

A teal square border containing the text "MENTOR TEACHER" in a bold, teal, sans-serif font, stacked in two lines.

MENTOR
TEACHER

Supporting Residents and New Teachers: Maximizing the Mentor Role

Supervisor & Principal Collaborations
January/February 2018

Objectives

Supervisors and principals will be able to:

- Describe the criteria they will look for when nominating Mentor Teachers from their schools/districts
- Understand the various ways Mentor Teachers can be utilized to support pre-service, new, or struggling teachers
- Describe possible structures they can use to maximize the impact of their Mentor Teachers
- Understand the existing funding streams for mentors, including tips to increase strength of School Redesign application

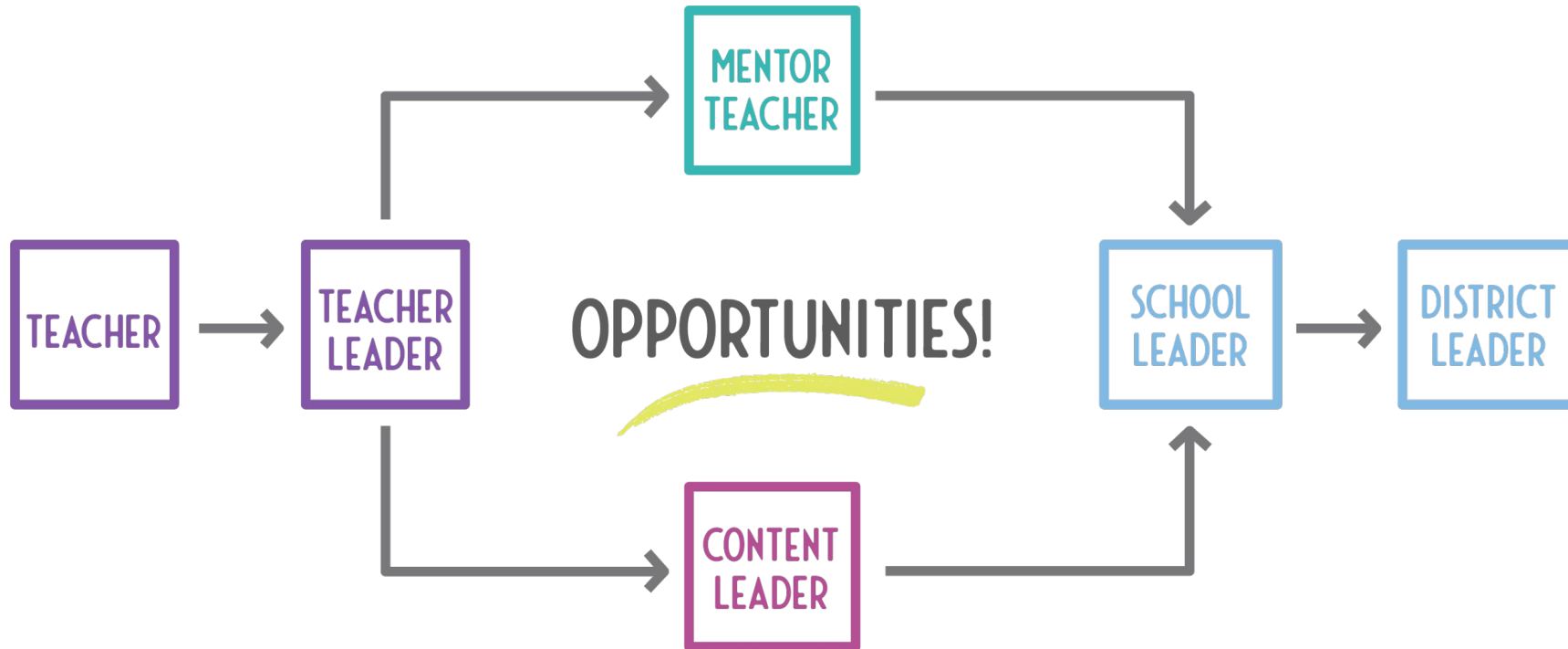
Agenda

1. Mentor Teacher Vision and Background
2. Mentor Teacher Recruitment
3. Mentor Teacher Role
4. Mentor Teacher Training
5. Mentor Teachers & Funding

Mentor Teacher Vision & Background

Develop Local Talent

Over the next three years, Louisiana will establish a cohort of at least 2,500 trained mentors who are equipped to support yearlong residents and other new or developing teachers.



Goals

1. Create a cadre of talented educators who have the knowledge and skills to coach and support other teachers within their schools and districts
2. Grow the local leadership pipeline for schools and districts by developing talented teachers within the system

What is a Mentor Teacher

Mentor teachers are those who:

- Host a resident in an *undergraduate teacher program* and co-teach with them for the full school year.
- Coach residents in a *post-baccalaureate program* weekly by reviewing instructional plans, materials, assessments and student work samples and leading frequent observation/feedback cycles.
- Support veteran teachers who are struggling by reviewing instructional plans, materials, assessments and student work samples and lead frequent observation/feedback cycles.

