

**CONTENT  
LEADER**

**MENTOR  
TEACHER**

# Content Leaders & Mentor Teachers: 2018-2019 Nomination Process

CL/MT Nomination Process  
March 2018

Supervisors will be able to:

- Identify the criteria to ensure high-quality teachers are selected for participation in Content Leader and Mentor Teacher training.
- Discuss the ways Content Leaders and Mentor Teachers can be used to improve instruction and meet the demands of residency expansion in school systems.
- Complete the nomination process for the 2018-2019 Content Leader and Mentor Teacher training.

1. Vision and Background
2. Content Leader and Mentor Teacher Roles
3. Content Leader and Mentor Teacher Trainings
4. 2018-2019 Nomination Process
  - Nominating Content Leaders for 2018-2019
  - Nominating Mentor Teachers for 2018-2019
5. Next steps

## **Raise your hand if you...**

currently have educators participating in the first cohort of Content Leaders.

currently have educators participating in the first cohort of Mentor Teachers.

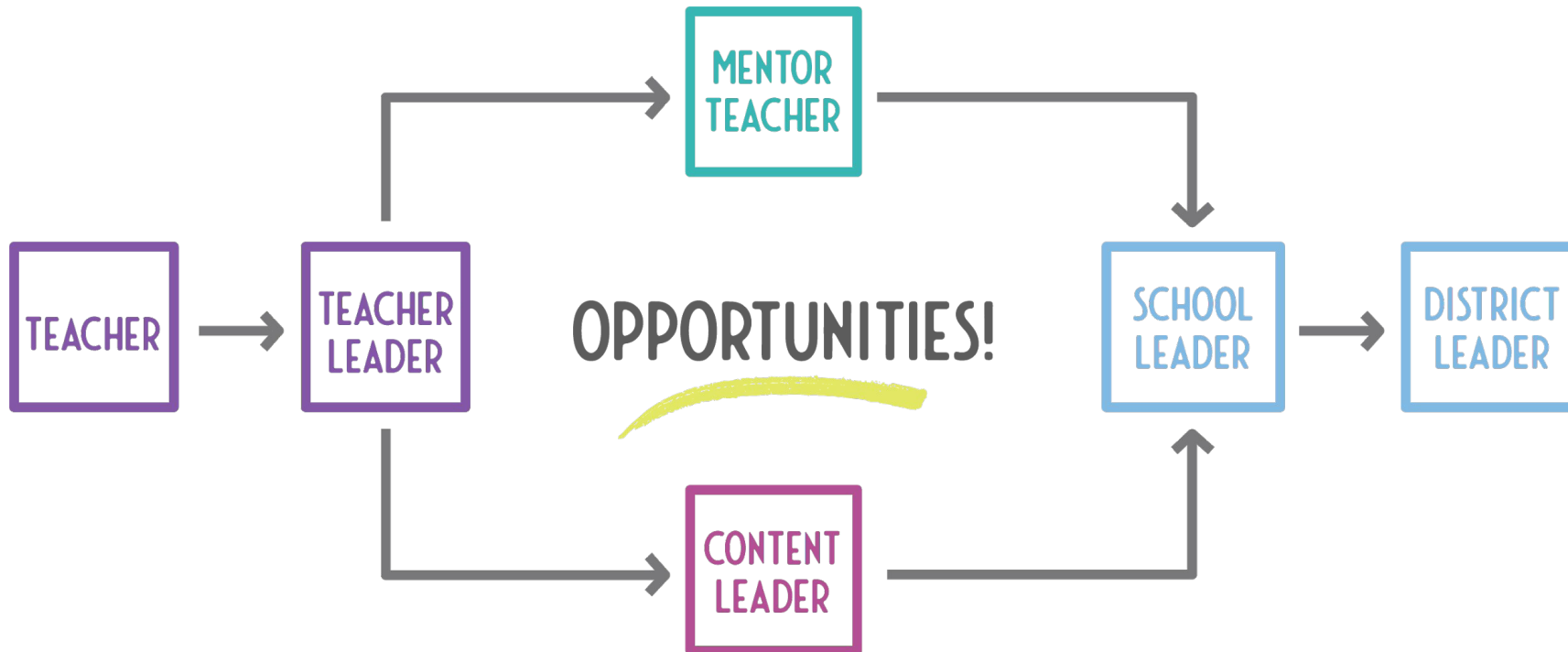
are hosting undergraduate residents as part of a Believe and Prepare pilot.

