

Louisiana Believes

Mentors and Content Leader Training and Policy

LASAFAP Conference
October 2019

Objectives

In this session, participants will:

- Understand the role of Mentor Teachers and Content Leaders
- Discuss funding sources available for ensuring that teachers complete required trainings & assessments.

Agenda

- I. Background and Policy
- II. Accessing Mentor and Content Leader training
- III. Funding Sources and Vendor Contracts
- IV. Q & A

Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



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build knowledge
of the world,

read
meaningful texts,

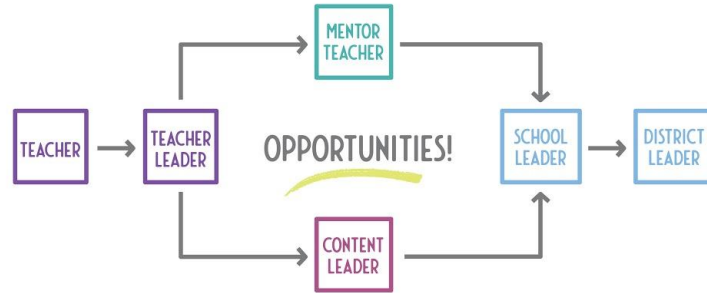
express ideas through
writing and speaking, and

solve
complex problems.

TEACHER AND LEADER PREPARATION



FULL PREPARATION FOR TEACHERS:
Ensure meaningful preparation for prospective teachers through strategic partnership between school systems and educator preparation providers.



CONTINUUM OF LEADERSHIP ROLES:
Establish and expand leadership roles to ensure that teachers are supported.

LOUISIANA		2017-2018 EDUCATOR WORKFORCE REPORT			
State Profile: 1,626 Schools • 49,936 Teachers • 25% Minority • 722,666 Students • 47% EDI • 12% SWD • 55% Minority					
EDUCATOR WORKFORCE OVERVIEW					
These data provide information relative to teacher certification status and effectiveness by school, subject area, and by student demographics.					
School Letter Grade		TEACHER CERTIFICATION BY SCHOOL, LETTER GRADE			
		Teacher Certification Status			
		Out-of-field*		Uncertified	
All Schools	6,297	14%	2,329	6%	
A	1,575	15%	411	4%	
B	1,991	16%	524	4%	
C	1,528	16%	738	8%	
D	778	14%	606	11%	
E	379	20%	190	12%	
				9%	

INFORMED WORKFORCE DECISIONS:
Publish **educator workforce data** to inform school and school system leaders' workforce decisions.

Academic Focus

In order to ensure **students** do the majority of the work everyday,

1. **All Teachers**—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.
2. **Principals, leadership teams, content leaders and mentor teachers** use classroom observation, common planning time, and one-on-one coaching to support each teacher to deliver high quality lessons.
3. **School systems** support principals and school teams as they provide support to teachers.
4. The **Department** supports school systems to execute their improvement plans.

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The Every Student Succeeds Act (ESSA)

ESSA requires school systems to develop improvement plans for their struggling schools and to submit those plans to the state. The Department approves or rejects these strategies and ultimately intervenes if efforts fail.

The Department defines struggling schools as:

- **Comprehensive Intervention Required (CIR):** Overall performance of “D” or “F” for 3 years (or 2 years for new schools) and/or grad rate less than 68% in the most recent year.
- **Urgent Intervention Required Academics (UIR Academics):** Student group performance equal to “F” for years
- **Urgent Intervention Required Discipline (UIR Discipline):** Chronic issues with student behavior (OSS rate more than double the national average for three years).

Workforce Talent in Super App

W1: Teacher Pipeline

Indicator: The school system has identified teacher workforce needs in advance and has an established MOU with a teacher preparation provider that matches this need.

W2: Educator Leadership and Advancement

Indicator: School systems are building opportunities for advancement and support through Mentor Teacher, Intervention Content Teacher, and Content Leader roles at all schools.

W3: High-Quality Principal Support

Indicator: Principals, particularly those at CIR and UIR schools, participate in a high-quality principal support program.

W2: Educator Leadership and Advancement

One of the most important functions of school system and school leaders is to schedule time and organize resources for teacher collaboration and professional learning.

