

Louisiana Believes

Teacher Leadership Roles: Content Leaders and Mentor Teachers

Teacher Leader Collaboration
September 2018

Objectives

Participants will:

- Understand background and primary roles of Mentor Teacher and Content Leaders
- Discuss impact of Mentor Teacher and Content Leaders with panel members
- Determine next steps for becoming a Mentor Teacher or Content Leader

Agenda

- Mentor Teacher and Content Leader Roles and Training (15 min)
- Panel Discussion (20 min)
- Audience Questions and Next Steps (10 min)

Why Mentor Teachers and Content Leaders?

Over the past five years, Louisiana's Legislature, BESE and the Department have made important shifts in expectations and supports for students and teachers.

-Louisiana adopted **new standards and aligned assessments** for students. Over the past five years, many school systems have transitioned to using a [high-quality curriculum](#) aligned to those standards.

However, few teachers report having access to ongoing training that helps them use their curriculum effectively.

-Louisiana adopted **new expectations for teachers** and **strengthened teacher preparation** through the [Believe and Prepare](#) program. All teacher preparation programs in Louisiana now include a **yearlong classroom residency coupled with a competency-based curriculum**. *As residencies grow statewide, undergraduate and post-baccalaureate candidates need skilled mentors to support their growth.*

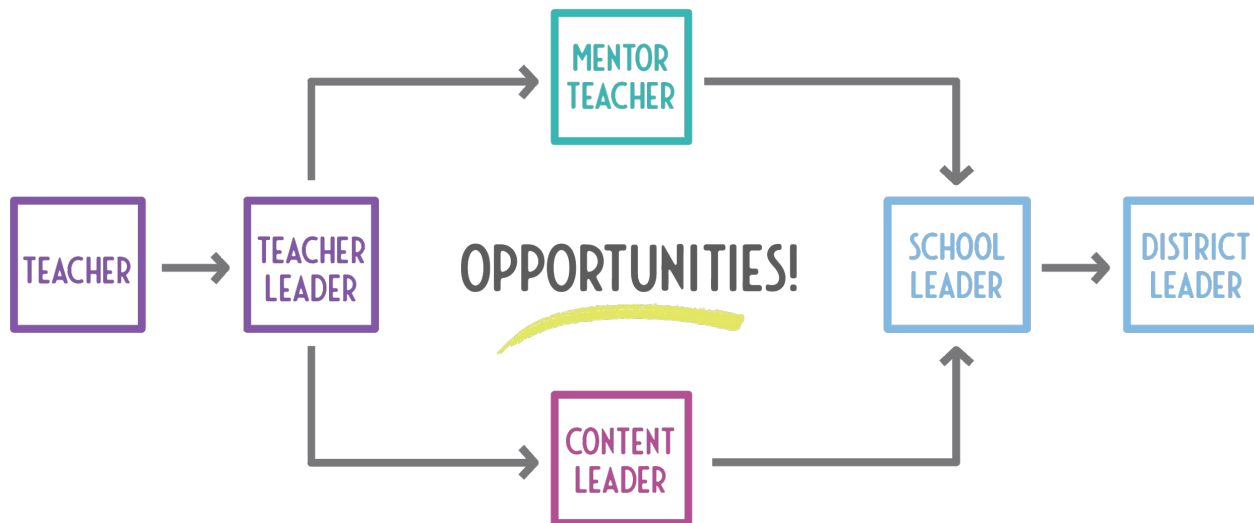
Develop Local Talent

To address these needs, Louisiana has established leadership roles with formal training and distinction, and that streamline the path to school leadership.

Mentor Teachers are local educators who have the knowledge and skills to effectively coach and support new and resident teachers in their school system.

Content Leaders are local educators who have the knowledge, skills, and concrete resources to provide high-quality, content-rich, and curriculum specific professional development to new and current teachers in their school system.

Both roles are important steps in the leadership pipeline for talented local educators.



Mentor Teacher and Content Leader Roles and Training

Mentor Teacher and Content Leader Roles

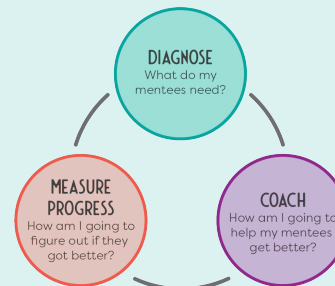
Content Leaders

- 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



Mentor Teacher and Content Leader Cohort Types

Mentor Teachers

- Elementary
- Secondary ELA
- Secondary Math
- Secondary Universal

**MENTOR
TEACHER**

Content Leaders

- ELA
- Math

**CONTENT
LEADER**

Mentor Teachers

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 focused on
 - establishing a strong relationship and using a **coaching cycle to support teachers' growth**
 - 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**



Mentor Teacher Training

Mentor Teacher training prepares expert teachers to:

- ✓  **Build strong relationships** with residents, new, and/or developing teachers
- ✓  **Identify and prioritize the needs** of residents, new, and/or developing teachers based on [teacher preparation competencies](#)
- ✓  **Provide targeted resources and coaching** to residents, new, and/or developing teachers to develop skills and improve practice
- ✓  **Track residents, new, and/or developing teachers' progress** and facilitate their self-reflection and improvement

Content Leaders

CONTENT
LEADER

Content Leaders will have the knowledge, skills, and resources to provide high-quality professional development to new and current teachers in their school system.

