MENTOR TEACHER

Overview for Preparation Providers
November 1, 2017

Objectives

Preparation providers will:

- Understand the overall purpose of mentor teacher and content leader training.

- Understand the goals, objectives, and scope and sequence of 2017-2018 mentor teacher training.

- Make connections between the mentor teacher training provided by the Department, and your own mentor teacher training.

Agenda

Introduction
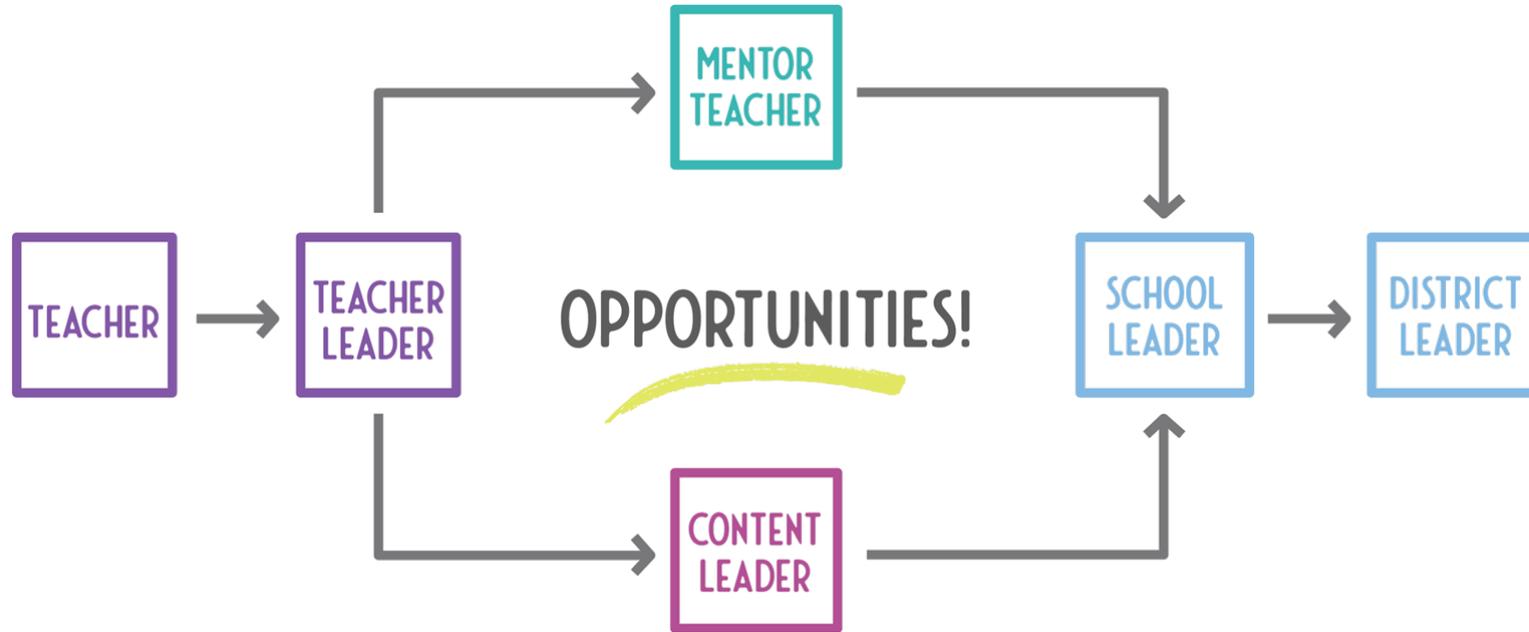
- Overview of 2017-2018 Mentor Teacher and Content Leader training

Mentor Teacher Training

- Goals and objectives of training
- Scope and sequence of training sessions
- In depth look at session one
- Logistical details of training (dates, times, locations)

Introduction

Develop Local Talent

Goals

1. Create a cadre of talented educators who have the knowledge and skills to mentor and support other teachers within their schools and districts
2. Establish roles that give talented teachers' the opportunity to lead and build skills

Mentor Teachers

In October 2016, BESE adopted updated regulations for the preparation of aspiring teachers, which provided for a yearlong classroom residency model.

