

Louisiana Believes

Building Your School System's Leadership Pipeline

November 2018

Objectives

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- Understand the state-led initiatives designed to support school systems in **building a pipeline of school leaders** (25 min)
- Begin to **draft a plan** for building your school leadership pipeline (25 min)



School Improvement Planning Process



CREATE A PLAN

Districts review data in the secure site, determine areas of need, and identify priorities for the coming year.

+



DEVELOP AN ALIGNED BUDGET

Districts determine competitive funding requests based on identified priorities and enter them in the Super App.

+



IMPLEMENT WITH SUPPORT

Districts implement approved improvement plans with support from network teams and vendor partners.

Workforce Talent in Super App



Create a Plan: Areas of Focus
Teacher Pipeline
Educator Leadership and Advancement
Principal Pipeline
High-Quality Principal Support
Educator Evaluation and Support



Workforce Talent in Super App

Areas of Focus	Indicators
Educator Leadership Advancement	<ul style="list-style-type: none">○ How many new Mentor Teachers will participate in state Mentor Teacher training? How many existing Mentor Teachers will support undergraduate residents and Post-Bac candidates?○ How many new state-trained Content Leaders will the school system add?○ Who will provide support for Mentor Teachers and Content Leaders in the school system?

Objectives

Objectives

- Understand the state-led initiatives designed to support school systems in **building a pipeline of school leaders**
 - Content Leaders and Mentor Teacher Initiative
 - Principal Fellowship Program

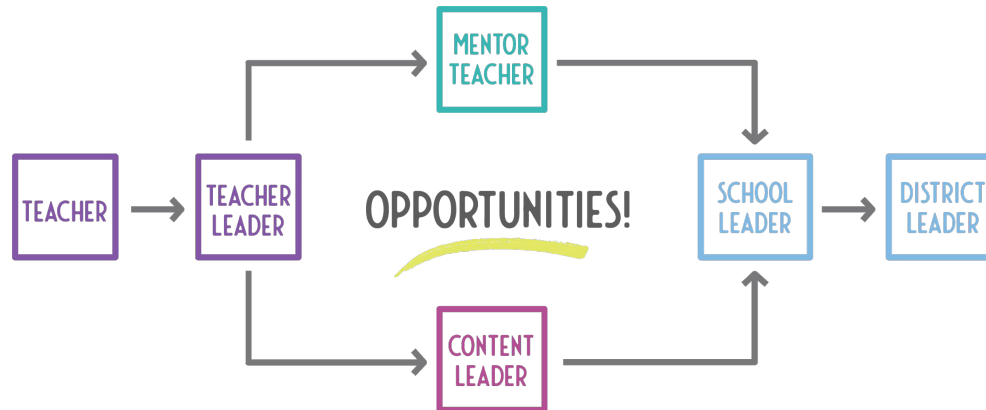
- Begin to **draft a plan** for building your school leadership pipeline



Establishing a Pipeline of Leaders

Effective school systems...

- use workforce data to **identify** and project leadership needs
- **Build** cadres of leaders who will be able to meet the identified needs
- **Support** educators to build the knowledge and skill necessary to be successful in a leadership role