There are two key supports for teachers and school leadership teams need throughout the school year:

- Content module redelivery
- Unit and lesson preparation

The [sample calendar](#), [planning template](#), and [instructional support guide](#) will help schools and school systems to coordinate and sequence professional development activities in an effort to maximize teacher learning.

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Background and Policy

Terms and Definitions

Term	Definition
Trained Mentor Teacher	Attended state mentor training
Certified Mentor Teacher	Attended state mentor training Earned certification (mentor teacher ancillary certificate) Completed assessment series
Resident Teacher	Year-long residency Co-teaching in a classroom with a mentor (does not serve as the teacher of record) For purpose of this study- undergraduate
Trained Content Leader	Attended state mentor training
Certified Content Leader	Attended state content leader training Earned certification (mentor teacher ancillary certificate) Completed assessment series

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



Intervention Content Leader

Who are they?

Intervention Content Leaders are teachers and administrators who work together in their respective roles to ensure all students who struggle can access a high-quality, on grade level curriculum.

What do they do?

Intervention Content Leaders (Teachers)

- Train teachers to use core instruction and intervention time effectively through PLC facilitation
- Support general education teachers in lesson preparation

Intervention Content Leaders (Administrators)

- Ensure all teachers in the school use effective intervention strategies and that staffing and scheduling decisions support collaboration and lesson preparation

Policy Update

- In the fall of 2017, the LDE launched a statewide training initiative to develop a cadre of Mentor Teachers and Content Leaders.
- In October 2018, [BESE approved regulations to establish mentor teacher and content leader credentials](#) in the form of an ancillary certificate.
- Additionally, BESE approved regulations that will enable mentor teacher or content leader training, experience, and credentialing to contribute to a school leader license.
 - These shifts honor the hard work and expertise of those serving as trained mentors or content leaders.

Policy Timeline

Summer 2019

- **Department begins to issue Content Leader and Mentor Teacher ancillary certificates** to individuals who have successfully completed a state-approved Content Leader or Mentor Teacher training program, including state-led training, and have a passing score on the Louisiana Content Leader or Mentor Teacher Assessment Series

September 1, 2020

- **Mentor Teacher ancillary certificate required** for individuals who serve as a mentor of undergraduate or post-baccalaureate teacher residents

September 1, 2023

- **Supervisor of Student Teaching certificate replaced** by Mentor Teacher ancillary certificate

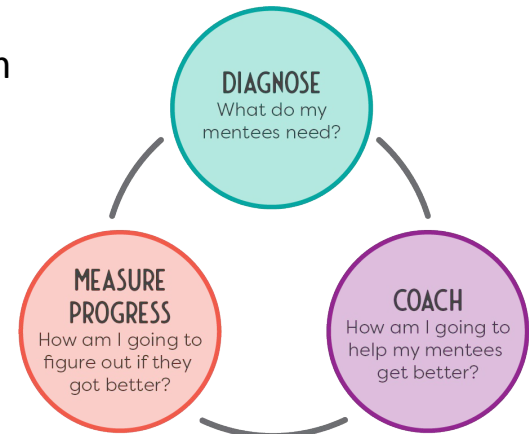
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Training

Mentor Teacher Training

Mentor Teachers will have the knowledge, skills, and resources to provide effective, ongoing one-on-one support to new and current teachers in their schools. To accomplish this, Mentor Teachers receive Nine (9) days of high-quality, content-rich and curriculum-specific trainings which teaches them how to:

- establish a strong relationship and use a coaching cycle to support teachers' growth
- prioritize the needs of residents, new, and/or developing teachers based on [teacher preparation competencies](#)
- build deep knowledge of content and content pedagogy in their subject(s)
- gain the knowledge and skills they need to effectively help others use high-quality instructional materials