Starting in July 2018, all teacher preparation programs in Louisiana will include a yearlong classroom residency alongside an experienced mentor teacher, coupled with a competency-based curriculum that will provide candidates with the knowledge and skills needed in order to be prepared for their first day of teaching.

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.

MENTOR TEACHER

Mentor Teacher Role

A Mentor Teacher is a classroom teacher who supports:

- Aspiring teachers participating in yearlong residencies

- New teachers, or

- More experienced teachers who are in need of support.

Mentors may co-teach with year-long undergraduate or post-baccalaureate residents or may support teachers without co-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 ready to support new and resident teachers.

MENTOR TEACHER

Mentor Teacher Identification

Given the crucial role Mentor Teachers play in mentoring and supporting aspiring and novice teachers, 89 LEAs and preparation providers have identified 470 teachers who embody the following characteristics:

- Consistent, positive impact on student learning (Effective or Highly Effective student growth data)

- Ability to build strong relationships

- Knowledgeable about curricular tools and resources

- 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

- Strong commitment to constant learning and improvement

MENTOR
TEACHER

Content Leaders

PROFESSIONAL DEVELOPMENT

STANDARDS & CURRICULUM

ASSESSMENT

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

Content Leaders

Schools and districts across Louisiana have made huge strides in purchasing curricula that align to the standards and help students master the content.

However, many teachers report receiving little to no professional development focused on helping them use their curriculum effectively. As a result, quality of implementation is mixed.

Level 0: Teachers are using lower quality curricula

Level 1: Teachers have access to high-quality curricula

Level 2: Teachers have basic training that equips them with the knowledge and skill to use the curriculum "as written"

Level 3: Instructional staff facilitates and supports the process of teachers modifying the curriculum to better meet students' needs.

Level 4: Teachers take full ownership for using information about student needs and performance to drive modifications to the curriculum and instruction.

CONTENT LEADER

Content Leaders

The Content Leader initiative will create a cadre of local educators who have the knowledge, skills, and concrete resources to provide high-quality professional development to new and current teachers in their district while also providing growth opportunities for districts' most talented educators.

Content Leaders will receive:

- Nine (9) days of free, high-quality, content-rich and curriculum-specific trainings
- 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

Content Leaders

The nine days of free training will equip Content Leaders with:

- 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 Leaders who complete the trainings and demonstrate that they have mastered the skills above will receive special distinction from the LDOE indicating that they have the knowledge and skills to support fellow ELA and math educators.

Preparation Providers were offered seats in this training in order to build understanding of the curricular resources that most teachers in Louisiana utilize.

CONTENT LEADER

Distinction Process

The Department has contracted with Bloomboard to create a distinction process for both Mentor Teachers and Content Leaders. This distinction process will require that participants demonstrate their ability to effectively perform the duties of their role (Mentor Teacher or Content Leader).

Further details about the distinction process will be available once they are finalized.

MENTOR TEACHER   CONTENT LEADER

Mentor Teacher Training

Mentor Training Objectives

Through an RFP process, the Department has partnered with the University of Texas's Dana Center and Learning Forward, a non-profit organization, to design and deliver mentor 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

To accomplish this, the trainings will equip Mentor Teachers with:

- Knowledge of math and ELA **content** and **content pedagogy**

- **Knowledge of the new teacher competencies** and **adult learning theory**

- **Skills to effectively coach and mentor** new and resident teachers

Overarching Goals for Mentor Participants

1. Develop the knowledge and skill to effectively coach new and resident teachers (as measured by their ability to meet the requirements to achieve "distinction" as mentors).

