

**CONTENT
LEADER**

**MENTOR
TEACHER**

Quality Implementation of Mentor Teachers and Content Leaders

Supervisor Collaboration
September 2018

Objectives

At the end of this session, you should:

- Know how the Mentor Teacher and Content Leader programs were developed and the training opportunities that exist
- Describe how to effectively maximize the impact of the Content Leader and Mentor Teacher roles to positively impact student learning and teacher success and retention
- Identify key next steps for creating, using, or modifying the structures within your system to maximize the impact of Mentor Teachers and Content Leaders

Agenda

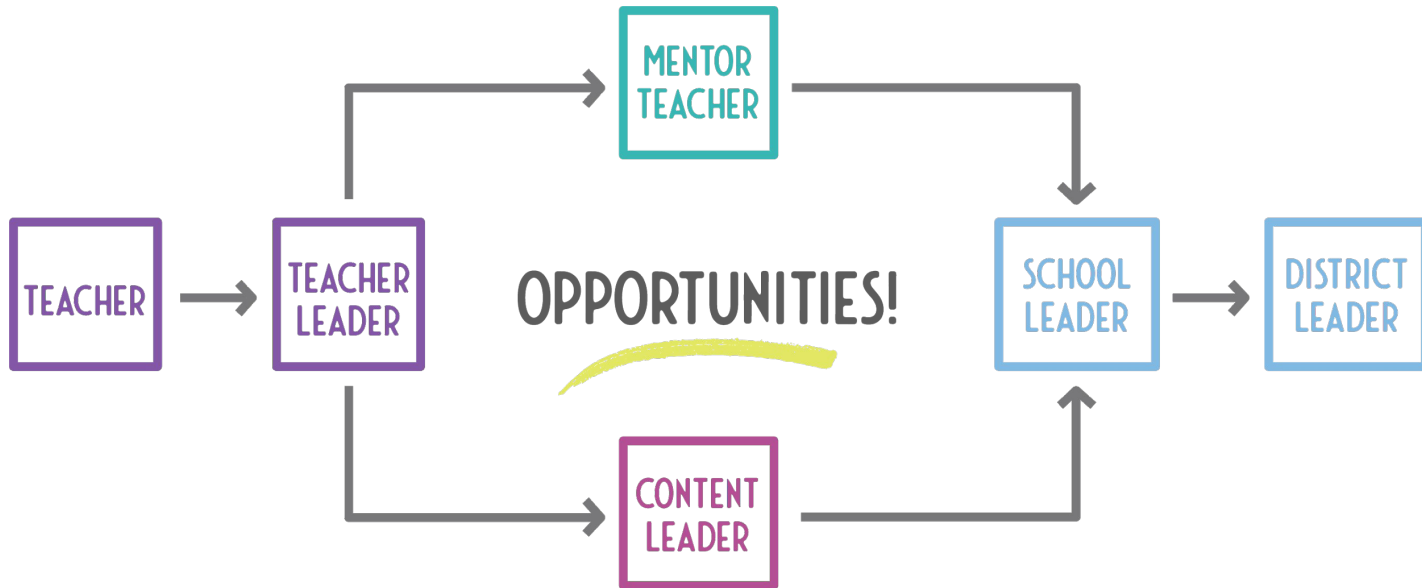
- Content Leader and Mentor Teacher Vision & Background
- Content Leader Training Overview
- Mentor Teacher Training Overview
- Maximize Content Leader and Mentor Teacher Roles
- Reactions and Next Steps

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Vision & Background

Develop Local Talent



Goals

1. Create a cadre of talented educators who have the knowledge and skills to coach and support other teachers within their schools and school systems
2. Grow the local leadership pipeline for schools and school systems by developing talented teachers within the system to build a progression towards leadership in the teacher role

Content Leader

Connection to Curriculum, Assessment & PD



There is a growing amount of research suggesting that teachers are most effective when they have access to:

- a [high-quality curriculum](#),
- ongoing [professional development](#) that helps them use that curriculum effectively, and
- data from a limited number of [standards-aligned non-summative assessments](#) which measure how well students are meeting the outcomes of the high-quality curriculum.

The most effective districts create a cohesive system of these three elements.

Content Leader Trainings

Content Leaders are talented local educators who support the use of Tier 1 curricula by providing high-quality, curriculum- and content-specific professional development to teachers in their district.

To accomplish this, Content Leaders receive:

- **Nine days of high-quality, content-rich and curriculum-specific trainings**
 - deep knowledge of ELA or math content and content pedagogy,
 - the knowledge and skills they need to effectively use and help others use the ELA Guidebooks 2.0 or Eureka Mathematics curriculum, and
 - best practices for facilitating high-quality learning experiences for fellow educators.
 - [ELA Content Leader scope and sequence](#)
 - [Math Content Leader scope and sequence](#)
- **Free access to and training on 36 hours of turn-key [content modules](#) to use to train fellow educators (ELA grades 3-10 or math grades K-9).**

Mentor Teacher

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.

*2017 Believe and Prepare Rural [Report](#)

Mentor Teacher Trainings

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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Distinction Process for Content Leaders and Mentor Teachers

Develop Local Talent



Goals

1. Create a cadre of talented educators who have the knowledge and skills to coach and support other teachers within their schools and school systems
2. Grow the local leadership pipeline for schools and school systems by developing talented teachers within the system to build a progression towards leadership in the teacher role

Content Leader and Mentor Teacher Distinction

Content Leaders and Mentor Teachers who successfully complete the training will earn distinction indicating that they have the knowledge and skills to serve in these teacher leader roles.

This earned distinction will recognize the additional expertise that Content Leaders and Mentor Teachers bring to their schools and school systems and build a progression towards leadership in the teacher role. Additionally, in October, BESE will be asked to consider policies that make the Content Leader and Mentor Teacher distinction a stepping stone to the school leader license.

