

Louisiana Believes

**Teacher Leader Summit
Mentor Teacher Selection & Support**

Objectives

Participants will:

- Understand the key components of identifying, recruiting and supporting strong mentor teachers.
- Have awareness of upcoming statewide training opportunities available for mentors.
- Identify key next steps in improving their identification, selection and support of mentor teachers.

Agenda

- **Introduction**
- Determining the Need for Mentor Teachers
- Recruiting and Identifying Mentor Teachers
- Training
- Next Steps

What is a Mentor Teacher?

For the purpose of this training, mentor teachers are those teachers who:

- in an *undergraduate teacher program*, host a resident and co-teach with them for the full school year.
- in a *post-baccalaureate program*, coach residents weekly by reviewing instructional plans, materials, assessments and student work samples and lead frequent observation/feedback cycles.

A mentor teacher is:

- the primary source of support for aspiring teachers.
- an exceptional teacher who has demonstrated the ability to add a year's worth of growth and/or met IEP goals with all students.
- an instructional leader committed to ensuring all students have outstanding teachers in Louisiana who are inspired and highly motivated to change children's lives through education.
- part of the team that ensures every classroom is staffed by an effective teacher and all students are on a successful path to college and career.

Where we have been/Where we are headed

Where we have been	Where we are headed
Identification was often based on years of experience, education level, and completion of a single three-hour course.	Identification is based on demonstrated success with students and exhibited leadership qualities and skills.
Universities provided a three-hour course and initial training on procedures. Ongoing training was not required	Training is delivered collaboratively throughout the year to develop and refine coaching and feedback skills. Mentor teachers undergo training every year to further hone their skills.
Placement of teacher candidates was based on certification area and mentor teacher availability.	Placement of teacher candidates is based on schools' staffing needs in specific certification areas and complementary personalities and skills.
Additional career pathways were limited or did not exist.	Teacher leadership career pathways are developed to provide effective teachers opportunities to lead and prepare the next generation of teachers.

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Residency Placement: A Talent Pipeline

Resident and mentor placement decisions are important: Residents who train at a school are more likely to stay at that school, therefore, **training residents at schools that are historically hard to staff creates a talent pipeline.**

Educator workforce reports and historical, school-level uncertified/out-of-field data can help district leaders identify mentor and resident placement sites. **Need determination and placement decisions will, ideally, be made in collaboration with partner preparation providers.**

Districts need to identify not only the number of mentors that they need to ensure that undergraduate and post-baccalaureate candidates are supported, **but also where are the most strategic places to train mentors and place residents.**

	School A	School B	School C	School D
Uncertified/out of field for 2014-15	1	5	2	0
Uncertified/out of field for 2015-16	2	7	1	1
Uncertified/out of field for 2016-17	1	9	2	0
# of residents in 2016-17	10	0	4	15

	Math	Science	Social Studies	Elementary
Uncertified/out of field for 2014-15	4	3	0	1
Uncertified/out of field for 2015-16	4	3	1	3
Uncertified/out of field for 2016-17	5	5	0	2
# of residents in 2016-17	1	2	9	17

Residency Placement Reflection

- What is your current practice for identifying where residents will be placed?
- Is there a consistent point of contact for placement at the district-level who works in partnership with preparation provider to strategically place residents?
- Does this take into account workforce needs?
- What information do you need to revise your Residency placement process?
- What steps can you take to ensure your identification of Residency placements accounts for workforce needs?

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Recruiting and Identifying Mentors

In order to ensure that districts have their best teachers support and develop their new teachers, districts should:

- 1. Clearly define the mentor role**, by creating a job description that is customized to the district. This ensures that mentor teachers have a clear understanding of expectations, support, and
 - 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.
- 2. Recruit a strong pool of teachers to apply** for the mentor role
- 3. Use an interview process** to identify the best recruits to serve in the mentor role

Recruiting Mentors

Districts that actively recruit high-potential mentors have a strong pool from which to identify mentors for 2017-2018 and prospects for subsequent years.

