

Mentor Teacher Nomination Guidance

Mentor Teachers are trained to provide one-on-one support to residents, post-baccalaureate candidates, and experienced teachers by using an ongoing mentoring cycle to improve teacher practice. The training is designed to improve participants' understanding of and ability to support others' deliver of high-quality instruction.

Selecting Mentors

When selecting mentors, LEAs and preparation providers should identify individuals who embody the skills necessary for mentors to be successful, including:

- evidence of having made consistent, positive impacts on student learning, or the potential to do so
- knowledge of curricular tools and resources
- an ability to communicate and generalize effective teaching techniques beyond their own classroom experience
- the ability or potential to teach and lead adults, and an interest in helping colleagues grow
- strong communication skills
- ability to manage time and plan effectively
- a commitment to constant learning and improvement
- ability to attend Mentor Teacher trainings throughout the year and complete any additional work associated with those trainings and assessments

Math and ELA Content Leader Nomination Guidance

Content leaders are trained to deliver high-quality professional development to groups of adult learners. The professional development conveys a deep understanding of ELA or math standards, as well as techniques for effective implementation of a Tier One curriculum. The Content Leader training builds participants' knowledge of content and content pedagogy and models effective module delivery to diverse groups of adult learners.

Selecting ELA and Math Content Leaders

When selecting Content Leaders, LEAs should identify individuals who embody the skills necessary to successfully lead content- and curriculum-specific professional development for other educators, including:

- evidence of having made consistent, positive impacts on student learning, or the potential to do so
- strong content knowledge in ELA (3-10) or math (K-9)
- desire to lead professional development for ELA (3-10) or math (K-9) teachers using free, turnkey modules grounded in the Tier One curricula
- strong communication skills and a natural ability to build strong relationships with colleagues
- 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 required assessments

Content Leaders are expected to redeliver content modules to teachers in their school or school system.

Additional Support

For additional support, please contact us at BelieveAndPrepare@la.gov.

Intervention Content Leader Nomination Guidance

Intervention Content Leaders are trained to support fellow teachers in their school and district in the implementation of high-quality, research-supported intervention strategies. This training will be similar to the ELA/Math Content Leader training, as it will improve participants' understanding of high-quality instruction of prioritized academic content in order for them to support others' instruction of that content. Each UIR school is expected to send both an administrator and a teacher to this training in 2019-2020.

Selecting Intervention Content Leaders

When selecting Intervention Content Leaders, LEAs should identify individuals who are currently serving as an administrator with authority to impact scheduling and staffing decisions and who have experience teaching and/or supporting struggling learners (ideally SPED, ELL, ELA/Math Intervention teacher). It is strongly recommended that nominees possess the following skills and attributes:

- strong content knowledge and the pedagogical skills needed to deeply understand and implement intervention strategies in ELA and math at the classroom level.
- positive impact on student learning, as reflected in their value added measure (VAM) or transitional student growth data (TSGD) (Effective: Proficient or Highly Effective)
- an 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

Effective Intervention Content Leaders will already have experience using the Louisiana ELA Guidebooks curriculum or the Eureka/Zearn curricula, experience leading professional development for groups of educators, and supporting diverse learners in a classroom setting.

Effective Implementation of Intervention Content Leader Training in Schools and School Systems

Intervention Content Leaders will build an understanding of how to best support struggling students through high-quality intervention that provides access to standards aligned curriculum. Though support may vary based on the Intervention Content Leader's current role, recommended actions by school and system leaders include:

- deeply understanding the Intervention Content Leader role and its requirements for training and implementation
- collaborating regularly with Content Leaders to align on vision and approach and to identify and solve problems that arise during redelivery
- developing a system to evaluate teacher progress and training effectiveness, along with opportunities for intervention to support teachers struggling to implement a Tier 1 curriculum
- encouraging training participants to complete their distinction assessments and attain content leader certification in a timely manner

The role of the Intervention Content Leader will be to train teachers to use core instruction and intervention time ensuring all students can access a high quality curriculum and to support the school leadership to ensure that all teachers in the school use effective intervention strategies. Intervention Content Leaders may benefit from protected time in the school day to perform these tasks.

Additional Support

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