Mentor Teachers can support a variety of teachers to best meet the needs of your school or district.

Mentor Teacher Recruitment

What is a Mentor Teacher

A Mentor Teacher is:

- an exceptional teacher who has demonstrated the ability to add a year's worth of growth and/or met IEP goals with all students.
- an instructional leader committed to ensuring all students have outstanding teachers in Louisiana who are inspired and highly motivated to change children's lives through education.
- the most important part in supporting the growth of aspiring teachers.
- part of the team that ensures every classroom is staffed by an effective teacher and all students are on a successful path to college and career.

Mentor Teacher Criteria

In order to ensure that districts have their best teachers support and develop their new teachers, districts should identify a select groups of teachers to target recruitment efforts, e.g., teachers who have earned earned Highly Effective ratings.

Characteristic of high-potential mentor teachers:

- Experience making consistent, positive impacts on student learning
- Ability to teach and lead adults
- Leadership and coaching skills with a willingness to invest in colleagues to help them grow
- Excellent written and verbal communication skills
- Ability to manage time and plan effectively
- A commitment to constant learning and improvement

Mentor Teacher Application Process

Having an application process that allows all teachers who meet the minimum criteria to apply, allows the district to generate a large pool of teachers interested in serving in this role.

- The role of the mentor teacher will have certain commonalities across the state. Districts will need to determine exactly what they want their mentor role to look like.
- The Believe and Prepare toolkit has a sample job description for mentor teachers that can be customized to fit the specific needs of each district.
- Mentor teachers need to have a clear understanding of their basic duties, who will support them, and where they can go for support.

Recruiting Mentor Teachers

Interviewing potential mentors as a part of the recruitment process is a step that districts should consider.

- Conducting interviews of mentor teacher will help ensure that districts are identifying individuals who have a willingness and ability to meet the demands of the position.
- The Believe and Prepare community library provides direction on mentor teacher interviews in the Mentor Teacher Recruitment and Training Guidance [toolkit](#).

Mentor Teacher Interview Best Practices

Provide opportunities for applicants to role play various aspects of the position, for example:

- have applicants watch a teaching video and determine an area of strength and weakness
- provide a scenario involving a problem a mentee is having and have the candidate role play the conversation they would have
- share observation data on a mentee and ask the candidate to analyze the data and set a goal for the mentee

Recruiting Mentor Teachers

Take a look at the mentor teacher job description in the [toolkit](#).

- a. Does this job description fit the needs of your district?
- b. What edits would you make to this job description to customize it for your district?
- c. Who in your district/school should own the recruitment of mentor teachers?

Mentor Teacher Role

Who can Mentor Teachers Support?

- ***Undergraduate residents***, by hosting a resident and co-teaching with them for the full school year.
- ***Post-baccalaureate program participants***, coach teachers weekly by reviewing instructional plans, materials, assessments and student work samples and lead frequent observation/feedback cycles.
- ***Veteran teachers***, by reviewing instructional plans, materials, assessments and student work samples and lead frequent observation/feedback cycles.

Where is the greatest need for support in your school or district?

Mentor Teacher Role

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

	Undergraduate Residents	Post- Baccalaureate Participants	Veteran 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 models that allow for both mentors and mentees to lead instruction	strategic scheduling that allows for co-planning and/or in class coaching	strategic scheduling that allows for co-planning and/or in class coaching
What additional supports should the mentee have?	Undergraduate program staff	Post- baccalaureate program staff	School based staff (ex. principal, ap)

Mentor Supporting Undergraduate Resident

What does this look like	Undergraduate resident and mentor co-teach in a classroom
Structures needed	Co-teaching structures, evaluation process (does the mentor evaluate the mentee)
Type of support mentor can provide	Co- planning, modeling, frequent observation/feedback cycles, in the moment coaching (whisper, elbow, etc.), providing resources
Support Mentors will need	Clarity about program requirements (ex. do they evaluate the mentee, how many observations must be conducted, is there any paperwork the preparation provider will need completed,etc.)
Funding for Mentor stipend	Current Believe and Prepare formula funding provides a \$1,000 stipend to the mentor of undergraduate year long residents

Mentor Supporting a Post- Baccalaureate Teacher of Record

What does this look like	Mentee and Mentor each have their own classroom
Structures needed	Schedules that allow for co-planning and allow the mentor to observe/coach the mentee
Type of support mentor can provide	Co- planning, review instructional plans, modeling (in own classroom or in Mentee's classroom), frequent observation/feedback cycles, in the moment coaching (whisper, elbow, etc.), providing resources
Support Mentors will need	Clarity about their responsibilities, how many hours per week should they spend with the Mentee, how will they document this, who else is available to support the mentee
Funding for Mentor stipend	TIF districts have TIF funds to pay a \$1,000 stipend to these mentors. LEA's could include in school redesign applications, or use title II funds

