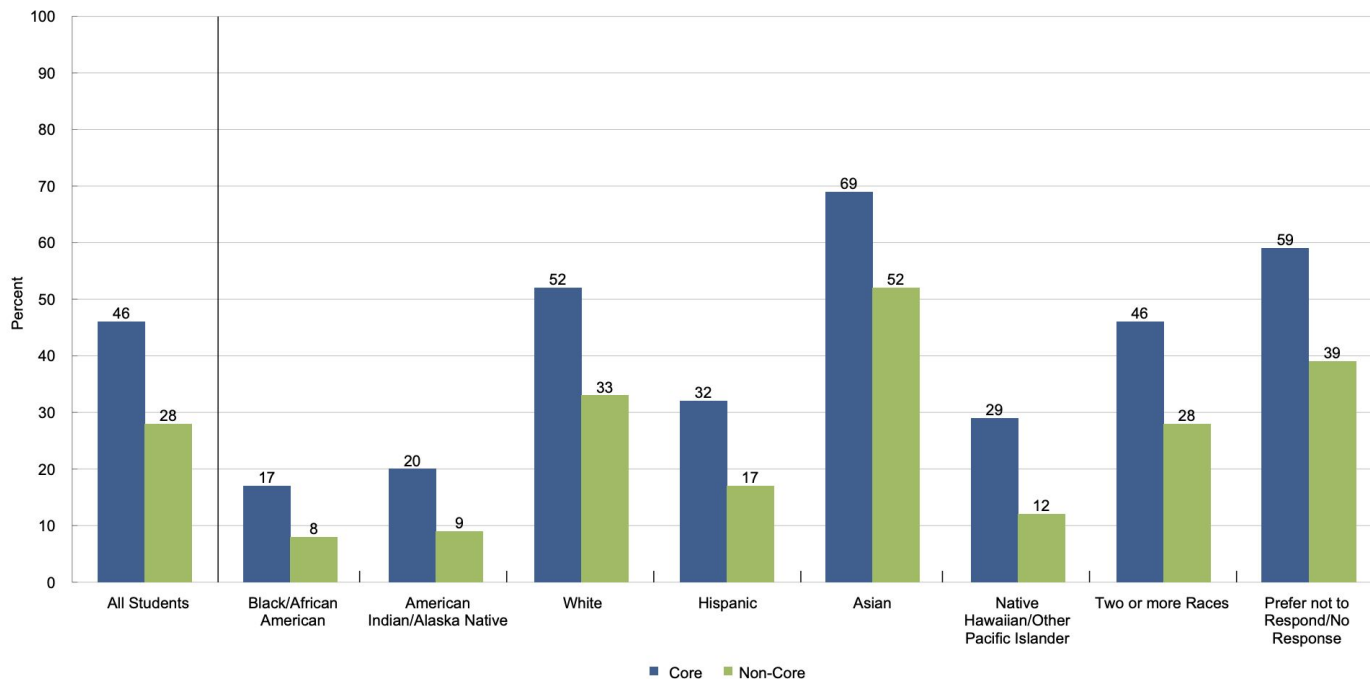


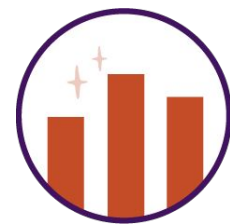
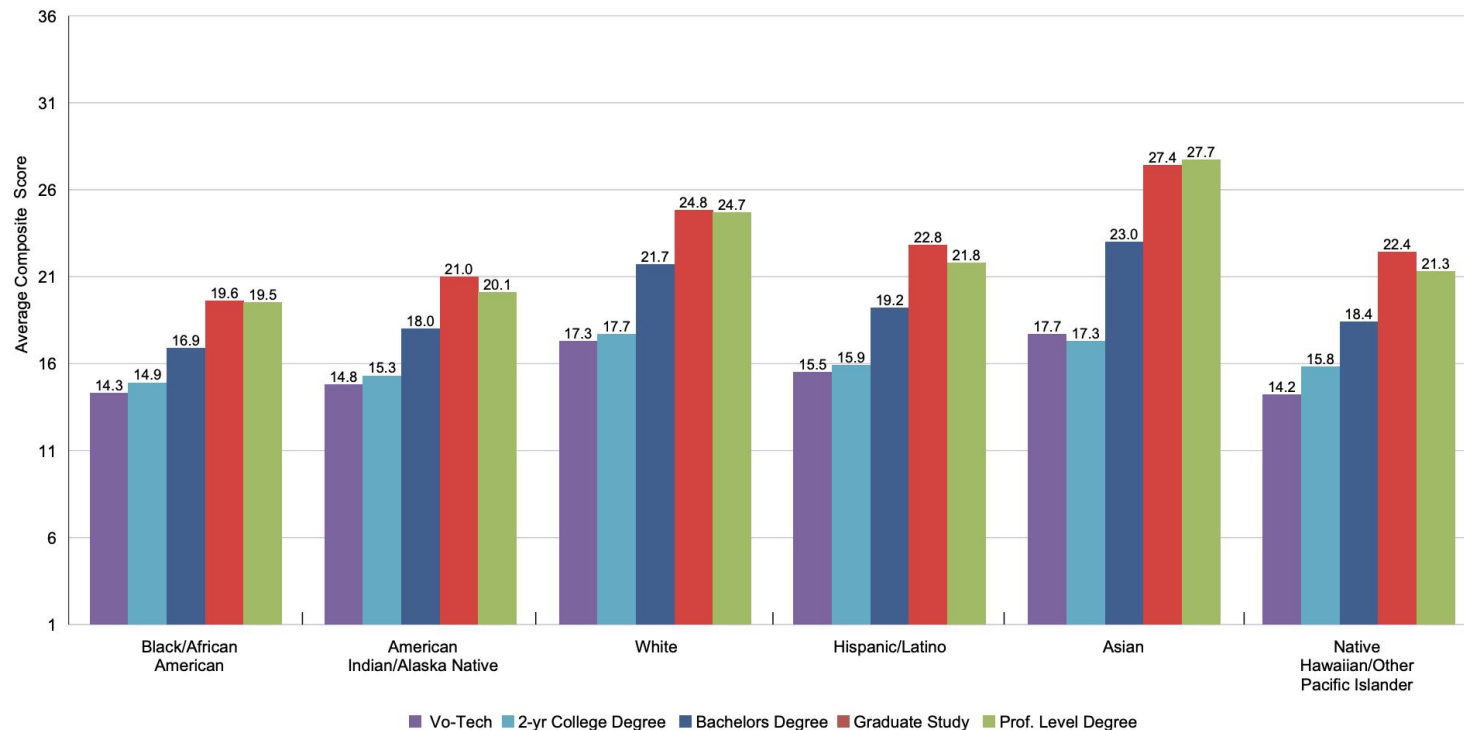
Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Why do we have eyes on the ACT?

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*

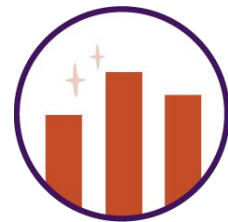


Define the Purpose

Why do we have eyes on the ACT?



Which students are being included?

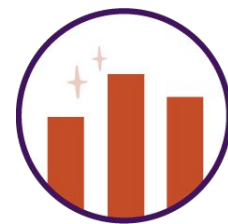


The **ACT** and **WorkKeys** assessment indicators for **Nationally Recognized Assessment** will now include only members of the **graduation cohort**. The scores will no longer be based on enrollment.

For graduation cohort:

Graduation Cohort Inclusion	What dates are used?
Yes, student is a member of the district graduation cohort	The student was enrolled on October 1 of the third and fourth year of high school. Does not have to be the same school.
Yes, student is a member of the school cohort	Student is a member of the district cohort and is enrolled at this site on February 1 of fourth year.
Dropouts	Dropouts count at the last school of record regardless of any October enrollment.

