Content Leaders & Mentor Teachers

Supervisor & Principal Collaborations

November 2017

Objectives

- Describe how the Mentor Teacher and Content Leader trainings align to your goals for for teacher professional development and for developing a talent pipeline

- Provide feedback on the scope and sequence for Mentor Teacher modules, Content Leader modules, and content modules

- Share initial thoughts on the structures you might create/use/modify within your system to maximize the impact of these Mentor Teachers and Content Leaders

Agenda

- Content Leader Vision & Background
- Content Leader Training
- Mentor Teacher Vision & Background
- Mentor Teacher Training
- Q & A

Content Leader
Vision & Background
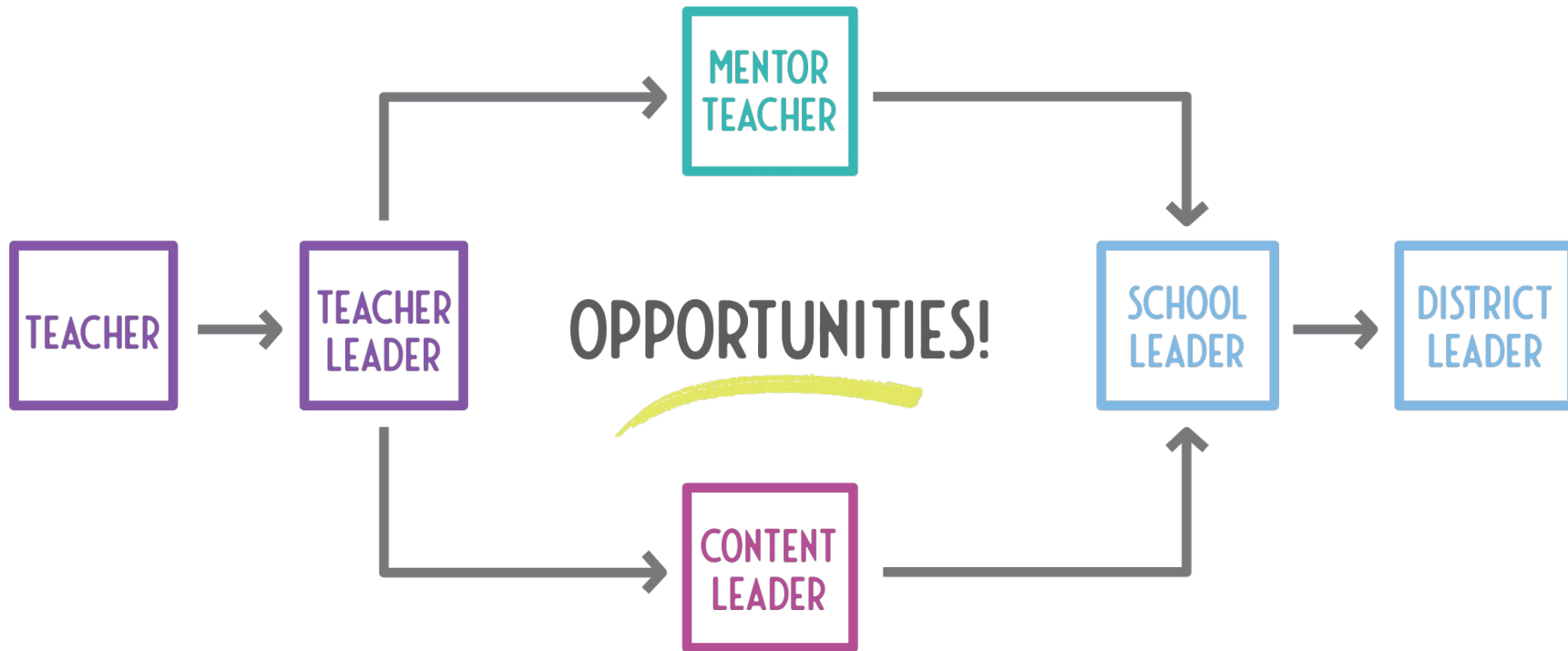
Develop Local Talent

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

Connection to Curriculum, Assessment & PD

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.

Connection to Curriculum, Assessment & PD

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.

curriculum implementation scale

Content Leader Trainings

Content Leader Trainings

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

To accomplish this, Content Leaders will receive:

- Nine (9) days of free, 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.
- 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)
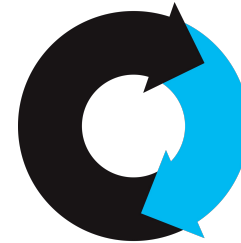
Content Leader Trainings

Trainings will be developed and led by national experts whom the LDOE identified through an RFP process.
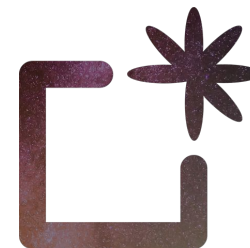
UT - Dana Center