Mentor Supporting a Veteran Teacher

What does this look like	Mentee and Mentor each have their own classroom
Structures needed	Schedules that allow for co-planning and allow the mentor to observe/coach the mentee
Type of support mentor can provide	Co- planning, review instructional plans, modeling (in own classroom or in Mentee's classroom), frequent observation/feedback cycles, in the moment coaching (whisper, elbow, etc.), providing resources
Support Mentors will need	Clarity about their responsibilities, how many hours per week should they spend with the Mentee, how will they document this, who else is available to support the mentee
Funding for Mentor stipend	LEA's could include in school redesign applications, or use title II funds

Mentor Teacher Training

Mentor Teacher Training



Mentor Teachers will attend nine days of in-person trainings that will prepare them to:
Build strong relationships with new/resident teachers



Identify and prioritize the needs of new/resident teachers based on teacher preparation competencies



Provide targeted resources and coaching to new/resident teachers to develop skills and improve practice



Track resident/new teachers' progress and facilitate their self-reflection and improvement

Mentor Teacher Training

Scope and Sequence

- Mentoring to Support Louisiana Teacher Residents
- Planning and Modeling Effective Instruction
- Co-Teaching, Gradual Release, and Culturally Responsive Mentoring
- Observing and Conferring on Instruction and Student Learning
- Coaching Reading and Writing: Gathering Evidence for Mentor Distinction
- Probing Practice Using Data
- Addressing Resistance and Difficult Conversations
- Moving from Consulting to Coaching Metacognition for Self-Reflection
- Advocating for Effective Teaching

Mentor Teachers who successfully complete all the trainings and demonstrate that they have mastered the skills needed to be an effective mentor will receive special distinction from the Department indicating that they are prepared to support new and resident teachers.

Mentor Teacher Vendors

Through an RFP process, the Department has partnered with with [The Dana Center](#), housed at the University of Texas at Austin, and [Learning Forward](#), a non-profit organization, to design and deliver mentor training.



[Learning Forward](#)



[UT - Dana Center](#)

Mentor Teacher Training

98% of Mentor Teacher training participants agreed that the training met its intended goals and **98%** were satisfied with the training overall.

“It's hard to choose just one part that will help me the most, since all the information was so relevant. I really benefited from the deep listening information and activity because it helped me to reflect on how well I listen to others and the reason why deep listening is so crucial to success.”

“Learning about pre-planning conversations was most impactful because typically I am thinking about observations and debriefs.”

“The most impactful part of this session was to establish a partnership agreement. It will set the parameters and boundaries and help to guide the interactions between mentor and mentee.”

Identifying Mentor Teachers

The training nomination process will vary from district to district.

- Some districts will have more mentors identified than training seats available. Other districts may not have yearlong residents who need a mentor this year.
- **Districts with preparation partners** should collaborate with those providers in order to determine the best teachers to take part in this opportunity, based on the previously discussed criteria.
- **Districts that are not yet collaborating with a preparation partner** should use criteria to identify teachers who are best suited to mentor a resident in the future. Training mentors this year will ensure that residents have strong classroom placements in subsequent years.

Mentor Teacher Identification Timeline

February 2018	LEAs determine how many Mentor Teachers they will send to training, and conduct recruitment strategies
Early March, 2018	LEAs have access to Mentor Teacher training nomination document
Early March, 2018	Webinar for LEAs on the nomination process
March 13-15, 2018	Attend Collaboration Sessions to learn more about the 2018-19 Mentor Training
Late March, 2018	Deadline for LEAs to submit Mentor Teacher training nominees
Late April, 2018	LEAs receive notification of their nominees acceptance to training

Mentor Teacher & Funding

Connection to the School Redesign Grant Application

Given the importance of core academics – curriculum, assessment, and teacher professional development – to improving outcomes for struggling schools, the [School Redesign rubric](#) emphasizes these components.

Sending a handful of talented educators to Mentor Teacher Training is a great way to provide needed support for undergraduate residents, first year, or veteran teachers in your schools and districts by creating a group with the knowledge, skills, and resources to provide that support.

School systems can use funding sources such as the School Redesign Grant, SPDG, and SRCL to pay for any costs associated with Mentor Teacher training. Include Mentor Teacher trainings as part of your [School Redesign application](#) (due March 1).

Next Steps

1. Finish your plan for how to move forward with creating a cadre of mentor teachers in your school/district.
2. Attend a webinar in **early March** to ensure you understand the nomination process.
3. Nominate and send mentor teachers to training.
4. Include funding for mentor teachers during budget planning.

Collecting Your Feedback

This program will not work without investment from leaders like you at the district 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. To help us do this, we will continue to collect your feedback through the year.

- Email LouisianaTeacherLeaders@la.gov if you are interested in popping into any of the trainings