2. Provide support to resident/new teachers to ensure they develop the knowledge and skills required to achieve certification, find and retain teaching positions in Louisiana schools, and develop into learning leaders in their schools.

3. Become leaders and advocates within their schools for their resident teachers and the profession and contribute to a culture of collaboration and continuous development.

Training Design

- Trainings foster a culture where learners feel galvanized to operate as continual learners.

- Trainings provide opportunities for learners to play an active role in customizing/adapting the training to their individual needs and context.

- Trainings challenge learners to grapple with the content and with new perspectives and approaches.

Major Threads

Four major concepts will be threaded throughout the nine modules:

- Building relationships

- Using data to diagnose student learning needs and prioritize learning

- Coaching/mentoring people successfully

- Monitoring progress and adjusting course when necessary

Mentor Training Focus
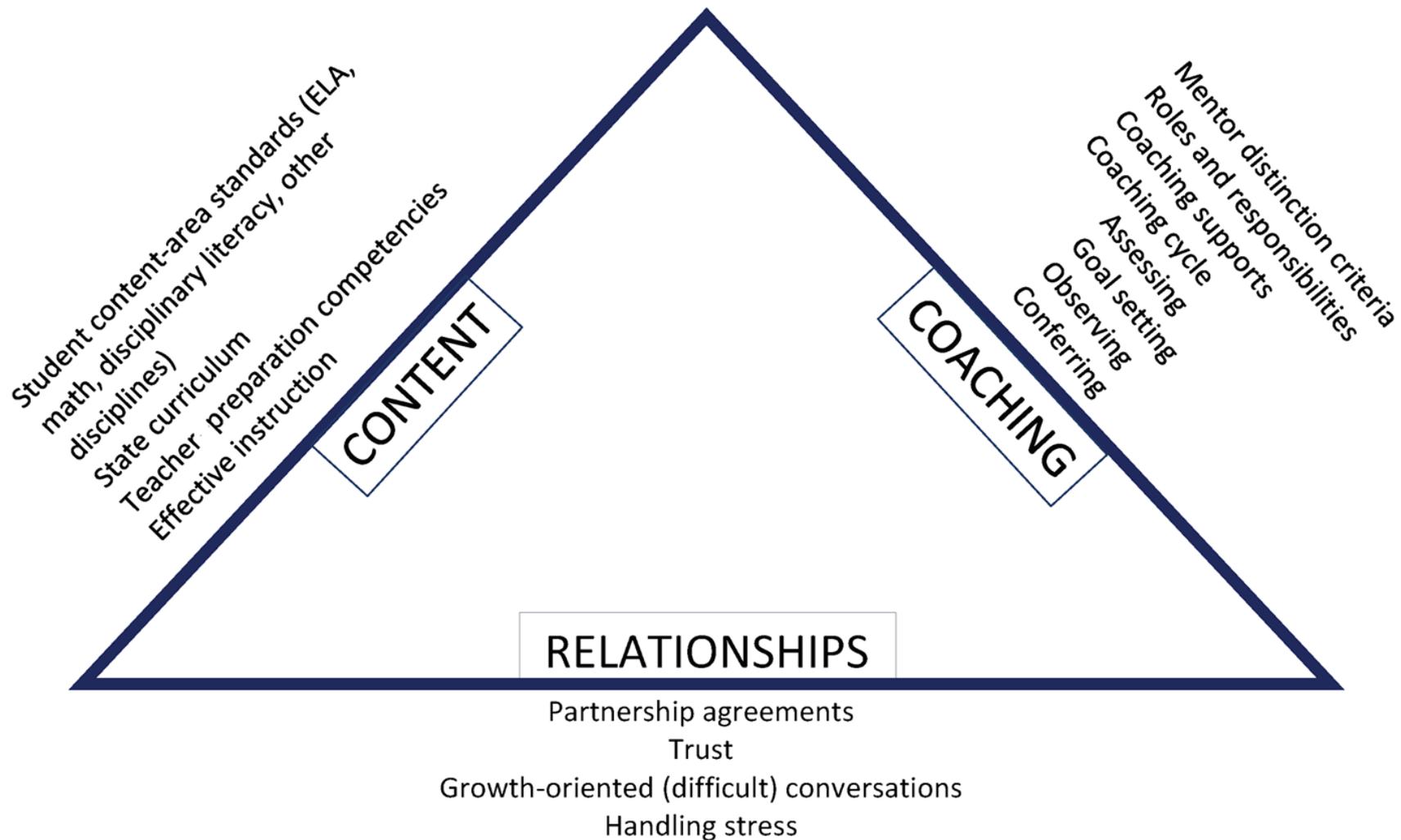
Student content-area standards (ELA, math, disciplinary literacy, other disciplines)
State curriculum
Teacher preparation competencies
Effective instruction