Previous HS Accountability Model

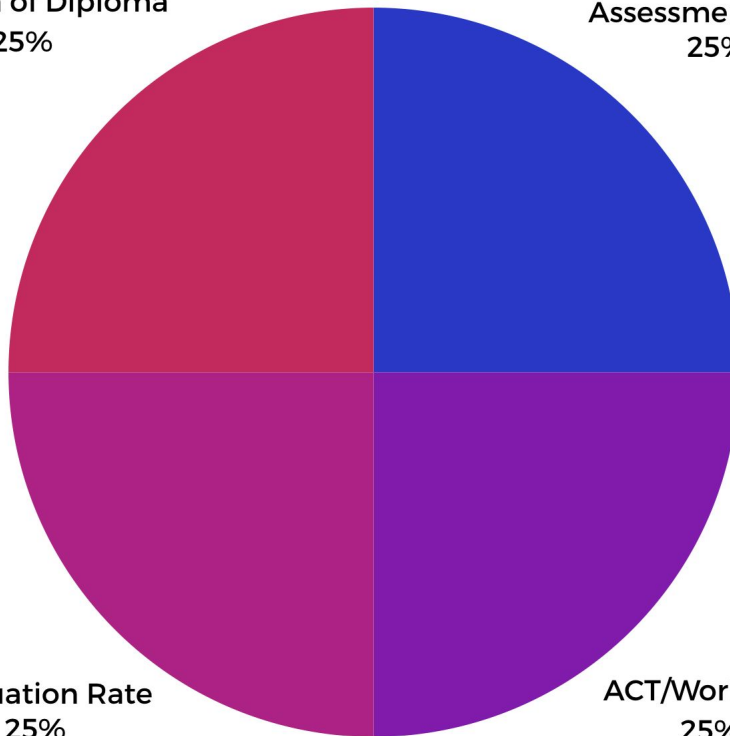


Strength of Diploma
25%

Assessment Index
25%

Graduation Rate
25%

ACT/Work Keys
25%



GROW → ACHIEVE → THRIVE



Thrive

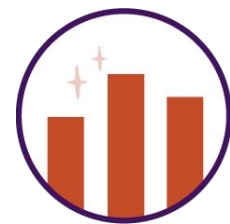
High schools should be measured on the number of students graduating on time, showing readiness on a nationally recognized exam, and prepared to accelerate.

Thrive

High schools should be measured on the number of students graduating on time, showing readiness on a nationally recognized exam, and prepared to accelerate.



Current HS Accountability Model

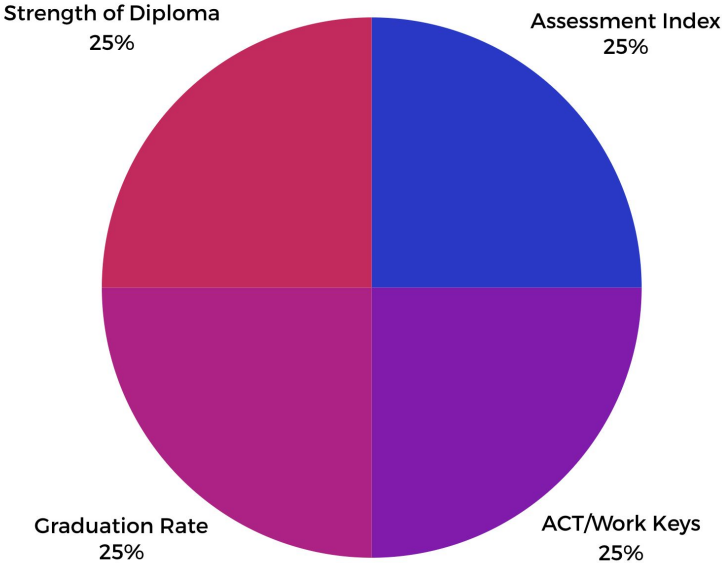


Louisiana's Accountability Scorecard

% of Students GROWING		% of Students Who Are PROFICIENT		% of High School Students THRIVING	
Math		Math		Graduation Rate	
English		English		Ready based on a nationally recognized exam	
Math growth for lowest 25% of students		Science		Accelerated into college coursework, career training, or service	
English growth for lowest 25% of students		Social Studies			
English Language Acquisition (ELL)					
AVERAGE:					

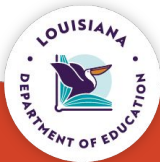


Current HS Accountability Model



Louisiana’s Accountability Scorecard

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English Language Acquisition (ELL)					
AVERAGE:					

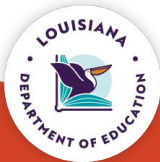


Promoting Progress... Onward & Upward!



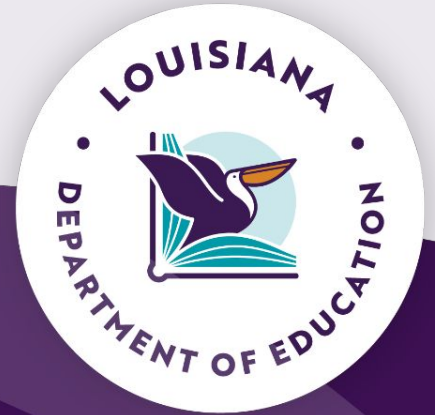
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English growth for lowest 25% of students		Social Studies		???	
English Language Acquisition (ELL)	Core Content				
AVERAGE:					