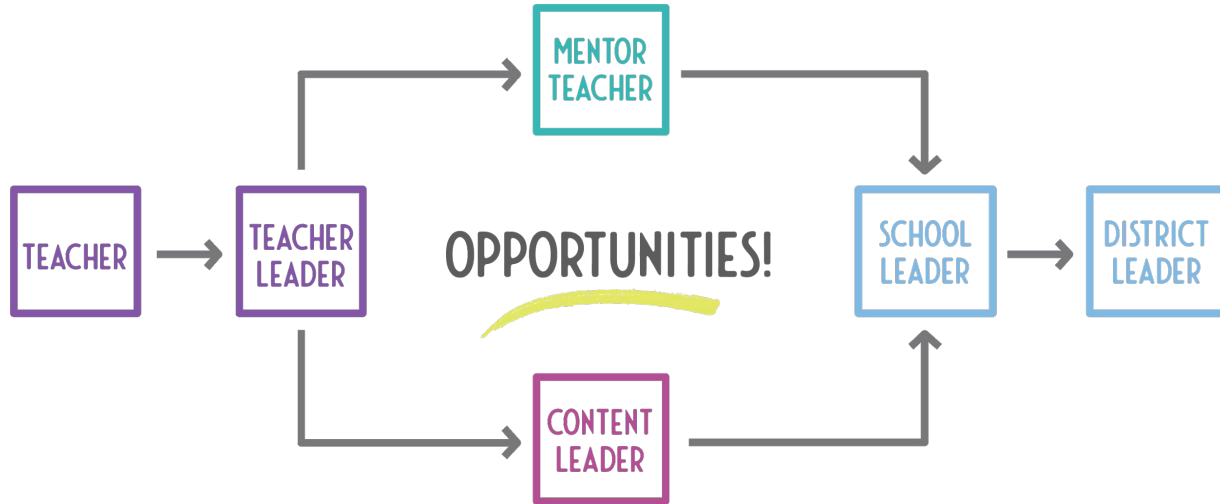




Content Leaders and Mentor Teachers

Mentors and Content Leaders: Building a Pipeline

Mentors and Content Leaders are a vital part of the leadership continuum pipeline. These roles include rigorous training that help prepare teacher leaders to become strong instructional leaders of schools.



What the Research Says...



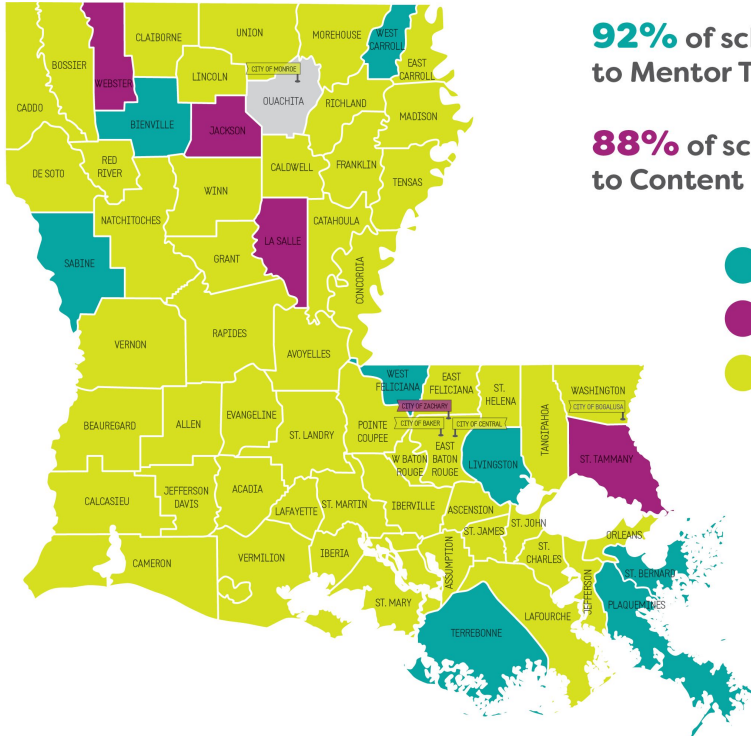
Content Leaders and Mentor Teachers

A [survey of U.S. teachers](#) this year found that 93% wish there were more opportunities to further their careers and professional skills while staying in the classroom.

A [study](#) in Tennessee found that teachers tended to be better at raising students' test scores if their supervising teacher was better than average, too. Similarly, new teachers scored better on classroom observation rubrics when they had been mentored by a teacher who also scored well on that same rubric.

A [RAND](#) study found that teachers using standards-aligned materials had more knowledge about their state standards and reported their students engaging in more standards-aligned practices.

Statewide Participation in Training



92% of school systems have sent at least one teacher to Mentor Teacher training (Cohort 1 and/or 2).

88% of school systems have sent at least one teacher to Content Leader (Math/ELA) training (Cohort 1 and/or 2).

- Mentor Teacher Training
- Content Leader Training
- Mentor Teacher & Content Leader Training

	2017-2018	2018-2019	2019-2020 (projected minimum)	Total (minimum)
Mentor Teacher	322	521	1,000	1,843
Content Leader	119	570	511	1,000

Policy Shifts

New Policy	Opportunities for Leadership Pipelines
Establish Content Leader and Mentor Teacher ancillary certificates.	Formalize classroom-based leadership roles and expand Louisiana's cadre of school-based leaders who are equipped to support new and developing teachers.
Mentor Teacher or Content Leader experience may constitute up to 40% of the individualized program in Alternative Pathway 1 and 3, and as 100 of the 240 required hours in Alternative Pathway 2. Mentor and Content Leader assessments comprise one third of an alternative school leader assessment.	Acknowledge the experience and expertise of Content Leaders and Mentor Teachers, particularly in the areas of coaching, mentoring, and instructional standards and materials.
Develop a leadership assessment series for EDL 1 certification eligibility that: <ul data-bbox="86 808 898 955" style="list-style-type: none">- is aligned to state standards- is practice based- includes components of the Louisiana Mentor Teacher and Content Leader Assessment Series	Establish a school leader assessment that builds on Mentor and Content Leader skills and experiences while maintaining fundamental school leadership content.