CONTENT

Mentor distinction criteria
Roles and responsibilities
Coaching supports
Coaching cycle
Assessing
Goal setting
Observing
Conferring

COACHING

RELATIONSHIPS

Partnership agreements
Trust
Growth-oriented (difficult) conversations
Handling stress

Mentor Teacher Training Module Sequence

1. Mentoring to Support Louisiana Teacher Residents

2. Planning and Modeling Effective Instruction

3. Co-Teaching, Gradual Release, and Culturally Responsive Mentoring

4. Observing and Conferring on Instruction and Student Learning

5. Coaching Reading and Writing: Gathering Evidence for Mentor Distinction

6. Probing Practice Using Data

7. Addressing Resistance and Difficult Conversations

8. Moving from Consulting to Coaching Metacognition for Self-Reflection

9. Advocating for Effective Teaching

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Unpacking Module 1 - Session Outcomes

- Establish a community of learners and conditions for learning that creates a sense of safety, support, and risk-taking.

- Understand Louisiana Student Standards in their discipline, Disciplinary Literacy standards, how those standards progress within and across the grade levels, and how they develop student learning to meet grade-level assessments.

- Understand teacher preparation general and content-specific competencies and content pedagogy competencies.

- Understand roles, responsibilities, expectations, and distinction criteria and process.

- Use resources to identify mentor areas of growth and write growth goals.

- Develop partnership agreements to build relationships with residents and new teachers.

Unpacking Module 1 - Agenda

- Overview of training and today's session

- Learning teams

- Mentor distinction criteria, self-assessment, and goal setting

- Mentor roles and responsibilities

- Standards, competencies, curriculum alignment

Unpacking Module 1 - Learning Teams

- Purpose: Create content and level alike learning teams to enhance individual and collective learning, support application of learning in practice, and provide opportunities for collaboration to deepen learning.

- Group into learning teams of 5-6 by grade level (primary, intermediate, middle, high school, if necessary) and content (adapted for content areas as needed).

Unpacking Module 1 - Mentor Distinction Criteria

Guiding questions:

- What are the criteria for mentor distinction?
- How will this training improve my knowledge and skills as a mentor?
- What are my strengths and opportunities for growth?
- What is my learning goal related to the mentor distinction criteria?

Tasks:

- Individually identify areas of strength and opportunities for growth.
- Write individual learning goals for training.
- Share learning goals with team members.

Unpacking Module 1 - Mentor Roles & Responsibilities

Guiding questions:

- How do you depict mentoring?
- What are the nine essential roles of mentor teachers?
- How do mentors support new and resident teachers?
- How do mentors determine which role is best in any given situation?
- What is the appropriate balance of roles?
- How does the time allocated for the role change over time?

Unpacking Module 1 - Mentor Roles & Responsibilities

Key Roles of Teacher Mentors:

1. Resource Provider
2. Data Coach
3. Curriculum Specialist
4. Instructional Specialist
5. Classroom Supporter
6. Learning Facilitator
7. School Leader
8. Catalyst for Change
9. Learner

Unpacking Module 1 - Mentor Roles & Responsibilities

Learning Design:

- Whole-group introduction to mentoring.

