

**CONTENT
LEADER**

**Scaling High-Quality Teacher
Professional Development:
Maximizing the Impact of
Content Leaders**

**Supervisor and Principal Collaboration
January/February 2018**

Objectives

By the end of this session, you will be able to...

- **Partner with your Content Leader(s) to create a plan to ensure all ELA and math teachers receive content-rich and curriculum-specific PD that leads to improved outcomes for students in your school/district**
- **Describe the timeline, criteria, and process for nominating Content Leaders for cohort 2**



Agenda

- Vision for Content Leaders
- Maximizing the Impact of Content Leaders
- Nominating Educators for Cohort 2



Vision for Content Leaders

Vision



Goals

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

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 will have the knowledge, skills, and concrete resources to provide high-quality professional development to new and current teachers in their district.

To accomplish this, Content Leaders will receive:

- Nine (9) days of free, 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.
- Free access to and training on six (6), turn-key ELA (grades 3-10) or math (grades K-9) content modules to use to train fellow educators (36 hours total)

Content Leader Trainings: Distinction

Content Leaders who successfully complete the training will earn distinction indicating that they have the knowledge and skills to provide content- and curriculum-specific trainings to fellow educators.

Content Modules

- **The Content Leader role is designed to be flexible so it supports your vision and fits your context.**
- The content modules (36 hours total) that Content Leaders are being trained to deliver can be delivered in chunks as small as one hour and as long as six hours. Most content modules range from 60-75 minutes
- The facilitator notes for each module include a recommended delivery time.
- ELA content modules are best delivered in grade-level specific groups because 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)

Examples:

- 36, 1-hour sessions in PLCs throughout the year
- 4, 6-hour sessions as part of in-service days; 6, 2-hour sessions on days students are released early from school for teacher PD

Maximizing the Impact of Your Content Leaders

Feedback from November Trainings

More than 95% of participants strongly agreed or agreed that the trainings were effective.

Here's what some participants had to say about the first trainings:

- "I really enjoyed the practical, but purposeful activities using the LSSM, EngageNY, and key shifts. We were provided with an opportunity to experience purposeful activities that will allow us to help teachers make connections and make sense of the content presented."
- "The impact of this could be HUGE! So happy for our teachers."
- "As a skeptic of professional learning, this has been a truly invigorating experience. It has fundamentally shifted my motivation as an educator and I am inspired to share enthusiastically these findings, methods, etc. with many stakeholders."
- "I feel so honored and privileged to attend these trainings. I've already learned so much!"

Maximizing the Impact of Your Content Leaders

Content Leaders can be an invaluable partner to you in improving instruction and outcomes for students, including outcomes for struggling students.

Accomplishing this will require you to partner with your Content Leader to establish the right structures and supports.



Maximizing the Impact of Your Content Leaders

School and District Leader Responsibilities

- Partner with your Content Leader to create the PD structures necessary to deliver the content modules to other teachers in your school/district (e.g. time for PLCs)
- Modify staffing structures so your Content Leaders have the time deliver the content modules to other teachers in your school/district (e.g. reduced teaching load for CLs)
- Ensure your Content Leaders have regular time with you and the other school leaders to align on vision and approach and to identify and solve problems that arise
- Remove obstacles that impede your Content Leaders' ability to deliver the content modules to other teachers in their school/district
- Recognize, celebrate, and compensate your Content Leaders for their additional contributions
- Encourage other talented educators in your school/district to enter the leadership pipeline by being part of cohort 2

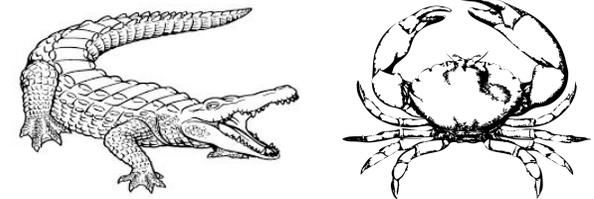
Creating the Right Structures

Work with your group to examine one of the [scenarios](#) (see handout).

Based on the information provided, create a plan for how this school could use Content Leaders to re-deliver the 36-hours of turnkey sessions. (20 min)

Reminders:

- Most content modules range from 60-75 minutes
- ELA content modules are best delivered in grade-level specific groups because 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)



Creating the Right Structures

Keep in mind that your Content Leaders may not be classroom teachers. We also have some school leaders and district-based supervisors participating in the program.

How might your recommended plan for Blue Crab Elementary change if they also had a math Content Leader at the district level who did not have teaching responsibilities?

Reflection

Record your responses to the following questions on your handout.

In what ways do you feel most **confident** and **excited** about using Content Leaders in your context?

What **questions or concerns** do you have about using Content Leaders in your context? (*please email questions to LouisianaTeacherLeaders@la.gov*)

Reflection

Content Leaders can be an invaluable partner to you in improving instruction and outcomes for students, including outcomes for struggling students.

*Accomplishing this will require you to **partner** with your Content Leader to establish the right structures and supports.*

Discuss:

Based on this initial discussion, what does “partnering” with your Content Leader mean? How might this look different than how you’ve worked with previous PD providers?