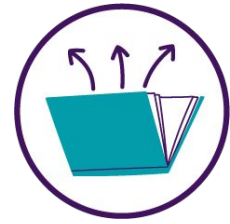


New Learning

Surfing Instructional Waves

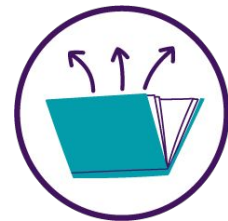


High-Quality Instructional Materials



**WHAT ARE THE CHARACTERISTICS
OF HIGH-QUALITY ELA CURRICULA AND INSTRUCTIONAL
MATERIALS?**

Still Waters

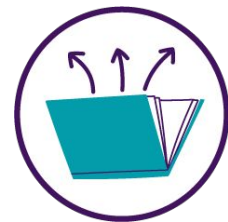


Tier 1 ELA Curricula are **STILL...** we will see staple characteristics and have a standard expectation:

- Backward Design
- Complex Grade-Level Text
 - Use Topics, Themes, Ideas, Language, & Vocabulary to Comprehend Text
- Opportunities to Demonstrate Understanding (Task & Activities)
 - Reading, Writing, & Speaking
- Diverse Learner Supports
- Aligned Formative & Summative Assessments

**In HIGH-QUALITY ELA INSTRUCTIONAL MATERIALS...
these things will not move.**

Students make WAVES!

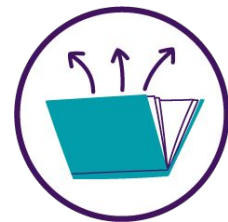


Students inherently disrupt standard instruction because they:

- may be performing above or below grade level standard expectations.
- vary in contextual understanding
- come with a variety of questions and applicable scenarios
- **WANT TO KNOW HOW THIS IS IMPORTANT TO THEIR LIVES!!!**

**The way we plan for instruction
makes a difference in how impactful
it is to STUDENT LEARNING .**

We can support teachers in TWO WAYS...



1

Provide

PLANNING SUPPORT TOOLS

that help teachers connect
curricular learning to college &
career readiness.

2

Support teachers as they

SHIFT THE LIFT

from criterion-referenced
assessment expectations to
applicable post-secondary
experiences.

ACT Standards in LDOE Curriculum

We will answer questions about the relationships among the details in the first part of chapter eight from *Things Fall Apart* to deepen our understanding of Okonkwo.

Directions

With the class, answer the text-specific question about the first part of chapter eight from *Things Fall Apart*.

Question:

1. What do Okonkwo's reactions in chapter eight to Ikemefuna's death reveal about him?

Write your response in your learning log. Support your response with evidence from the text.

Materials

Teaching Notes

15 min

Have students complete this activity as a class.
Direct students as a class to answer the question to analyze the relationships among the details and ideas of the text.

Prompt students to write their response.

If students need support during the activity:

- Ask guiding questions.
 - How does Okonkwo respond to Ikemefuna's death?
 - What is different about his private and public reactions?
 - What do Okonkwo's different reactions reveal about him? What words, phrases, or sentences reveal Okonkwo's character?
 - How are Okonkwo's perspective and Obierika's perspective different? How do their different perspectives influence their actions? How do their different perspectives reveal what each character believes about their culture and their role in the culture?
 - Why does Okonkwo wish Ezinma were a boy? What does this statement reveal about his beliefs?
 - How does Okonkwo's relationship with Unoka and his children influence Okonkwo's thoughts and actions?



pg.
5

How can we create an opportunity in this ELA GB lesson to align LSS to ACT CCRS?



alyze & Practice

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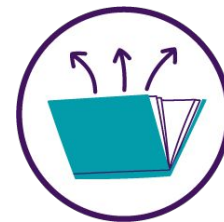
How can we create an opportunity in this ELA GB lesson to align LSS to ACT CCRS?

Internalize & Practice



Planning & Support

HS ELA Planning Companion

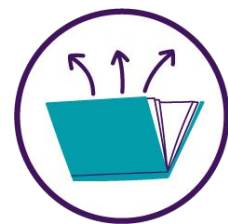


Activities	Materials/Text	
❖ What struggles... ❖ How remedial/demonstrated skills... ❖ How action... What will	❖ What supplemental materials might I need to support diverse learners with mastery? What do I need to make mastery happen?	ending?