attended the Content Leader/Mentor Teacher nomination webinar on March 8.

have attended a session about Content Leaders at a previous Collaboration.

have attended a session about Mentor Teachers at a previous Collaboration.

# Vision for Content Leaders & Mentor Teachers



## 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

# Content Leader and Mentor Teacher Roles

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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*

## Content Leaders:

- Provide content- and curriculum-specific professional development to teachers in their district using turnkey session materials
  - Lead PLCs
  - Lead sessions at school and district PD days



## Mentor Teachers:

- Host a resident in an undergraduate teacher program that is part of the Believe and Prepare expansion of yearlong residencies and co-teach with them for the full school year.
- Provide one-on-one coaching for educators including reviewing instructional materials and student work samples and leading frequent observation/feedback cycles.
  - *Residents in a post-baccalaureate program*
  - Other teachers who need support

## Content Leader or Mentor Teacher?

Workforce reports indicate that you have high turnover in a particular school/subject. Your district often struggles to attract student teachers and/or year-long residents. **Mentor Teacher**

Your district is using Eureka, but popping into classrooms reveals students are often just watching the teacher do math or copying math from the board, which is not how the curriculum was **Designed**. **Content Leader**

You have a number of post-bac candidates who could benefit from ongoing, job-embedded, one-on-one coaching. **Mentor Teacher**

Your district is adopting ELA Guidebooks 2.0 for the first time in 2018-2019. You plan to bring in a [vendor](#) to support implementation but want to provide additional school-based training for your teachers as well. **Content Leader**



# Content Leader & Mentor Teacher Trainings

# Content Leader and Mentor Teacher Trainings

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Both Content Leaders and Mentor Teachers receive nine days of in-person training.

## Content Leaders

- Leading PD for groups of educators
- Deeper focus on content, content pedagogy, and curriculum

- Content, content pedagogy, and curriculum
- Adult learning theory

## Mentor Teachers

- Providing 1-on-1 coaching
- Deeper focus on [Teacher Preparation Competencies](#)

Content Leaders and Mentor Teachers who attend all of the trainings *and* successfully complete the competency-based performance assessment indicating that they have the knowledge and skill to support other teachers will receive distinction.

This earned distinction will recognize the additional expertise that Content Leaders and Mentor Teachers bring to their schools and districts, build a progression in the teacher role, and support educators if they choose to pursue a principalship.

Though Mentor Teachers and Content Leaders create many of the artifacts needed to earn distinction through the course of the trainings, participants can expect to spend approximately 20 hours outside of the trainings to complete this process.

**Content Leaders can help provide content- and curriculum-specific PD to teachers in their district via PLCs and school and district PD days.**

Content Leaders receive:

1. 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.
2. Free access to and training on 36 hours of turn-key ELA (grades 3-10) or math (grades K-9) content modules to use to train fellow educators

**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 sessions range from 60-75 minutes. Examples:
  - Thirty-six, 1-hour sessions in PLCs throughout the year
  - Four, 6-hour sessions as part of in-service days + six, 2-hour sessions on days students are released early from school for teacher PD
- 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