To accomplish this, Content Leaders will receive:

- Nine (9) 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.



Content Leader Training

CONTENT
LEADER

Content Leaders receive 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.

- The modules (36 hours total) are flexible to fit school/district needs and can be delivered in chunks from one hour to six hours at a time.
- 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.

Distinction Assessments

MENTOR
TEACHER

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Mentor Teachers and Content Leaders who attend all trainings and successfully complete a series of program-specific assessments will earn distinction from the Louisiana Department of Education. This distinction will recognize the additional expertise that Mentor Teachers and Content Leaders bring to their schools and districts and will build a progression towards leadership in the teacher role.

Mentor Teacher and Content Leaders will complete **four to six assessments**, depending on cohort type. **These assessments are practice-based and draw directly from both the training modules and your work as a Mentor Teacher or Content Leader.**

Distinction assessments will be made available in the fall and should ideally be completed by the end of the year. Each assessment requires a set of artifacts from your work with students, residents, and teachers to show that you have the knowledge and skills to successfully support others' growth - either one-on-one or in group settings.

Additional information on the distinction process can be found in the [Mentor Teacher Library](#) and the [Content Leader Library](#) at Louisiana Believes.

Distinction Assessments

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Ann Educator



Your pathway to earning Content Leader Distinction

Louisiana Department of Education

CONTENT LEADER

To earn the Louisiana Content Leader Distinction, educators must demonstrate competency in the five areas (2 foundational, 3 content): Adult Group Learning Facilitation, Creating a Classroom Culture Focused on Growth Mindset and Persistence, Expressing Understanding of Text through Writing, Reading Complex Grade-Level Texts, and Expressing Understanding of Text through Speaking and Listening.



2 Review the requirements as you begin to plan how you will implement what you've learned in your trainings in the classroom. **Collaborate** with your peers as you go.

- **ANALYZE** an upcoming adult group learning session
- **DEVELOP** an annotated Facilitation Guide that will guide the successful facilitation of the session
- **IMPLEMENT** your adult group learning session
- **EVALUATE**

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3 Implement in your classroom & get feedback

Be sure to document what you did according to the requirements you reviewed in Step 2.



1 Attend the Content Leader trainings to gain ...

- 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
- knowledge of adult learning theory and the skills to facilitate high-quality learning experiences for fellow educators.

4 Prepare your evidence demonstrating the competency, checking you've met the criteria and submit your work!



Example Summaries of Distinction Assessments

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Mentoring to Improve Classroom Management

Classroom management is an essential skill for new/resident teachers in order to lead a classroom focused on learning. There are three fundamental elements of effective classroom management for inclusion: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed to meet the needs of their mentee and support improvements in classroom management. Through continuous relationship building and effective individualized support, significant improvement in teaching practices can be achieved.

- **ANALYZE** the needs of one mentee with respect to classroom management skills
- **DEVELOP** a coaching plan to support your mentee in successfully achieving the coaching goals identified
- **IMPLEMENT** your coaching plan
- **EVALUATE** the success of your mentoring cycle



Adult Group Learning Facilitation

Facilitating adult group learning requires a strong grasp of content, purposeful planning, and methods to assess the impact of that learning. Content Leaders will incorporate effective learning models, structures, and processes into their plan and delivery of an adult group learning session. When adult learners are engaged in experiential learning that links directly to their professional learning needs, instructional practices improve and have a direct impact on student achievement.

- **ANALYZE** an upcoming adult group learning session
- **DEVELOP** an annotated Facilitation Guide that will guide the successful facilitation of the session
- **IMPLEMENT** your adult group learning session
- **EVALUATE** the success with reflections

Panel Discussion

Panel Discussion: Becoming an Effective Mentor Teacher or Content Leader

- How are Mentor Teachers and Content Leaders impacting teacher and student growth in your school/school system? Why are these roles important?
- What does your work as a Mentor Teacher or Content Leader look like in your school/school system?
- What challenges have you faced as a Mentor Teacher or Content Leader and how have you overcome those challenges?
- What did you learn from the Mentor Teacher and/or Content Leader trainings that you have found most valuable? What do you wish you had learned more about during training?
- What advice would you give to others who are considering these roles?

Audience Questions for Panel

Next Steps

2019-2020 Training Opportunities

In Spring 2019, school system leaders will nominate Mentor Teacher and Content Leader candidates for the 2019-2020 training.

To provide effective one-on-one support for mentees, Mentor Teachers should have the following knowledge and skills:

- 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

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

To lead strong curriculum-focused trainings for other teachers, Content Leaders should 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.

Learn More about Mentor Teachers and Content Leaders

If you are interested in joining an upcoming training cohort, speak to your school leader about nomination.

For further information on Mentor Teachers and Mentor Teacher Distinction, please visit the [Louisiana Mentor Teachers](#) webpage or contact BelieveandPrepare@la.gov.

For further information on Content Leaders and Content Leader Distinction, please visit the [Louisiana Content Leaders](#) webpage or contact LouisianaTeacherLeaders@la.gov.