Steps to **SUCCESS: ALIGNMENT**

ANALYSIS



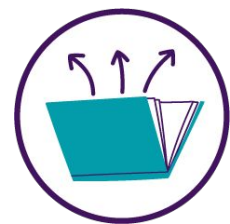
1. Examine the **Culminating Task** .
 - a. Unpack the content standards required for mastery using the **HS ELA Planning Companion** .
2. Align the content standards to ACT College and Career Readiness Standards.
 - a. Complete **Content Alignment Analysis** .
 - b. Consider aligned supplemental materials (Albert, Mastery Prep, etc.).
3. Connect the standards to specific lessons throughout the unit.
 - a. Use **Planning Companion** in preparation for daily instruction.
 - b. Determine method of implementation:
 - i. Bell Ringers/Exit Tickets
 - ii. Guiding/Discussion Questions
 - iii. Aligned Learning Tasks
4. Self-evaluate Instruction with **Louisiana Educator Rubric** Indicators.
 - a. Make necessary adjustments.

pg.
2



Shift the Lift

Content Alignment Analysis



Grades 9-12: Reading

Reading Report Category	ACT Readiness Standards: Snapshot of Expected Skills	Louisiana Student Standards: Snapshot of Expected Skills	What could this look like in practice for grades 9-12?*	What unfinished learning could be challenging students' capacity for mastery?	What questions, discussion prompts, or feedback can engage students in the thinking required for mastery?
Key Ideas and Details Questions in this category test students' ability to read texts closely to determine central ideas and themes; summarize information and ideas accurately; understand relationships; and draw logical inferences and conclusions.	CLR 603 Draw subtle logical conclusions in more challenging passages. IDT 701 Identify or infer a central idea or theme in complex passages or their paragraphs. IDT 602 Summarize key supporting ideas and details in complex passages. REL 702 Understand implied or subtly stated comparative relationships in complex passages. REL 704 Understand implied or subtly stated cause-effect relationships in complex passages	RL.9-10.1, RL.11-12.1 Anchor Standard: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.9-10.3 Analyze how complex characters (e.g., those with conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.11-12.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	- Read relevant and interesting literary texts (e.g., short stories, novels, memoirs, poems, and personal essays) that are quantitatively and qualitatively complex. - Read relevant and interesting informational text about the social, sciences, natural sciences, and humanities that is quantitatively and qualitatively complex. - Use text in science and social studies instruction. - Ask text-dependent questions that require a close, careful reading of the text. - Ask students to find evidence in a text by examining specific details in text that help create the claim or central idea. - Encourage active reading through the use of text markers and annotations. - Have students analyze subtle relationships between and among people, objects, events, and ideas in complex texts. - Have students identify implications and possible consequences of characters' actions in complex texts.	- Students may struggle with identifying key details and explicitly stated information in complex texts, which can lead to misunderstandings of the central ideas or arguments. - Challenges in using context clues, background knowledge, and text evidence to make logical inferences about meaning or intent. - Limited ability to differentiate between strong and weak inferences and to support their inferences with appropriate and specific evidence from the text. - Students may find it challenging to locate and extract relevant evidence from texts, particularly when dealing with dense or abstract material. - Struggles with integrating textual evidence smoothly into writing or speaking, leading to weak or unsupported conclusions. - Difficulty in critically evaluating the reliability and relevance of the evidence selected from complex texts. - Students may struggle to recognize how an author's organizational choices affect the clarity, emphasis, or development of ideas within a text. - Difficulty in understanding how the sequence and structure of ideas contribute to the text's overall purpose or message. - Limited skills in explaining how connections among ideas enhance or change the reader's understanding of a text. - Students may have difficulty interpreting and analyzing primary and secondary sources, data sets, research studies, or technical texts in science and social studies. - Limited ability to integrate information from multiple sources to form a comprehensive understanding of	Questions, Discussion Prompts, Feedback (9-12 KID Reading)



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How can we create an opportunity in this ELA GB lesson to align LSS to ACT CCRS?

alyze & Practice



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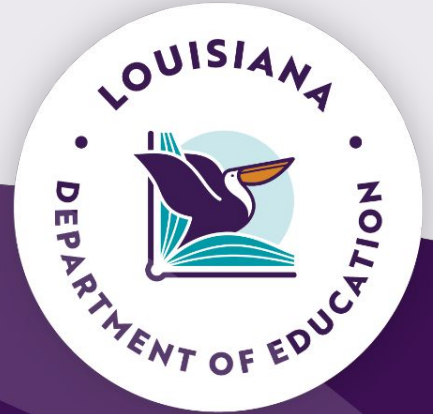
How can we create an opportunity in this ELA GB lesson to align LSS to ACT CCRS?

Internalize & Practice



Internalize & Practice

Looks Like / Sounds Like



Culminating Task



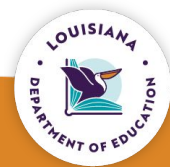
Culminating Task Prompt

How does Achebe develop and use a secondary character to convey a theme about multiple stories in *Things Fall Apart*?

Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

Be sure to:

- Summarize the secondary character's experiences and motivations in the novel.
- Explain how the secondary character represents and/or expresses a similar or different perspective from Okonkwo and how the two character's interactions contribute to the events of the novel.
- Determine and analyze the development of a theme that is revealed through the story of the secondary character and the character's relationship to Okonkwo's story.



Culminating Task Prioritized Standards



READING STANDARDS

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RL.9-10.3: Analyze how complex characters (e.g., those with conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Culminating Task Prioritized Standards



WRITING STANDARDS

W.9-10.1: Write arguments to support claims with clear reasons and relevant evidence.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9: Draw evidence from literary texts to support analysis, reflection, and research.

Culminating Task Prioritized Standards



LANGUAGE STANDARDS

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (optional if literary devices or figurative elements are analyzed).

Planning Companion



Teacher's Name: MRS. IMA STARR

School Year 20 - 20

Subject: ELA

Grade Level: 9 -

Unit Title:

Dates:

Unit Expected Learning:

What are students responsible for learning by the end of this unit?

- By the end of this unit, we will
 - use Bloom's verbs to describe unit expectations

Culminating Task -

What should students know/do using this task to demonstrate their understanding?

Task

Required Skills/Knowledge -

What standards are being assessed? Unpack the standards to the depth of the task. This is a 'brain dump' guided by the expectations of the Culminating Task... you will have opportunities to identify the learning in each daily lesson more precisely.

The ability to identify and use resources to support particular student learning needs – without editing out the rigor by “dumbing down” the materials

DAY	Standards/Objective	Assessment(s)	Activities/Tasks	Success Criteria	Materials/Text
	♦ What skills/knowledge/understanding do I want Ss to master? ♦ Do any objectives or standards align with the expectations of the ACT CCRS? How? What do I want students to know?	♦ How will Ss show what they know? ♦ How has mastery been defined for the day's learning outcome? How will students demonstrate what they know?	♦ What have I built in for anticipated struggles? ♦ How am I building interventions and remediation for students who do not demonstrate mastery of previous skills/knowledge? ♦ How will I model essential thinking & actions/practices during my lesson? What will students do to secure understanding?	♦ What does it look like when Ss do it well? ♦ WHAT thinking & actions/practices will I model during my lesson? What are the characteristics of mastery level understanding?	♦ What supplemental materials might I need to support diverse learners with mastery? What do I need to make mastery happen?
	Is there a - STRAIGHT LINE - from what I want Ss to know to how Ss demonstrate what they've learned?				
eg	→	→	→	→	
1	→	→	→	→	I need: • Ss need •

ACT College and Career Readiness Standards



From *Things Fall Apart* by Chinua Achebe:

"Obierika was a man who thought about things. When the will of the goddess had been done, he sat down in his obi and mourned his friend's calamity. Why should a man suffer so grievously for an offense he had committed inadvertently? He remembered his wife's twin children, whom he had thrown away. What crime had they committed? The Earth had decreed that they were an offense on the land and must be destroyed. And if the clan did not exact punishment for an offense against the great goddess, her wrath was loosed on all the land and not just on the offender. As the elders said, if one finger brought oil, it soiled the others."



Character Analysis (RL.9-10.3 / REL 702)

LSS & ACT CCRS Crosswalk



Which ACT College and Career Readiness Standards are aligned with the Louisiana Student Standards?

LSS: RL.9-10.3	Analyze how complex characters (e.g., those with conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	ACT CCR: REL 702	Analyze relationships among ideas, characters, or events to understand how they contribute to the text's meaning or purpose.
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ACT College and Career Readiness Standards



How does Obierika's reaction to the events reveal his role as a secondary character in contrast to Okonkwo?

- A. Obierika accepts the customs without question, while Okonkwo often defies them.
- B. Obierika contemplates the morality of customs, offering a perspective that contrasts with Okonkwo's rigid adherence to them.
- C. Obierika shows leadership qualities, while Okonkwo is more of a follower.
- D. Obierika and Okonkwo both agree on the necessity of the clan's laws.

Character Analysis (RL.9-10.3 / REL

702)

Internalize & Practice



LSS & ACT CCRS Crosswalk



Which ACT College and Career Readiness Standards are aligned with the Louisiana Student Standards?

LSS: L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ACT CCR: PUN.302	Use appropriate punctuation in straightforward situations (e.g., simple items in a series).
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ACT College and Career Readiness Standards



Identify the grammatical error in the following sentence from the text:

"When the will of the goddess had been done, he sat down in his obi and mourned his friend's calamity."

