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Effectively Utilizing and Supporting Content Leaders

January/February 2019 Collaborative

DEPARTMENT of EDUCATION

Objectives

Participants will:

- Understand how Content Leaders support curriculum implementation
- Discuss structures that help schools maximize the impact of Content Leaders
- Understand tools available for supporting professional growth of Content Leaders

Agenda

I. Content Leaders: Supporting Curriculum Implementation

II. Effective Utilization of Content Leader

III. Content Leader Support

Content Leaders: Supporting Curriculum Implementation

Distinction Between Leadership 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

ELA Results between August and December

While tier 1 curriculum adoption is high, implementation of curriculum has room for improvement

ELA Look-Fors:	% of Observations with "Yes" Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	94%	93%
B. Teachers are using the Tier 1 curriculum as intended.	50%	62%
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	65%	70%

Math Results August and December

While tier 1 curriculum adoption is high, implementation of curriculum has room for improvement

Math Look-Fors:	% of Observations with "Yes" Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	96%	97%
B. Teachers are enacting the Tier 1 curriculum as intended.	42%	55%
C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.	49%	61%

How can Content Leader Support Curriculum Implementation?

Content Leaders are local educators who support the use of Tier 1 curricula by providing high-quality, curriculum- and content-specific professional development to teachers in their district.

To accomplish this, Content Leaders receive:

- **Nine 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.
  - ELA Content Leader scope and sequence
  - Math Content Leader scope and sequence

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

Math K-5 Content Modules

Module	Title
1	Setting the foundation for implementing the curriculum
2	Operations and Algebraic Thinking: Addition and Subtraction of Whole Numbers and Problem Types
3	Operations and Algebraic Thinking: Multiplication and Division of Whole Numbers and Problem Types
4	Numbers and Base Ten: Place Value and Fluency
5	Numbers and Operations—Fractions: Understanding Fractions
6	Number and Operations—Fractions: Operations With Fractions

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ELA Content Modules

Module	Title
1	Unpacking the Guidebooks
2	Building Knowledge to Support Understanding
3	Close Reading to Build Understanding
4	Supporting All Students
5	Developing Writing and Language Skills
6	Supporting All Students

Effective Utilization of Content Leaders

Content Leader Survey Results
Areas of Strength

Teachers and principals believe Content Leader training is positively impacting student achievement:

- **92%** of principal survey respondents believe that **content leaders** are **positively impacting** student achievement in their schools.

- **89%** of **content leaders** believe they are having an impact on student achievement after attending content leader training.

Content Leader Survey Results
Areas for Improvement

Content Leaders are not redelivering training to their colleagues. Therefore, schools are not maximizing the potential impact of the training on student achievement.

- **67%** of **content leader** survey respondents have re-delivered **two or fewer hours** of content modules, including 41% who have not yet begun re-delivery.

- Data suggests that principals do not yet understand the content leader role, nor do many have an effective plan for implementation; and training participants reported **infrequent or inadequate support** around module re-delivery.

Content Leader Implementation in Schools and School Systems

Content Leader Q8 - How many hours of content modules have your re-delivered?		
Hours Re-delivered	**#**	**%**
None	195	41.9%
Up to 2 hours	129	27.7%
3 to 5 hours	67	14.4%
6 to 10 hours	32	6.9%
11 to 15 hours	14	3.0%
16 to 20 hours	4	0.9%
21 or more hours	24	5.2%
Total	465	100%

Content Leader Q12 - To how many teachers have you re-delivered the content modules?
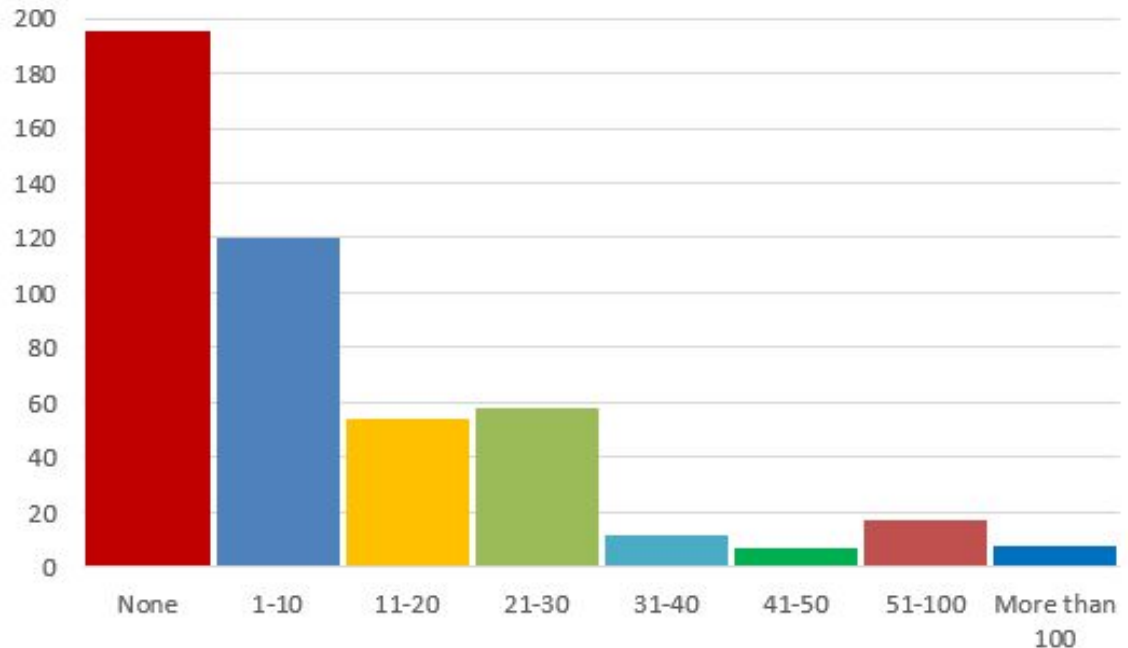
Redelivery of Content Modules