Next Steps

1. Meet with other leaders in your school, district, or prep program to discuss systems and structures for Content Leader-led professional learning.
2. Get to know the Content Leaders in your school, district, or prep program, and begin to discuss how to bring this learning to life in your context.

Time/Structure

- What pre-existing and/or new structures will your Content Leader use to deliver the turn-key sessions (36 hours of PD) in your school or district? Will they provide this at individual schools or in cross-school professional learning communities if they're working at the district level?
- How often will labs meet?
- How much release time will this require for participants? For the Content Leader?

Location

- Where will your labs meet?
- What will you do to make the lab a special place (food, coffee etc)?

Looking Ahead

Connection to the School Redesign Grant

The [School Redesign application](#) is an opportunity to create a plan for your struggling schools that helps ensure that *all* students have access to a high-quality education.

The round 2 [School Redesign rubric](#) highlights the need for strong, curriculum-based PD for teachers:

“The school system implements content-focused, job-embedded professional development linked to high-quality curricula for early childhood through grade 12, in all core subjects.”

Build Content Leader trainings into your round 2 [School Redesign application](#) (due March 1).

Refer to the [School System Planning Guide](#) for additional information about the [School Redesign application](#).

March Collaborations

At the March Collaborations, we will:

- **Share concrete ways to use Content Leaders to achieve the vision you have for your school/district**
- **Help you create a plan to develop and support your Content Leaders:**
 - How can you build a strong and positive adult culture around this professional learning initiative in your school or district? How can you collaborate with your Content Leaders to do this?
 - What challenges are Content Leaders likely to face and how can you help ameliorate those?
 - What will you do to frame the purpose of the labs to secure buy-in from the other teachers?

Nominating Educators for Cohort 2

Cohort 2 Size

	ELA Content Leaders (grades 3-10)	Math Content Leaders (grades K-9)	Total
Year 1 (2017-2018)	100	100	200
Year 2 (2018-2019)	250	250	500
Year 3 (2019-2020)	250	250	500
Years 4+	TBD	TBD	TBD

Eligibility & Requirements

To lead strong curriculum-focused trainings for other teachers, Content Leader must have the following knowledge and skills:

- Deep content knowledge
- Deep content pedagogy
- Theory of adult learning including the inquiry cycle
- Ability to effectively facilitate trainings for other adults

These areas also reflect the areas in which Content Leaders will need to demonstrate knowledge and skill through the distinction process.

Eligibility & Requirements

Therefore, it is important that districts select educators for this initiative who embody the following characteristics.

Required:

- Strong content knowledge in ELA (3-10) or math (K-9)
- Positive impact student learning, as reflected in their value added measure (VAM) or transitional student growth data (TSGD) (Effective: Proficient or Highly Effective) (current classroom teachers)
- Belief in the pedagogical approach taken by the ELA Guidebooks 2.0 curriculum or the Eureka Mathematics curriculum
- Desire to lead professional development for ELA (3-10) or math (K-9) teachers using free, turnkey modules grounded in the ELA Guidebooks 2.0 curriculum or the Eureka Mathematics curriculum

Eligibility & Requirements

Required (cont.):

- Natural ability to build strong relationships with colleagues
- Strong communication skills
- Commitment to continuous learning and improvement
- Ability to attend Content Leader trainings throughout the year and complete any additional work associated with those trainings or the distinction award process (estimated 90 hours total)

Preferred:

- Current classroom teacher (at least 75% of nominees must be current classroom teachers)
- Experience using the ELA Guidebooks 2.0 curriculum or the Eureka Mathematics curriculum
- Experience leading professional development for groups of educators

Training Timeline

We are in the process of finalizing the training dates for cohort 2. We will release these dates on March 5 when we also release the nomination form.

We do know that it can be hard to pull your best teachers out of the classroom for 9 days of school. Therefore, we are committed to ensuring that **no more than 5 out of the 9 training dates will take place during the school year.** The rest of the training dates will take place June-July 2018.

Training Costs

Cost per Content Leader: \$3,500

Content Leaders or their employers are also responsible for travel costs.

Possible funding sources:

- Title I
- Title I - School Redesign
- Title II
- SRCL
- IDEA
- SPDG
- TIF

Selection Timeline

- March 5** **Content Leader nomination form released**
- March 8** Informational webinar for district and school leaders
Thursday, March 8, 1:00-2:00
<https://louisianaschools.adobeconnect.com/ldoeprofdev/>
1-855-240-2575, code: 89147656
- March 13, 14, 15** Information session for district supervisors at March Collaborations
- March 26** **Content Leader nomination forms due**
- April 20** 2017-2018 Content Leaders announced
- Summit**
(5/30-6/1) Introductory session for 2017-2018 Content Leaders

Next Steps

Next Steps

1. If you have one or more Content Leaders in cohort 1, meet with them to establish a shared vision and plan for maximizing their impact (see slide 18).
2. If you do *not* yet have Content Leaders, create a plan for the structures you want to put in place to maximize the impact of your cohort 2 Content Leaders (see slide 18).
3. Build Content Leaders into your [School Redesign application](#) (due March 1), if applicable.
4. Start thinking about whom you want to nominate for cohort 2. Keep an eye out for the nomination form, which the LDOE will release in early March.

Questions? Contact LouisianaTeacherLeaders@la.gov.