- A. Incorrect verb tense
- B. Incorrect punctuation
- C. Incorrect word usage
- D. No error

(L.9-10.2 / PUN.302)

LSS & ACT CCRS Crosswalk



Which ACT College and Career Readiness Standards are aligned with the Louisiana Student Standards?

LSS: L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ACT CCR: TOD.403	Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)
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ACT College and Career Readiness Standards



What is the effect of the sentence “*As the elders said, if one finger brought oil, it soiled the others*” in the passage?

- A. It reinforces the idea that individual actions can have consequences for the entire community.
- B. It highlights Obierika’s belief that the clan should prioritize fairness over tradition.
- C. It suggests that the goddess is merciful and only punishes those directly responsible for wrongdoing.
- D. It emphasizes the insignificance of personal beliefs when faced with the will of the gods.

(L.9-10.5 / TOD.403)

High-Quality Instructional Materials



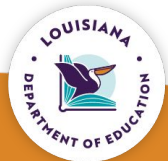
HOW DOES THIS PRACTICE IMPACT OUR INSTRUCTIONAL PLAN?

DAY	Standards/Objective	Assessment(s)	Activities/Tasks	Success Criteria	Materials/Text
	- What skills/knowledge/understanding do I want Ss to master? - Do any objectives or standards align with the expectations of the ACT CCRS? How? What do I want students to know?	- How will Ss show what they know? - How has mastery been defined for the day's learning outcome? How will students demonstrate what they know?	- What have I built in for anticipated struggles? - How am I building interventions and remediation for students who do not demonstrate mastery of previous skills/knowledge? - How will I model essential thinking & actions/practices during my lesson? What will students do to secure understanding?	- What does it look like when Ss do it well? - WHAT thinking & actions/practices will I model during my lesson? What are the characteristics of mastery level understanding?	What supplemental materials might I need to support diverse learners with mastery? What do I need to make mastery happen?
	Is there a - STRAIGHT LINE - from what I want Ss to know to how Ss demonstrate what they've learned?				
eg	→	→	→	→	
1	→	→	→	→	I need: - Ss need

Which key **TEACHER ACTIONS** allow for this type of instruction to be delivered?

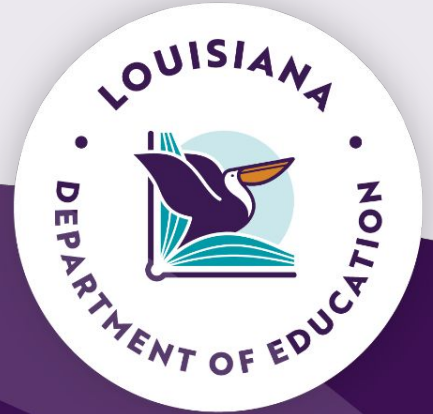


- Deep Understanding of ACT Structure & Format
- Identifying & Teaching ACT Question Types
- Internalizing & Using High-Quality Instructional Materials
- Teaching Strategic Reading & Annotation Skills
- Strengthening Evidence-Based Writing & Grammar Skills
- Developing Test-Taking Mindset & Confidence
- Using Data to Inform Instruction & Individualized Support

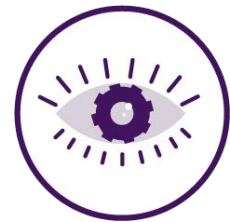


Implement Learning

Practice Makes Progress!



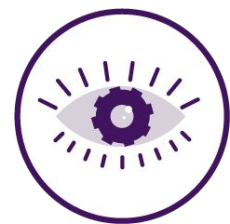
Louisiana Teacher Rubric Implementation



PRIORITIZED RUBRIC DOMAINS

- Activities & Materials
- Questioning
- Teacher Content Knowledge
- Teacher Knowledge of Students

Louisiana Teacher Rubric Implementation



Do a Little Two-Step for each Domain:

Everyone starts as a **TALKER** - Work at your table to unpack the domain and complete your placemat. Placemats will be posted around the room and we will Complete a Round Robin.

Little Two-Step:

1. Talkers respond to the question, “What did you share?”
 - a. Allow the teams to discuss their takeaways and potential challenges.
2. Stalkers respond to, “What did you learn?”
 - a. Participants share takeaways and impact statements surrounding domains they did not unpack?
 - b. How might you get ahead of potential challenges?