Characteristics of high-potential mentor teachers to recruit:

- Experience making consistent, positive impacts on student learning (e.g., multiple years of highly effective student growth data)
- Knowledgeable about curricular tools and resources
- The ability or potential to teach and lead adults, and an interest in helping colleagues grow
- Strong communication skills
- Ability to manage time and plan effectively
- A commitment to constant learning and improvement

The **Educator Workforce Report** is a good source of recruitment data.

Identifying Mentors

Conducting interviews of mentor teacher will help ensure that districts identify individuals who have a willingness and ability to meet the demands of the position.

Interviews should include an opportunity for applicants to demonstrate their ability or potential to:

- Coach adults, including the ability to communicate feedback
- Share the learning environment, giving the resident opportunities to plan, teach, assess, reflect, and work with parents and colleagues

A **strong interview process** may include scenario-based questions and opportunities to role-play conversations that a mentor might have.

The Believe and Prepare library provides direction on mentor teacher interviews in the [toolkit](#).

Recruiting and Identifying Reflection

- Do you currently have a mentor job description that clearly defines the role and responsibilities?
- Do you specifically target groups of teachers to recruit for the mentor role? What does this process look like?
- Do you currently have an interview process for mentors that allows them an opportunity to demonstrate their potential for being successful in the role?
- What steps can you take to improve your process for recruiting and identifying mentor teachers?

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Mentor Teacher Training and Support

In order to be successful in their role mentor teachers need continuous training and support. This training should include support in areas such as:

- Co-teaching
- Coaching
- Evaluation and feedback

As mentors develop in their role they will need support from university staff. To help facilitate this there should be:

- Open lines of communication between mentor teachers and university staff
- Regularly scheduled meeting for mentor teachers and university staff to collaborate
- Clearly defined roles so mentors know which university staff to reach out to for various types of support

Mentor Teacher Training Overview

Beginning in Fall of 2017, the Department will provide statewide mentor training that will prepare mentors to:

- Build strong relationships with their resident and with new teachers
- Identify and address the needs of residents and new teachers based on teacher certification competencies
- Build and expertly implement aligned support (resources and coaching) for residents and new teachers to help them improve
- Track resident/new teacher progress and facilitate resident/new teacher self-reflection and improvement

Date	Session	Topic
October, 2017	Overview, Session 1 & 2	Overview and orientation to the role including understanding of Louisiana's teacher preparation competencies and residency expectations; introduction to adult learning theory and building catalytic relationships

Mentor Teacher Training Details

Date	Session	Topic
November, 2017	Session 3 & 4	<p>Cycle of Mentorship:</p> <ul style="list-style-type: none"> ▪ Develop content expertise and knowledge of the Eureka and/or ELA Guidebook 2.0 curriculum using portions of the content modules (D1) ▪ Develop skill to identify residents'/new teachers' needs as they relate to improving student outcomes through a variety of methods including but not limited to observation, cycles of goal-setting and progress monitoring, and data analysis ▪ Develop knowledge and skill to provide effective coaching and feedback to resident/new teachers
January, 2018	Session 5 & 6	
February, 2018	Session 7 & 8	
March, 2018	Session 9	Application: Context-specific coaching and developing others
June, 2018	Closing	Award distinction to Mentor Teachers

Mentor Teacher Training Capacity

Training Capacity

- 500 slots are available for the 2017-2018 training; 1,000 slots will be available in the following two years
- TIF districts will have priority and will submit 2017-2018 mentor teacher names and projections for 2018-2019 mentor teacher numbers
- Remaining slots will be allocated to non-TIF districts based on the following factors
 - Projected number of yearlong residents
 - Workforce needs
- Training is a total of nine days per year.

Training and Support Reflection

- What training is currently provided to mentor teachers?
- Is there any support beyond initial training? If so, what does this look like?
- What next steps can you take to improve your training and support of mentor teachers?

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