- Create visual representation of mentoring.

- Introduce nine roles and ways mentors support teachers.

- Describe mentor role function, knowledge, skills, and challenges.

- Create individual circle graphs on how mentors spend their time.

- Discuss how roles shift over time due to different factors and share with teams and larger group.

Unpacking Module 1 - Standards, Competencies, & Curriculum Alignment

Guiding questions:
- How do the following contribute to, support, and guide teacher practice and student learning?
  - Student content standards
  - Teacher preparation competencies
  - Teacher performance criteria--Compass rubric
  - Curriculum resources (ELA Guidebooks 2.0, Eureka math, LDOE website, etc.)
  - Mentor distinction criteria

Unpacking Module 1 - Standards, Competencies, & Curriculum Alignment

Learning Design:

- Review the major components of www.louisianabelieves.com website.
- Overview the five parts of the task. (10 min.)
- Show video on ELA guidebooks or Eureka Math for content specific sessions.
- In learning teams, complete each part of the learning task as described in the slides. (60 min.)
- Complete graphic prior to break so the gallery walk can occur immediately after break. (10 min.

Unpacking Module 1 - Standards, Competencies, & Curriculum Alignment

Learning Design

Learning teams will explore:

- Part 1: Louisiana Student Content Standards

- Part 2: Content Standards and Teacher Preparation Competencies

- Part 3: Curriculum and Content Standards

- Part 4: Relationship/Interdependence among core elements

- Part 5: Messages to resident/novice teachers

Content and Mentor Training Logistics

Mentor Teacher Training Dates and Locations

Mentor Teachers will be divided into four groups based on the teachers they support:

- Secondary ELA
- Secondary math

Elementary (math & ELA)

Universal (all other subject areas)

Mentor Teachers are further divided into one of 7 cohorts depending on location and teaching assignment. **Each cohort will have different training dates and locations.**

Days	Cohort #1	Cohort #2	Cohort #3	Cohort #4	Cohort #5	Cohort #6	Cohort #7
2	Nov. 27-28	Nov. 29-30	Nov. 29-30	Nov 27-28	Nov. 29-30	Nov. 27-28	Dec. 11-12
2	Jan. 25-26	Feb. 5-6	Dec. 18-19	Dec. 13-14	Jan. 10-11	Jan. 8-9	Jan. 8-9
2	Feb. 26-27	Feb. 22-23	Feb. 26-27	Feb. 15-16	Feb. 22-23	Feb. 20-21	Feb. 28-Mar. 1
2	Mar. 19-20	Mar. 21-22	Mar. 22-23	Mar. 20-21	March 19-20	Mar. 26-27	Mar. 26-27
1	Apr. 4	Apr. 5	Apr. 4	Apr. 3	Apr. 5	Apr. 4	Apr. 5
Location	**New Orleans**	**Baton Rouge**	**Lafayette**	**Ruston**	**Alexandria**	**Alexandria**	**Alexandria**
Focus	**K-5 General**	**K-5 General**	**K-5 General**	**K-5 General**	**Secondary Math**	**Secondary ELA**	**Secondary Universal**

Content Leader Training Dates and Locations

All 2017-2018 Content Leader trainings will take place in **Alexandria, LA.**

ELA Content Leaders	Math Content Leaders
- Week of November 27 (2 days) - Week of January 8 (2 days) - Week of February 19 (2 days) - Week of March 19 (2 days) - Week of April 23 (1 day) 2018 Teacher Leader Summit (May 29): Content Leader distinction award ceremony	- Week of November 27 (2 days) - Week of January 22 (2 days) - February 16 (1 day) - Week of March 5 (2 days) - Week of April 2 (2 days) 2018 Teacher Leader Summit (May 29): Content Leader distinction award ceremony