# 2018-2019 Math Content Leader Trainings

Cohort	Location	Training day 1	Training days 2-5	Training days 6-7	Training days 8-9
Elementary math (southeast)	New Orleans	May 29 (Teacher Leader Summit, New Orleans)	July 10-13	September 24-25	December 3-4
Elementary math (southwest)	Lafayette	May 31 (Teacher Leader Summit, New Orleans)	July 30-Aug 2	September 27-28	December 6-7
Elementary math (north)	Shreveport	May 31 (Teacher Leader Summit, New Orleans)	July 30-Aug 2	September 27-28	December 6-7
Secondary math (south)	New Orleans	May 29 (Teacher Leader Summit, New Orleans)	July 10-13	September 24-25	December 3-4
Secondary math (north)	Shreveport	May 31 (Teacher Leader Summit, New Orleans)	July 30-Aug 2	September 27-28	December 6-7

Training Day	Dates and Locations
1 - 4	Week of July 23 - 27 (New Orleans or Baton Rouge, TBD)
5 - 6	Tuesday, 9/18 - Wednesday, 9/19 (Marksville)
7 - 8	Monday, 10/29 - Tuesday, 10/30 (Marksville)
9	Tuesday, 12/11 (Marksville)

# Mentor Teacher Training

To meet the growing need for Mentor Teachers due to the expansion of the Believe and Prepare program, 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



# 2018-2019 Mentor Teacher Training Dates

Cohort	Location	Days 1	Days 2-3	Days 4-5	Days 6-7	Day 8-9
<b>Elementary 1</b>	New Orleans	Summit (5.29) Or week of 6.4.18	week of 6.18.18	week of 7.23.18	week of 11.5.18	week of 1.28.19
<b>Elementary 2</b>	New Orleans	Summit (5.29) Or week of 6.4.18	week of 6.25.18	week of 7.30.18	week of 11.12.18	week of 2.4.19
<b>Elementary 3</b>	Baton Rouge	Summit (5.29) Or week of 6.4.18	week of 6.18.18	week of 7.23.18	week of 11.5.18	week of 1.28.19
<b>Elementary 4</b>	Baton Rouge	Summit (5.29) Or week of 6.4.18	week of 6.25.18	week of 7.30.18	week of 11.12.18	week of 2.4.19
<b>Elementary 5</b>	Lafayette	Summit (5.31) Or week of 6.4.18	week of 6.18.18	week of 7.23.18	week of 11.5.18	week of 1.28.19
<b>Elementary 6</b>	Lafayette	Summit (5.31) Or week of 6.4.18	week of 6.25.18	week of 7.30.18	week of 11.12.18	week of 2.4.19
<b>Elementary 7</b>	Ruston	Summit (5.31) Or week of 6.4.18	week of 6.18.18	week of 7.23.18	week of 11.5.18	week of 1.28.19

# 2018-2019 Mentor Teacher Training Dates

Cohort	Location	Days 1	Days 2-3	Days 4-5	Days 6-7	Day 8-9
<b>Secondary Math 1</b>	Ruston	Summit (5.31) Or week of 6.4.18	week of 6.25.18	week of 7.30.18	week of 11.12.18	week of 2.4.19
<b>Secondary Math 2</b>	Baton Rouge	Summit (5.29) Or week of 6.4.18	week of 6.11.18	week of 7.9.18	week of 10.29.18	week of 1.21.19
<b>Secondary ELA 1</b>	Ruston	Summit (5.31) Or week of 6.4.18	week of 6.11.18	week of 7.9.18	week of 10.29.18	week of 1.21.19
<b>Secondary ELA 2</b>	Baton Rouge	Summit (5.29) Or week of 6.4.18	week of 6.25.18	week of 7.30.18	week of 11.12.18	week of 2.4.19
<b>Secondary Universal 1</b>	Ruston	Summit (5.31) Or week of 6.4.18	week of 6.11.18	week of 7.9.18	week of 10.29.18	week of 1.21.19
<b>Secondary Universal 2</b>	Baton Rouge	Summit (5.29) Or week of 6.4.18	week of 6.25.18	week of 7.30.18	week of 11.12.18	week of 2.4.19

# Our Partners

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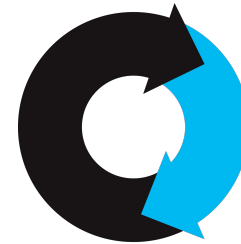
Trainings are developed and led by national experts whom the LDOE identified through an RFP process.