What Our Teachers Say...



Content Leaders and Mentor Teachers

“Personally, I have an **enthusiasm** about this; it is not just another training. ... It is something that I look forward to and something that, when I leave, I have a **toolbox** of things that I can use in my classroom the very next day.” - Secondary Content Leader

“I developed **communication skills** that I will use in coaching meetings. I also was given access to data collection tools for classroom observations that I will use. It reinforced a **powerful questioning model** that I will continue to develop.” - Mentor Teacher

“We have been doing grade level meetings for a while now, but this is the first time that I can say that **I can see the way that it should go...** You see how the different grade levels are piggy-backing off each other and then understanding that I need to use this terminology instead of that terminology.” - Secondary Content Leader

Content Leader and Mentor Teacher

Current Roles

- ELA Content Leader (elem and secondary)
- Math Content Leader (elem and secondary)
- Universal Mentor teacher
- ELA Mentor
- Math Mentor Teacher
- Elementary Mentor teacher

Coming in Spring 2019...

Intervention Content Leader

Learn more about this role at the
January Collaboratives!

Resources

Content Leader:

<https://www.louisianabelieves.com/academics/louisiana-content-leaders>

Mentor Teacher:

<https://www.louisianabelieves.com/teaching/louisiana-mentor-teachers>

Workforce Talent in Super App

Areas of Focus	Indicators
Principal Pipeline	<ul style="list-style-type: none"><li data-bbox="676 387 1651 546">○ How many principal and assistant principal vacancies are anticipated in the school system over the next two years?<li data-bbox="676 562 1719 720">○ What is the extent of the school system's internal leadership pipeline? (APs in coaching, # trained MTs, # trained CLs)<li data-bbox="676 737 1622 840">○ What is the school system's plan for meeting principal workforce needs?

Since the first release of these reports, school systems, in particular, have used the data to:

- **guide workforce decisions** related to educator compensation, placement, recruiting and hiring practices
- **build partnerships with preparation providers** to address their unique educator workforce needs
- **inform the school system planning process** to address the needs of struggling schools

Background

EDUCATOR WORKFORCE REPORTS

WHAT ARE EDUCATOR WORKFORCE REPORTS?

The district educator workforce report was developed to inform school system leaders' educator workforce decisions by providing a rich field of data. The report contains data relative to educator recruitment, promotion, compensation, and placement.

The regional educator workforce report aggregates much of the district-level data to inform partnerships between district leaders and preparation providers, who have been able to make informed decisions around preparing, supporting, and retaining strong teachers and leaders.



What the Research Says...



Many school systems face the challenge of recruiting, hiring, supporting, and retaining top talent that can meet the needs of students. School systems must implement strategies to identify, recruit, retain, coach, and compensate top talent—especially in high need schools.

Workforce Data

The research points to the strategies below as key to building a strong and stable teacher workforce.

- use data to understand what their needs are, and project what their needs will be
- build partnerships with preparation providers to target short-term and long-term workforce needs
- establish career ladders to retain their most effective teachers
- implement support structures for new teachers and leaders

Workforce Talent in Super App

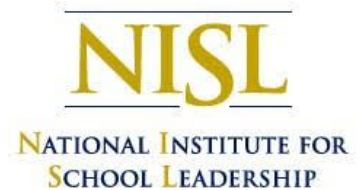
Areas of Focus	Indicators
High Quality Principal Support	<ul style="list-style-type: none"><li data-bbox="672 386 1709 547">○ Who will provide principal coaching in the school system? How many principals and assistant principals will participate in this training?<li data-bbox="672 620 1746 718">○ Will the vendors listed above provide coaching for all CIR and UIR schools?



Principal Fellowship

Partnership with the National Institute of School Leadership

- **WHO:** Current school leaders, aspiring school leaders, school system staff
(Currently serving 100 fellows in our fourth cohort)
- **WHAT:** Executive Development Program: The year-long fellowship strives to help school leaders become visionary drivers of change, instructional leaders, strategic thinkers, and creators of just, fair, and caring school cultures.
- **WHERE:** Currently operating in three cluster cohorts, locations depend on enrollment
(Cohort 4: Hammond, Monroe, Lake Charles)
- **WHEN:** 12 units over the course of a school year (*Averages one/month*)




