

# Louisiana Believes

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**Effectively Utilizing and Supporting Mentor Teachers**

January/February 2019 Collaborative

# Objectives

Participants will:

- Understand the vision and history of the Mentor Teacher role.
- Identify systems and structures for Mentor Teacher support of mentees.
- Understand tools available for supporting professional growth of Mentor Teachers.

# Agenda

- I. Overview of the Mentor Teacher Role
- II. Policy Updates
- III. Effective Utilization of Mentor Teachers
- IV. Mentor Teacher Support

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# Overview



# School Improvement Planning Process



## CREATE A PLAN

Districts review data in the secure site, determine areas of need, and identify priorities for the coming year.

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## DEVELOP AN ALIGNED BUDGET

Districts determine competitive funding requests based on identified priorities and enter them in the Super App.

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## IMPLEMENT WITH SUPPORT

Districts implement approved improvement plans with support from network teams and vendor partners.

# Leadership Roles

## Content Leaders

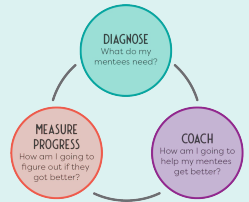
Provide content- and curriculum-specific professional development to teachers in their school and school system using turnkey session materials

- Lead professional learning communities in schools
- Lead sessions at school and school system professional development days



## Mentor Teachers

- Host an undergraduate resident and co-teach with that resident for the full school year.
- Mentor post-baccalaureate residents who are teaching while earning their initial license or mentor experienced teachers in need of support.
  - Provide one-on-one coaching
  - Review instructional materials and student work
  - Lead frequent observation/feedback cycles



# Develop Local Talent

Research suggests that strong teacher preparation, which includes extensive practice under an expert mentor, has a positive impact on student learning. However, many new educators report feeling ill-equipped to lead their students to success from day 1:

- 51% of surveyed teachers in urban or suburban systems do not feel prepared for the realities of teaching
- 61% of surveyed teachers in economically disadvantaged rural communities indicated the same

Additionally, we know that new teachers often need additional support as they are transitioning into their role.

*As residencies grow statewide, undergraduate and post-baccalaureate candidates, as well as new teachers, need skilled mentors to support their growth.*

# Value of Mentor Teachers

**In what ways will Mentor Teachers help you achieve your school and school system academic and workforce goals?**

- Build the capacity of school leadership by providing support to other teachers.
- Expand deep knowledge of content and content pedagogy into schools and school systems
- Recruit and retain high quality teachers through structured and tiered teacher leadership
- Provide access to a group of highly-trained educators:
  - Mentor Teachers can support and mentor new, resident, or experienced teachers to increase retention and performance by using a structured coaching cycle
  - Mentor Teachers can help your teachers effectively use Guidebooks 2.0 and Eureka to ensure students master important content



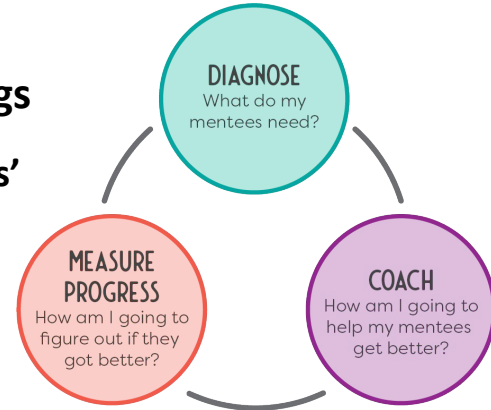
# Mentor Teacher Training

**Mentor Teachers will have the knowledge, skills, and resources to provide effective, ongoing one-on-one support to new and current teachers in their schools.**

To accomplish this, Mentor Teachers will receive:

**Nine (9) days of high-quality, content-rich and curriculum-specific trainings**

- establishing a strong relationship and using a **coaching cycle to support teachers' growth**
- **prioritize the needs** of residents, new, and/or developing teachers based on [teacher preparation competencies](#)
- building deep knowledge of **content** and **content pedagogy** in their subject(s)
- gaining the knowledge and skills they need to effectively help others use **high-quality instructional materials**



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# Policy Updates

# Policy Update

- In the fall of 2017, the LDE launched a statewide training initiative to develop a cadre of Mentor Teachers and Content Leaders.
- In October 2018, [BESE approved regulations to establish mentor teacher and content leader credentials](#) in the form of an ancillary certificate.
- Additionally, BESE approved regulations that will enable mentor teacher or content leader training, experience, and credentialing to contribute to a school leader license.
- These shifts honor the hard work and expertise of those serving as trained mentors or content leaders.

