

CONTENT
LEADER

MENTOR
TEACHER

Content Leader & Mentor Teacher Distinction

Teacher Leader
Collaborations
September 2018

Objectives

- Share best practices and help each other solve problems as it relates to your work as a Content Leader or Mentor Teacher in your schools and school systems
- Provide each other with support to successfully complete the distinction process
- Develop a strong community and esprit de corps with colleagues

Agenda

- Vision & Background
- Distinction Overview
- Policy Updates
- Collaborative Time

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Vision & Background

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 school systems
2. Grow the local leadership pipeline for schools and school systems by developing talented teachers within the system

Content Leader and Mentor Teacher Roles

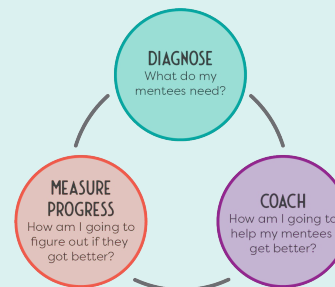
Content Leaders

- 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

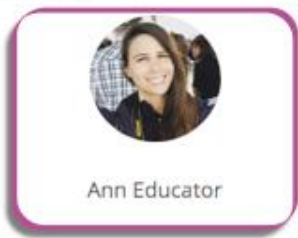


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Distinction Overview

Distinction Pathway



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

Adult Group Learning Facilitation

Facilitate purposeful Content process When to the

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**

<input checked="" type="radio"/> Demonstrated	<input type="radio"/> Progressing	<input type="radio"/> Not Met
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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.



(remember to annotate)

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!

Submit

Content Leader and Mentor Distinction

Content Leaders

- [Content Leader Pathway to Distinction](#)
- [ELA Content Leader Assessment Summary](#)
- [Math Content Leader Assessment Summary](#)
- [Distinction webinar for year 1 Content Leaders](#) (May 2018)

Mentor Teachers

- [Mentor Teacher Pathway to Distinction](#)
- [Elementary Mentor Teacher Assessment Summary](#)
- [Secondary ELA Mentor Teacher Assessment Summary](#)
- [Secondary Math Mentor Teacher Assessment Summary](#)
- [Universal Mentor Teacher Assessment Summary](#)
- [Distinction webinar for year 1 Mentor Teachers](#) (May 2018)

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Policy Updates

Building on a Strong Foundation

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](#) pilot program. Starting in July 2018, all teacher preparation programs in Louisiana will 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.

Policy Shifts: Overview

Mentor Teachers and Content Leaders can play an important role by providing ongoing, school-based, curriculum-specific training to teachers while also creating a leadership pipeline for top talent.

To formalize and grow these roles, BESE will consider policy shifts that would:

- 1) Establish **Mentor Teacher and Content Leader certificates** that would be required for service in each role
- 2) Ensure that service in the Mentor Teacher and Content Leader roles contributes to **attainment of the EDL 1.**

Taken as a whole, these shifts will grow Louisiana's cadre of school-based leaders, increase new principals' knowledge and understanding of Tier 1 curricula and its implementation, and strengthen leaders' coaching and mentoring skills.

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Collaborative Time

Collaborative Time

You will have the opportunity to join up to two different tables – each for 20 minutes.

The goal of this time is to work with your colleagues to:

- Share best practices and help each other solve problems as it relates to your work as a Content Leader or Mentor Teacher in your schools and school systems
- Provide each other with support to successfully complete the distinction process

Table Topics

Table 1	Table 2	Table 3	Table 4	Table 5	Table 6
Create a plan for completing the MT distinction assessments	Get support with the MT distinction assessments	Discuss how to maximize your impact as a MT	Create a plan for completing the CL distinction assessments	Get support with the CL distinction assessments	Discuss how to maximize your impact as a CL

Directions

1. Decide which table you would like to join first
2. Introduce yourself to your tablemates and review the objectives and questions on your table (2-3 min)
3. Discuss (15 min)
4. Summarize next steps (2 min)
5. Choose a second table. Rinse and repeat.

We will call out when you should be transitioning from one part of the conversation to another.

Questions?

General questions about Content Leaders: LouisianaTeacherLeaders@la.gov

General questions about Mentor Teachers: BelieveandPrepare@la.gov

Technical questions about distinction assessments: Support@bloomboard.com