Additional information:

<u>Content Leader Library</u>	<u>Mentor Teacher Library</u>
<u>Content Leader Pathway to Distinction</u>	<u>Mentor Teacher Pathway to Distinction</u>
<u>ELA Content Leader Assessment Summary</u>	<u>Mentor Teacher Pathway to Distinction</u>
<u>Math Content Leader Assessment Summary</u>	<u>Elementary Mentor Teacher Assessment Summary</u>

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Maximize the Impact of the
Content Leader and Mentor
Teacher Roles

School and School System Leader Responsibilities

Content Leaders have given the nine days of training glowing reviews, but we know that it will take a strong partnership between Content Leaders and their school system and school administrators in order for Content Leaders to be successful.

School and School System Leader Responsibilities

The most important step you can take to support your Content Leaders is to ensure they have the time and space required to redeliver the 36 hours of content modules.

School and School System Leader Responsibilities

- **Meet with Content Leaders to establish a shared vision and goals**, including how the Content Leader will support implementation of Tier 1 curricula in the school or school system
- **Partner with Content Leaders to ensure they have the time, structures and support necessary to deliver the content modules to other teachers in the school/district***
 - Create/modify the professional development structures necessary to deliver the content modules (e.g., staff development days, professional learning communities) and motivate teachers to attend
 - Modify staffing structures so Content Leaders have the time deliver the content modules (e.g., reduced teaching load for Content Leaders)
- **Meet with Content Leaders at regular intervals to discuss progress and solve issues**
- Observe and provide feedback to Content Leaders
- Encourage and support Content Leaders to complete the distinction process
- Recognize, celebrate, and compensate Content Leaders for their additional expertise and contributions
- Encourage other talented educators to enter the leadership pipeline by becoming a Content Leader

Redelivery of Content Modules

The Content Leader role is designed to be flexible so it supports your vision and fits your context.

- The modules (36 hours total) are flexible to fit school/district needs and can be delivered in chunks from ranging from one to six hours.
- All modules include facilitator notes, handouts, and a recommended facilitation time.
- **ELA** content modules are best delivered in **grade bands** (3-5, 6-8, 9-10); teachers spend time digging into the texts in each unit of the Guidebook
- **Math** content modules are best delivered in **grade bands** (K-5, 6-9) because of the emphasis on understanding the vertical progression of the standards

The first several sessions are focused on studying content and training. Content Leaders are generally ready to redeliver training content at day nine of training. **Therefore, the best time for CLs to begin redelivering in the 2018-2019 SY is in November.**

School and School System Leader Responsibilities

Discuss

1. How does the goal for Content Leaders – to help teachers in using a Tier 1 curriculum – support the goals for your school/school system?
2. Which existing PD structures could your Content Leader(s) use to deliver 36 hours of content modules? Which PD structures might you need to create/modify?
3. When and how often will you meet with your Content Leader(s) to discuss progress and solve issues?

School and School System Leader Responsibilities

The Department is committed to supporting schools and school systems with making the most of the Content Leader role. We are eager to operate as learners alongside our partner school systems as we gather information about what strong implementation looks like and the enabling conditions in schools and school systems that make this work possible.

Specifically, we're seeking to answer important questions like:

- “Are there certain CL selection characteristics that are correlated with greater impact on teacher practice?”
- “How could we improve CL trainings and materials to make them more effective and user-friendly?”
- “How well do the CL-led trainings help other teachers implement the curriculum?”
- “What is the impact of the program on student learning?”

We will share our findings over the next few years and encourage you to share what you're seeing works in your context.

- **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
- **Partner with teacher preparation program to match undergraduate and post-baccalaureate residents to trained Mentor Teachers, particularly in CIR and UIR schools**
- **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
- Encourage and support Mentor Teachers to complete the distinction process
- Recognize, celebrate, and compensate Mentor Teachers for their additional expertise and contributions
- Encourage other talented educators to enter the leadership pipeline by becoming a Mentor Teacher

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	

Reactions and Next Steps

Value of Mentor Teachers and Content Leaders

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

- Build the capacity of school leadership
- 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:
 - Content Leaders can provide content-rich and curriculum-specific trainings to lots of teachers within your school/school system
 - Content Leaders can facilitate PLCs using materials created by national experts
 - Mentor Teachers can support and mentor new and resident teachers to increase retention and performance by using a structured coaching cycle
 - Content Leaders and Mentor Teachers can help your teachers effectively use Guidebooks 2.0 and Eureka to ensure students master important content

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 talented educators to Content Leader training and Mentor Teacher training is a great way to scale content-specific and curriculum-aligned PD for your schools and districts by creating a group of teacher leaders with the knowledge, skills, and resources to provide that PD.

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

School and School System Leader Responsibilities

Next Steps:

- Attend a Content Leader and/or Mentor Teacher training session to learn more about how you can maximize the impact of these roles.
- Evaluate the structures you currently have in place or create structures to ensure:
 - Content Leaders are able to redeliver the content modules
 - Mentor Teachers have the time, structures and support necessary to effectively use the coaching cycle with year-long resident or other teachers in the school/school system
- Decide how often and who will meet with your Content Leaders and Mentor Teachers to discuss progress and solve issues.
- Include Content Leader and Mentor Teacher professional development in your [School Redesign application](#).

Feedback

Feedback

The Content Leader and Mentor Teacher program will not work 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 Content Leaders and Mentor Teachers. To help us do this, we will collect your feedback through the year.

- Email LouisianaTeacherLeaders@la.gov if you are interested in observing the **Content Leader** trainings
- Email BelieveandPrepare@la.gov if you are interested in observing the **Mentor Teacher** trainings