# Policy Update

Area	New Policy
Administrative & Supervisory Credentials	<p>Content Leader and Mentor Teacher ancillary certificates established</p> <p>Mentor Teacher ancillary certificate required for teachers who mentor undergraduate or post-baccalaureate residents</p> <p>Supervisor of Student Teaching certificate replaced by Mentor Teacher ancillary certificate</p>
Credit toward Educational Leader Level 1 Certificate (EDL 1)	<p>Mentor Teacher or Content Leader experience may constitute up to 40 percent of individualized program in Alternative Pathway 1 and 3, and as 100 of 240 required hours in Alternative Pathway 2</p> <p>Mentor and Content Leader assessments may comprise one third of alternative school leader assessment</p>
Licensure Assessments	<p>BESE charges the Department to develop an alternative school leader assessment for EDL 1 certification eligibility that is aligned to state standards, is practice based, and includes components of LA Mentor Teacher &amp; Content Leader assessment series</p>



# Policy Timeline

Spring 2019

- **Department begins to issue Content Leader and Mentor Teacher ancillary certificates** to individuals who have successfully completed a state-approved Content Leader or Mentor Teacher training program, including state-led training, and have a passing score on the Louisiana Content Leader or Mentor Teacher Assessment Series

September 1, 2020

- **Mentor Teacher ancillary certificate required** for individuals who serve as a mentor of undergraduate or post-baccalaureate teacher residents

September 1, 2023

- **Supervisor of Student Teaching certificate replaced** by Mentor Teacher ancillary certificate

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# Effective Utilization of Mentor Teachers

# Mentor Teacher Survey Results

- 85% of principals believe their mentors are having a positive impact on the performance of their mentees.
- Only 67% of teachers participating in mentor training reporting having a mentee to mentor.
- 49% of mentor teachers reported rarely or never receiving support in their role as a mentor.

# Mentor Teacher Role

What structures do you currently have in place to ensure that Mentor Teachers are able to effectively support teachers?

Key Questions	Undergraduate Residents	Post- Baccalaureate Participants	Current Teachers
Is the mentee a teacher of record with their own classroom?	No	Often yes	Yes
Is this a co-teaching setting?	Yes	Usually not	No
What structures need to be in place?	Co-teaching structure allowing co-planning and ongoing use of the coaching cycle	Strategic scheduling allowing co-planning and ongoing use of the coaching cycle	Strategic scheduling allowing co-planning and ongoing use of the coaching cycle
Who is supporting the mentor to ensure that they are using the coaching cycle?	School or school system leader who is able to observe and provide feedback on coaching cycle		
	Undergraduate program staff	Post- baccalaureate program staff	



# Discussion

1. What systems and structures does your district currently have in place? Are there any you want to add for next year?
2. How are will school leaders and district leaders support Mentors?
3. What adjustments would you make to the schedule so that it can work given the context and structures of your system?



# Mentor Teacher Support

# School and School Systems Leader Responsibilities

- Meet with Mentor Teachers to establish a shared vision and goals, including how the Mentor Teacher will use a coaching cycle to support residents and new teachers, with a particular focus on using their curriculum
- Ensure Mentor Teachers have the time, structures and support necessary to effectively host undergraduate or post-baccalaureate residents, or new teachers
- Meet with Mentor Teachers at regular intervals to discuss resident progress and solve issues
- **Observe and provide feedback to Mentor Teachers**

# Mentor Teacher Rubric

In order for **Mentor Teachers** to continue to develop and grow in their role as a teacher leader, they will need feedback and support. The department has developed a **Mentor Teacher rubric** to assist with this.

The Mentor Teacher rubric consists of the competencies that Mentor Teachers must demonstrate:

- Apply effective coaching cycles and strategies to build the knowledge base and pedagogical skills of mentees
- Build strong professional relationships with mentees rooted in student learning
- Demonstrate a deep knowledge of the Louisiana standards, aligned high quality curriculum, and aligned pedagogical approaches



# Rubric Review

Read through the mentor teacher Domain of the rubric. Use the following symbols to annotate the rubric.



Something you have a question about or need further clarification on.



Something you are excited to see as a part of the rubric.



Something you think is missing or should be added to the rubric

# Mentor Teacher Rubric

## Frequently asked questions:

**Q:** When do I need to officially begin evaluating Mentor Teachers in their role as Mentors?

**A:** We will begin piloting the rubric in Spring of 2019 and adopt a finalized version in the Fall of 2020.

**Q:** Do I have to use this rubric?

**A:** Based on policy, Mentor Teachers must be evaluated and receive feedback on their performance in their role as Mentors starting in September 2020. The Mentor Teacher rubric is a tool to support school systems toward this end. School systems may apply for a waiver to use another rubric if they feel another rubric better meets the needs of their individual school system.

# Piloting the Rubric

If you are interested in participating in the pilot please take the following steps:

1. Email [brooke.molpus@la.gov](mailto:brooke.molpus@la.gov) to express interest.
2. Use the rubric to observe and evaluate current Mentor Teachers at least once between February and May, 2019.
3. Complete a short survey to share your experience and any feedback you would like to provide by June 1, 2019.

# Feedback

## Feedback

Mentor Teachers can support teacher growth and student learning when conditions are in place for them to serve in these roles. This will not happen without investment from leaders like you at the school system and school leadership levels.

We value your feedback and are committed to making adjustments to ensure the best outcomes for you, your students, your teachers, and your Mentor Teachers.

Email [believeandprepare@la.gov](mailto:believeandprepare@la.gov) if you have additional questions about the **Mentor Teacher** trainings.