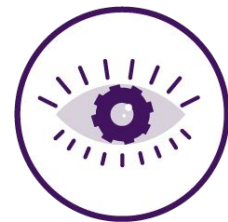
Louisiana Teacher Rubric Implementation



ACT and LSS Alignment Looks Like	ACT and LSS Alignment Sounds Like
Potential Impact	Potential Challenges

Activities & Materials

Critical Instructional Attributes

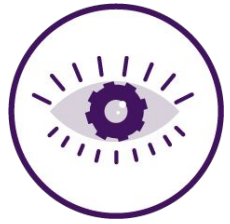


- **Content:** Supports objectives by aligning rigorously to ACT standards; challenges students to engage with complex texts and reflect on their learning.
- **Student-Centered:** Sustains attention through engaging, explicitly stated, real-world applications and peer collaboration; encourages curiosity by connecting skills to relevant, meaningful contexts.
- **Multiple Materials:** Incorporates multimodal resources and ACT-aligned tools to support diverse learning needs.
- **Engagement:** Uses gamified practice and simulations to build self-monitoring and persistence.

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Questioning

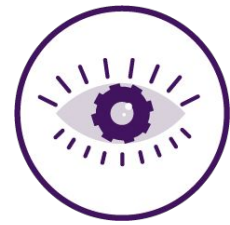


Critical Instructional Attributes

- **Mix of Question Types:** Aligns with the demand for varied and high-quality questions at all cognitive levels.
- **Purposeful Design:** Maintains alignment to instructional goals and ACT standards.
- **Rigor and Engagement:** Ensures students are consistently engaged in critical thinking and content mastery.
- **Access for All Participation:** Provides opportunities for all students to respond in multiple formats.
- **Inquiry and Ownership:** Promotes student-generated questions, fostering curiosity and self-directed learning.



Teacher Content Knowledge



Critical Instructional Attributes

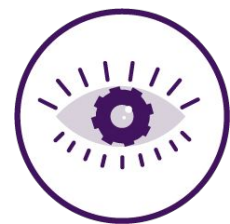
- **Extensive Content Knowledge:** Teachers demonstrate mastery of content by referencing standards, HQIM, and ACT-aligned practices.
- **Instructional Strategies:** Teachers consistently use varied, research-based strategies to enhance student understanding of complex ideas.
- **Highlighting Connections:** Teachers make learning meaningful by linking key concepts to broader themes and real-world applications.



Teacher Knowledge of Students

Critical Instructional Attributes

- **Anticipated Learning Abilities and Needs:** Teachers consistently use data and learning profiles to address individual strengths and gaps.
- **Incorporating Interests and Backgrounds:** Teachers integrate relevant content and student-driven choices to enhance engagement.
- **Differentiated Supports:** Teachers scaffold, group, and adapt instruction to provide access for all students to master grade-level standards.

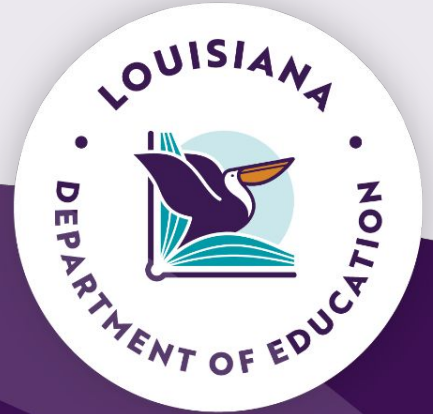


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Assess Impact

Indicators of Success



Indicators of Success



- **Activities and Materials** ensure that students practice ACT-aligned tasks and develop essential skills.
- **Questioning** promotes rigorous thinking and active engagement, preparing students for the cognitive demands of the ACT.
- **Teacher Content Knowledge** guarantees that instruction is grounded in expertise and high standards, reinforcing student confidence and mastery.
- **Teacher Knowledge of Students** ensures personalized instruction that meets students where they are and drives them toward ACT readiness.

Closing

Let's review our objectives...

- **Bridge Standards:** Participants will identify and articulate connections between the **ELA Louisiana Student Standards** and **ACT College and Career Readiness Standards** to enhance instructional focus.
- **Apply Backward Design:** Participants will implement **backward design** principles to actively engage in exercises that demonstrate how to pinpoint opportunities for aligning and integrating ACT standards within ELA HQIM tasks.
- **Reflect on Transformation:** Participants will reflect on the potential of these instructional strategies to and plan to **promote appropriate, intentional, critical thinking** and **transform student achievement** represented in ACT performance.



Next Steps

COMPLETE THE SURVEY to receive resources
and ENTER A CHANCE TO WIN a
STEAM Power Ed Teacher Survival Kit .

Keep in Touch!



STEAMPowerED



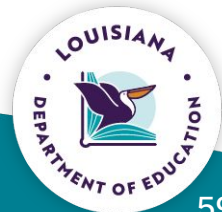
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