[UT - Dana Center](#)



[SchoolKit Group](#)



Teaching Lab

[Teaching Lab](#)



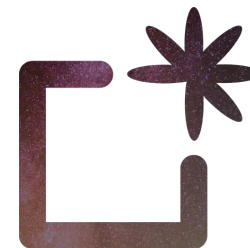
[Digital Promise](#)



[Learning Forward](#)



[Bespoke Event Group](#)



[BloomBoard](#)

**98%** of participants agree that the training met its intended goals and **98%** are satisfied with the training overall.

“It's hard to choose just one part that will help me the most, since all the information was so relevant. I really benefited from the deep listening information and activity because it helped me to reflect on how well I listen to others and the reason why deep listening is so crucial to success.”

“Learning about pre-planning conversations was most impactful because typically I am thinking about observations and debriefs.”

“I cannot say thank you enough for such a wonderful, impactful experience. I have learned so much over the course of these conferences! A huge thanks to everyone who has made this possible for us as teachers. I am super excited for the next meeting!! I can't wait!! These trainings have revolutionized my teaching ability but also has sparked so much desire to want to spread this valuable information to as many teachers as possible.”

“The most impactful part of this session was to establish a partnership agreement. It will set the parameters and boundaries and help to guide the interactions between mentor and mentee.”

# 2018-2019 Nomination Process

# Why Nominate?

CONTENT  
LEADER

MENTOR  
TEACHER

- Build a cadre of talented educators in your district who have the skills and knowledge needed to support other teachers
- Prepare Mentor Teachers to support the state-wide scaling of year-long residencies.
- Increase student achievement
- Provide a career opportunity that allows you to keep your most talented teachers in the classroom, while providing those teachers an opportunity to have a larger impact in their schools
- Provide your teachers an opportunity to earn distinction as a Mentor Teacher or Content Leader

This year, districts will submit one [form](#) to nominate their Content Leaders and Mentor Teachers.

It is **not** possible for educators to complete both trainings in the same year. Therefore districts should not nominate the same educators for both trainings.

# Nomination Timeline

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- March 7**      [Nomination form](#) released
- March 8**      Informational webinar for district and school leaders  
Thursday, March 8, 1:00-2:00
- March 13, 14, 23**      Information session for district supervisors at March Collaborations
- March 26**      **Nomination forms due**
- April 20**      2018-2019 Mentor Teachers, Content Leaders and SRCL grant recipients\*  
announced
- Summer 2018**      Training starts for 2018-2019 Content Leaders and Mentor Teachers

\* Pending BESE approval in June



# Nominating Content Leaders for 2018-2019

# Content Leader Cohort 2 Size

	ELA (3-10)	Math (K-9)	Total
<b>Year 1 (2017-2018)</b>	100	100	200
<b>Year 2 (2018-2019)</b>	<b>250</b>	<b>250</b>	<b>500</b>
<b>Year 3 (2019-2020)</b>	250	250	500
<b>Years 4+</b>	TBD	TBD	TBD

Content Leader seats will be distributed fairly across districts based on district size and interest.

Districts are not allocated a specific number of seats each but are encouraged to follow these guidelines:

- Single site: up to 5 nominees
- Small district: up to 15 nominees
- Medium district: up to 25 nominees
- Large district: up to 40 nominees

List nominees in order of preference, starting with your first choice.