UNITS OF STUDY

UNIT 1




The Educational Challenge

UNIT 2



The Principal as Strategic Thinker

UNIT 3



Elements of Standards-Aligned Instructional Systems


Course Two

UNIT 4




Foundations of Effective Learning

UNIT 5



Leadership in the Instructional Core - Part 1

UNIT 6



Leadership in the Instructional Core - Part 2


UNIT 7



Coaching for High Quality Teaching


Course Three

UNIT 8



Promoting the Learning Organization

UNIT 9



Teams for Instructional Leadership

UNIT 10



Ethical Leadership for Equity

UNIT 11




Driving and Sustaining Transformation

UNIT 11r



Driving and Sustaining Transformation - Revised

UNIT 12



Final Case Simulation and Presentations

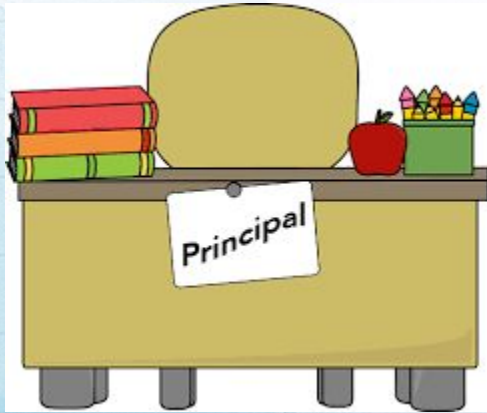
What the Research Says...



Principal Fellowship

- Multiple state-wide studies conducted by third-party research teams have found that the program improves school leadership and leads to statistically significant gains for students at all school levels and across multiple subjects. This evidence is essential for Louisiana to utilize federal education funds under The Every Student Succeeds Act (ESSA), which demands evidence-based interventions.
- RAND and the Bush Institute recently conducted comprehensive reviews of school leadership programs' research and the EDP was the only program that had research which met both organizations' thresholds for the rigor of research and the positive impact on student learning.

What Our School Leaders Say...



Principal Fellowship

As a 30 year educator, I have thoroughly enjoyed the continued stretch in learning and affirmation of positive actions that this format has provided for me. It will make me **more effective** personally and professionally. *(Cohort 3, Lafayette)*

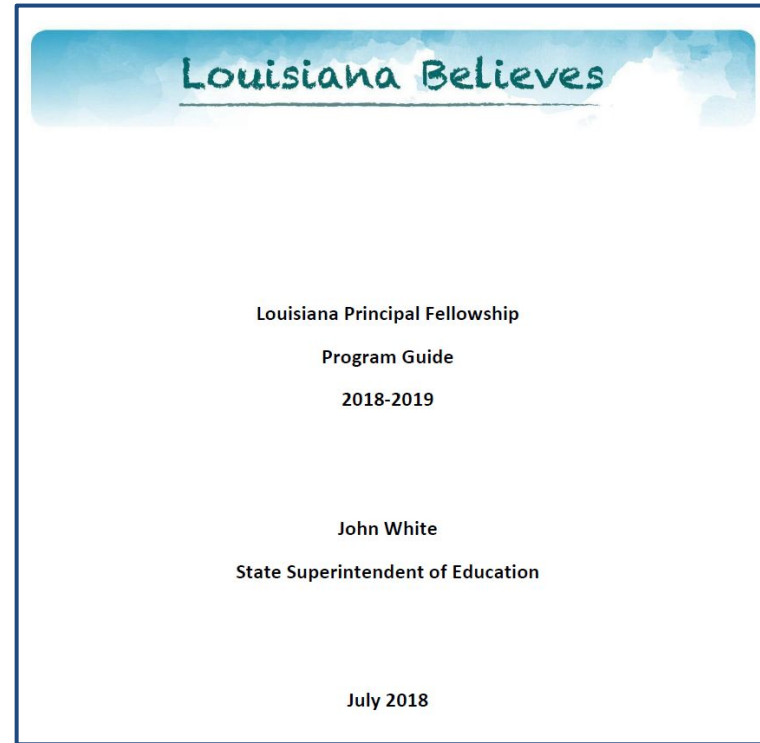
Everything from this unit is so **relevant to my day to day job**. I wish I could implement everything immediately however I now understand when to act and when to examine things. I am grateful for this opportunity. *(Cohort 3, Hammond)*

You really **made me think like a scientist** and a mathematician. Now I know what to look for in my math and science classrooms. *(Cohort 3, Shreveport)*

Resources

Principal Fellowship:

- [Louisiana Principal Fellowship Program Guide 2018-2019](#)



Questions



Please contact Brooke.Molpus@la.gov,
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for questions.

Thank you for your time.