Redelivery of content can begin at any time throughout the school year and can have an immediate impact on teacher practice.

- The modules (36 hours total) are flexible to fit school/district needs and can be **delivered in chunks** from ranging from one to six hours.
- 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

The first several sessions are focused on studying content and training. Content Leaders are generally ready to redeliver training content at day nine of training.

Planning for Redelivery

- **Meet with Content Leaders to establish a shared vision and goals**, including how the Content Leader will support implementation of Tier 1 curricula in the school or school system

- **Partner with Content Leaders to ensure they have the time, structures and support necessary to deliver the content modules to other teachers in the school/district**
  - Create/modify the professional development structures necessary to deliver the content modules (e.g., staff development days, professional learning communities) and motivate teachers to attend
  - Modify staffing structures so Content Leaders have the time deliver the content modules (e.g., reduced teaching load for Content Leaders)
- **The most important step you can take to support your Content Leaders is to ensure they have designated time with fellow teachers set aside to redeliver the 36 hours of content modules.**

Discussion

1. What barriers do you anticipate Content Leaders may face as they seek to redeliver content modules? How can schools work to remove those barriers?

2. What adjustments would you make in scheduling to support content module redelivery to maximize effectiveness in the context and structures of your system?

3. If holding trainings outside of regular school hours, what strategies can you use to motivate attendance?

Content Leader Support

Content Leader Support

- Meet with Content Leaders at regular intervals to discuss progress and solve issues

- **Observe and provide feedback to Content Leaders**

- Encourage and support Content Leaders to complete the distinction process

- Recognize, celebrate, and compensate Content Leaders for their additional expertise and contributions

- Encourage other talented educators to enter the leadership pipeline by becoming a Content Leader

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Content Leader Rubric Pilot

Additional competencies for effective Content Leaders:

- Demonstrate a deep knowledge of the Louisiana standards, aligned high quality curriculum, and aligned pedagogical approaches
- Apply best practices of adult learning to lead effective professional development for educators around high quality curricula
- Foster a culture of continuous learning that accelerates both teacher improvement and therefore student achievement over time

Draft Rubric Review

Read through the Content Leader Domain of the rubric. Use the following symbols to annotate the rubric.

? Something you have a question about or need further clarification on.

! Something you are excited to see as a part of the rubric.

▬ Something you think is missing or should be added to the rubric

Content Leader Rubric

Frequently asked questions:

Q: When do I need to officially begin using this rubric?

A: We will begin piloting the rubric in Spring of 2019 and adopt an finalized version in the Fall of 2020.

Q: Do I have to use this rubric?

A: Content Leaders should be evaluated and receive feedback on their performance in their role. The Content Leader rubric is a tool to support school systems toward this end. School systems may apply for a waiver to use an alternate rubric if they feel another rubric better meets the needs of the school system.

Piloting the Rubric

If you are interested in participating in the pilot please take the following steps:

1. Email brooke.molpus@la.gov to express interest.
2. Use the rubric to observe and evaluate current Content Leaders at least once between February and May.
3. Complete a short survey to share your experience and any feedback you would like to provide by June 1.

On the Horizon

Intervention Content Leader

The Role

The Department will support teams of teachers—general education, special education, English language, and reading and math interventionists from individual schools – to participate in the **Intervention Content Leader cohort**. The role of the Intervention Content Leader will be:

1. **Train teachers to use core instruction and intervention time ensuring all students can access a high quality curriculum.**

2. **Support the school leadership to ensure that all teachers in the school use effective intervention strategies**

Intervention Content Leader

Who should Participate?

Each UIR school must send **both an administrator and a teacher** (ideally Special Education, English Language Learner or Intervention teacher) to the Intervention Content Leader training.

- An administrator is best positioned to impact schoolwide scheduling, staffing decisions and redelivery of training schoolwide.
- Teachers have strong content knowledge and the pedagogical skills needed to implement intervention strategies at the classroom level.

Closing

Please email LouisianaTeacherLeaders@la.gov if you have additional questions

about the **Content Leader** trainings.