At least 75% of Content Leader nominees must be current classroom teachers

# Eligibility & Requirements

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

- 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)
- **Belief in the pedagogical approach taken by the Guidebooks 2.0 or Eureka/Zearn curricula**
- **Desire to lead professional development** for ELA (3-10) or math (K-9) teachers using free, turnkey modules grounded in the Guidebooks 2.0 or Eureka/Zearn curricula
- Natural ability to build **strong relationships** with colleagues
- **Strong communication skills**
- **Commitment to continuous learning and improvement**
- **Ability fulfill the commitments required of Content Leaders** including attending all trainings and completing any additional work associated with the distinction process (~90 hours total)

# Eligibility & Requirements

## Preferred:

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

**Based on these criteria and the goals of this role – to lead curriculum-specific professional development to teachers via PLCs and school/district PD days – whom might you nominate for this role?**

# Training Costs

**Cost per Content Leader: \$3,500**

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

Possible funding sources:

- **SRCL** (*ELA Content Leaders only*)
- **Title I - School Redesign**
- Title I
- Title II
- MFP
- IDEA (*Content Leaders who are special education teachers only*)

# Training Costs - SRCL

**SRCL funds can be used to pay for ELA Content Leaders (\$3,500 pp + travel).**

The LDOE awarded 56 SRCL subgrants to [school systems in January](#) and plans to award 24 additional subgrants this spring. School systems that received a subgrant in January may apply but priority will be given to those that have not received a subgrant.

The Content Leader nomination form will double as the SRCL application for those districts who have not already received SRCL funds this year.

Jill Slack will reach out to those districts who submit a Content Leader nomination form and who have not already been awarded a SRCL grant with more information about how to access these funds to pay for Content Leaders.

Contact [jill.slack@la.gov](mailto:jill.slack@la.gov) with questions related to the SRCL grant.

# Nominating Mentor Teachers for 2018-2019

# Mentor Teacher Cohort 2 Size

	Total
Year 1 (2017-2018)	500
Year 2 (2018-2019)	<b>1000</b>
Year 3 (2019-2020)	1000
Years 4+	TBD

In order to ensure that there are enough Mentor Teachers to support the state-wide expansion of yearlong residencies, the Department is training a total of 2,500 Mentor Teachers.

Seats are allocated based on district size and number of new teachers hired over the past three years.

Rural districts that are part of the Teacher Incentive Fund (TIF) will have priority and will have a larger allocation of seats in the training. See the [allocation document](#) for specific allocations.



# Training Costs: Mentor Teachers

There is **no participant fee** for Mentor Teacher training. The Department is offering this training free to school systems for three years 2017-2018 through 2019-2020.

Mentor Teachers or their employers are responsible for travel costs.

# Mentor Teacher Criteria

To ensure districts have their best teachers support and develop their new teachers, districts should identify a select groups of teachers to target recruitment efforts, including teachers who have earned earned Highly Effective ratings.

Characteristic of high-potential mentor teachers:

- 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

# Complete the Nomination Form

- Complete the information required for each teacher you would like to nominate for Mentor Teacher Training.
- List nominees in ranking order. For example, the first teacher on your list is the one you most want to attend training.
- It is possible that additional seats will be available in the training. While districts are only guaranteed the number of seats allotted, districts may nominate additional teachers **in rank order** should additional seats be available.
- Teachers may be nominated to attend training even if they are not currently hosting a resident or serving as a mentor but may do so in the future.
- LEAs should collaborate with preparation providers to determine who should have an opportunity to attend this training.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	LEA name (Select from drop-down list.)	LEA code (Automatic)	School Site Name (Select from drop-down list.)	Site code (Automatic)	TIF (Automatic)	Mentor Teacher Last Name	Mentor Teacher First Name	Mentor Teacher Email Address	Mentor Teacher SSN	Mentor Teacher Certificate Number	Subject Mentor is teaching	Grade level Mentor is teaching	Is this person mentoring a yearlong resident in 2018-19?		
2	Orleans Parish	#REF!	Church Point Middle School	#REF!	#REF!	Shining	Bright	shingbright@	123456789	123456			Yes		
3		#REF!		#REF!	#REF!										
4		#REF!		#REF!	#REF!										
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# Best Practices for Nominating Content Leaders & Mentor Teachers

- Notify your nominees
- Confirm that each nominee can attend all nine days of training and complete the work necessary to earn distinction (~90 hours total)
- Notify the direct supervisor of each nominee and ensure each supervisor has agreed to allowing the educator to participate in the program
- Share the purpose of the training with nominees' supervisors and ensure they are invested in partnering with their Content Leader and/or Mentor Teacher to maximize the role

The LDOE will offer a session for supervisors of Content Leaders and Mentor Teachers at the Teacher Leader Summit in May. Please encourage these supervisors to attend.

