

PhD SCIENCE®

Louisiana Department of Education
CONTENT LEADER TRAINING
Teacher Information



PhD Science® Content Leaders are educators with the expertise and resources to support the implementation of PhD Science in their districts by providing content- and curriculum-specific professional learning to fellow teachers in their school or school system.

The *PhD Science* Content Leader program prepares participants to effectively implement *PhD Science* and help students observe, question, model, investigate, and engage in evidence-based argumentation as they build knowledge they can apply in the real world. The yearlong program is an opportunity for extensive professional growth for all educators.

WHY BECOME A CONTENT LEADER?

Content Leaders

- deepen their understanding of science content and the learning design and pedagogy of the curriculum through direct training and coaching from experienced *PhD Science* educators ,
- learn how to teach other teachers to effectively plan for module and lesson delivery,
- work with the *PhD Science* Implementation Support team to develop the skills to facilitate high-quality learning experiences for their fellow educators,
- redeliver professional learning sessions with turnkey materials provided by the *PhD Science* team, and
- take a step toward school leadership positions and Louisiana’s principal certification by earning a Content Leader microcredential through BloomBoard.

Participants will

- attend nine *PhD Science* Content Leader training sessions, office hours, and coaching sessions;
- learn to facilitate professional learning that builds *PhD Science* curriculum knowledge among other educators in your own school or district;
- receive customized coaching to support completion of four required BloomBoard assessments; and
- obtain a teaching license microcredential after successful completion of the nine training days and four required BloomBoard assessments.



every child
is capable of
greatness

“This program has helped me with the planning side of PhD Science. Looking at the storyline while planning has been very beneficial. It has helped other teachers with understanding the navigation of the lessons and concepts and helps lead them better than before.”

—Daniel Welch,
Monroe City Schools
PhD Science Content Leader
Cohort 1 Participant