SchoolKit Group

Teaching Lab

Digital Promise

Learning Forward

Bespoke Event Group

BloomBoard

Content Leaders

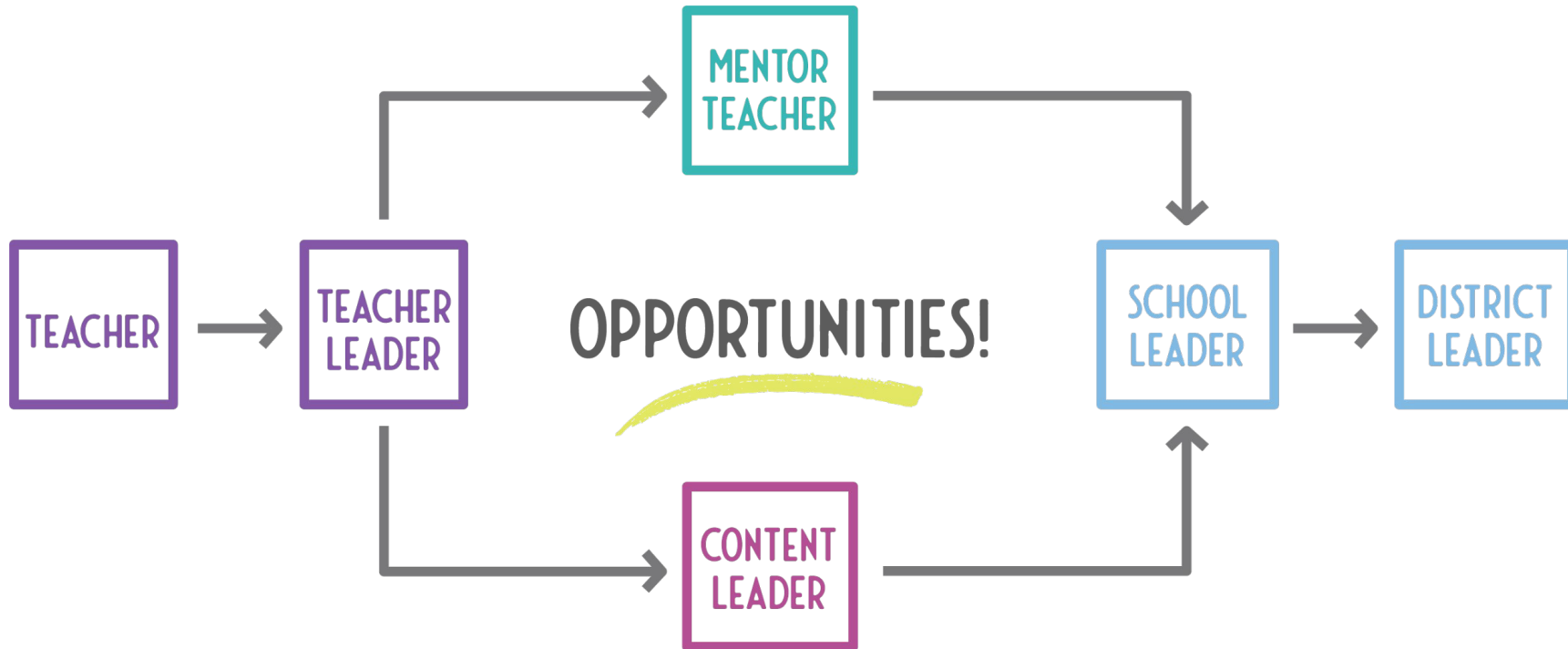|	ELA Content Leaders	Math Content Leaders	Total
Year 1 (2017-2018)	**100** (grades 3-10)	**100** (grades K-9)	**200**
Year 2 (2018-2019)	250	250	500
Year 3 (2019-2020)	250	250	500
Years 4+	TBD	TBD	TBD

Content Leader Trainings

Take 15 minutes to review the Content Leader scope and sequence and content module for either math or ELA.

- Identify at least 2 ways you see each of the following knowledge and skills being developed through the Content Leader modules:
  - **content** and **content pedagogy**,
  - knowledge and skills 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
- Discuss with a partner how your district/school might use the content module to address some of the curriculum implementation issues you're seeing.

Mentor Teacher
Vision & Background

Develop Local Talent

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TEACHER → TEACHER LEADER
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TEACHER LEADER → MENTOR TEACHER → SCHOOL LEADER → DISTRICT LEADER

TEACHER LEADER → CONTENT LEADER → SCHOOL LEADER

OPPORTUNITIES!

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

Develop Local Talent

The Problem

Research suggests that strong teacher preparation, which includes extensive practice under an expert mentor, has a positive impact on student learning. However, many new educators report feeling ill-equipped to lead their students to success from day 1:

- 51% of surveyed teachers in urban or suburban systems do not feel prepared for the realities of teaching
- 61% of surveyed teachers in economically disadvantaged rural communities indicated the same

The Solution

We are changing the way teachers are prepared by shifting to a year-long residency. We have to ensure that the residency is effective by changing who supports pre-service teachers and improving the quality of this support.

Mentor Teachers

	Total
Year 1 (2017-2018)	**500**
Year 2 (2018-2019)	1000
Year 3 (2019-2020)	1000
Years 4+	TBD

In 2017-2018 every district was offered seats in the training, with preference given to rural districts participating in TIF. TIF is a federal grant that was awarded to the LDOE to support 20 rural districts. Charter schools were also allocated a set amount of seats on a first come, first serve basis.

- Total of 476 nominees from 68 LEAs
- 134 from TIF districts
- 125 are currently mentoring a resident

Mentor Teacher Trainings

Mentor Teacher Trainings

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 **content** and **content pedagogy**
- Knowledge of the **new teacher competencies** and **adult learning theory**
- **Skills to effectively coach and mentor** new and resident teachers

Mentor Teacher Trainings

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

- Secondary ELA
- Secondary math
- Elementary (math & ELA)
- General (all other subject areas)

Like Content Leaders, 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 LDOE indicating that they ready to support new and resident teachers.

Mentor Teacher Trainings

Take 15 minutes to review the Mentor Teacher scope and sequence.

- Identify at least 2 ways you see each of the following knowledge and skills being developed through the Mentor Teacher modules:
  - **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
- Discuss with a partner how these trainings will equip Mentor Teachers to address a specific issue or gap you see with your new/resident teachers.

Next Steps

Contact LouisianaTeacherLeaders@la.gov with questions related to Content Leader or Mentor Teacher trainings.

Attend the January/February Collaborations to learn more about what's ahead for these programs in 2018-2019 and how you can maximize the impact of your Content Leaders and Mentor Teachers.