Having an **application process** that allows all teachers who meet the minimum criteria to apply, allows the district to generate a large pool of teachers interested in serving in this role.

- The role of the Mentor Teacher and Content Leader will have certain commonalities across the state. Districts will need to determine exactly what they want their Mentor and Content Leader roles to look like.
- The Believe and Prepare [toolkit](#) has a sample job description for mentor teachers that can be customized to fit the specific needs of each district.
- Mentor teachers and Content Leaders need to have a clear understanding of their basic duties, who will support them, and where they can go for support.

**Interviewing** potential Content Leaders and Mentor Teachers as a part of the recruitment process is a step that districts should consider.

- Conducting interviews of Mentor Teachers and Content Leaders will help ensure that districts are identifying individuals who have a willingness and ability to meet the demands of the position.
- The Believe and Prepare library provides direction on mentor teacher interviews in the Mentor Teacher Recruitment and Training Guidance [toolkit](#).

## Interview Best Practices

Provide opportunities for applicants to role play various aspects of the position, for example:

- have applicants watch a teaching video and determine an area of strength and weakness in pedagogy and content
- provide a scenario involving a problem a mentee is having and have the candidate role play the conversation they would have
- share observation data on a mentee and ask the candidate to analyze the data and set a goal for the mentee
- ask what motivates them to coach others and serve in a leadership role

# Next Steps



1. **Submit your Content Leader and Mentor Teacher [nomination form](#) by Monday, March 26.**
2. **Send us your feedback.** Email [LouisianaTeacherLeaders@la.gov](mailto:LouisianaTeacherLeaders@la.gov) or [BelieveandPrepare@la.gov](mailto:BelieveandPrepare@la.gov) if you have any questions or are interested in popping into any of the trainings

# Appendix

# Content Leaders vs. Mentor Teachers

CONTENT LEADER

MENTOR TEACHER

	Content Leaders	Mentor Teachers
Goals	<ul style="list-style-type: none"> <li>● Grow the local leadership pipeline for schools and districts by developing talented teachers within the system</li> <li>● Create a cadre of talented educators who have the knowledge and skills to coach and support other teachers within their schools and districts</li> </ul>	<ul style="list-style-type: none"> <li>● Grow the local leadership pipeline for schools and districts by developing talented teachers within the system</li> <li>● Create a cadre of talented educators who have the knowledge and skills to coach and support other teachers within their schools and districts</li> </ul>
Training Days	<ul style="list-style-type: none"> <li>● Nine, in-person, required</li> </ul>	<ul style="list-style-type: none"> <li>● Nine, in-person, required</li> </ul>
Training Focus	<ul style="list-style-type: none"> <li>● <i>Deep</i> content, pedagogy, curriculum</li> <li>● Leading curriculum-focused PD for groups of educators using turnkey modules</li> </ul>	<ul style="list-style-type: none"> <li>● Content, pedagogy, curriculum, teacher preparation competencies</li> <li>● Providing one-on-one coaching for new and resident teachers</li> </ul>
Cost	<ul style="list-style-type: none"> <li>● \$3,500 pp plus travel</li> </ul>	<ul style="list-style-type: none"> <li>● \$0 pp plus travel</li> </ul>
Earn Distinction	<ul style="list-style-type: none"> <li>● Yes</li> </ul>	<ul style="list-style-type: none"> <li>● Yes</li> </ul>