Content Leader Training

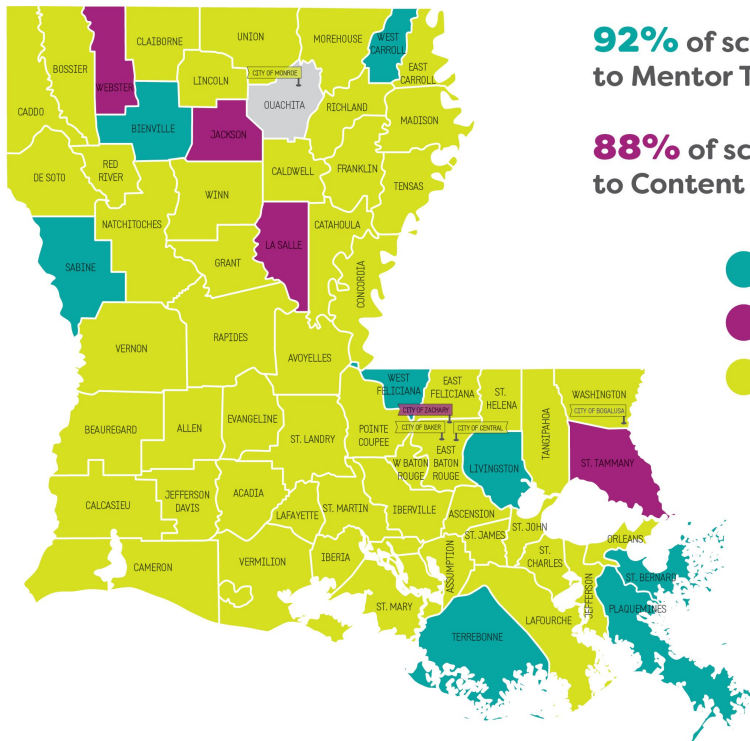
Content Leaders will have the knowledge, skills, and concrete resources to provide high-quality professional development to new and current teachers in their district.

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)

*In addition to ELA and Math Science Content Leader training will be added in summer of 2020

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	785	1,628
Content Leader	119	570	748	1,437

Mentor Teacher and Content Leader Trainings

To transition to state-provided training to [state-approved trainings](#) for Mentor Teachers and Content Leaders after 2019-2020, BESE has begun to approve several providers to offer these trainings.

The following programs are approved for their Mentor Teacher or Content Leader training programs.

Mentor Teacher Training	Mentor Teacher Training	ELA Content Leader Training	Math Content Leader Training
A+PEL Grambling State University Learning Forward* Louisiana Tech University NIET Nicholls State University McNeese State University	Southeastern Louisiana University Southern University and A&M College Teaching and Learning Center University of Louisiana at Lafayette University of Louisiana at Monroe	Great Minds Louisiana Tech University School Kit* Teaching Lab*	Louisiana Tech University University of Texas Dana Center*

Accessing Mentor and Content Leader Training

In order to access Mentor and Content Leader training school systems should take the following steps:

1. Identify the number of [Mentors and Content Leaders](#) your school system will need based on numbers of CIR and UIR schools, undergraduate residents, and post-baccalaureate candidates anticipated.
2. Identify an [approved training provider](#).
3. Contact the approved trainer to negotiate a contract.
4. Ensure that access to the assessment series is included, or contract with assessment vendor.
5. Develop structures to support participants through the training and distinction process.

Mentor Teacher and Resident Stipends

Believe and Prepare Formula funding will include a stipend for **mentors** of year-long undergraduate residents. This allocation is being brought to BESE for approval in October and funds will be available in eGMS in early November. School systems who did not submit all required data by the September 13th deadline will have funding approved in December.

Through the **teacher pay increase** approved by the Legislature in 2019, the Department will allocate funds for LEAs to pay \$1,000 to yearlong **undergraduate residents**.

- Residents must hold a resident certificate.
- Residency must be completed in a public school.
- Funding will be provided through the Minimum Foundation Program (MFP) formula via the certificated pay raise calculation.

More information can be found in this [FAQ document](#).

Eligibility

Who is eligible for the mentor stipend?

- Mentors of **undergraduate** residents in yearlong residencies are eligible for a \$1,000 stipend.
- TIF school systems receive additional funds to provide a stipend to undergraduate residents and mentors. In addition, TIF school systems receive funding to provide stipends to mentors of post-baccalaureate residents. TIF school systems have received [guidance](#) on how to allocate those stipends.



Q & A

Questions?

Questions about Content Leaders (ELA, Math, Intervention, Science)?

Email louisianateacherleaders@la.gov

Questions about Mentors? Email believeandprepare@la.gov