MINT Mentor Training

COMPONENT #: 2-404-006   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to support and retain new and early career teachers to insure that students will have access to highly qualified and accomplished teachers. Mentoring and Induction for New Teachers (MINT) is a three year comprehensive plan designed to develop and retain new and early career teachers who are new to the profession with an education degree, new to the profession but from a non-education major and veteran teachers who are new to the district. MINT is based on current research confirming that successful new teacher retention practices involve mentoring, administrator support, teacher collaboration, participation in learning communities and guided reflection.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
X Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   ☐ Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation   ☐ School Management
☐ Faculty Development   ☐ Communication
X Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   ☐ PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement   X PS 8 – Learning Environment
X PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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X Educator knowledge/skill (content)
X Educator (professional growth)

☐ Student learning
☐ Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Understand the guidelines and procedures of MINT as well as understand the role and responsibility of the   administration, mentor, and new teacher.
2. Identify the needs of the New Teacher and acquire practical strategies that provide the necessary support to the new teacher.
3. Gain an understanding of the mentoring language used to support the New Teacher.
4. Identify the characteristics of an effective mentor.
5. Gain an understanding of the approaches to mentoring.
6. Learn how to access the MINT online e-log.
7. Understand mentor eligibility and selection criteria.
8. Understand New Teacher requirements for years 1, 2, and 3.
9. Reflect on current research that confirms that effective teachers are the single most important factor in promoting   student achievement.
10. Acquire the skills to support new teachers to facilitate the development of high performing reflective practitioners.
11. Learn to assist new teachers in developing their Individual Professional Development Plan.
12. Gain an understanding of the Florida Educator Accomplished Practices.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Actively participate in collaborative activities (SLO 1-12).
2. Role-playing the three strategies of mentoring (SLO 1-12).
3. Read and review current research on New Teacher retention (SLO 1-12).
4. Review the phases of New Teacher development (SLO 1-12).
5. Actively participate in workshop sessions on accessing mentor e-logs (SLO1-12).
6. Participate in specialized training on how to guide new teachers in reflecting on their practice, assessing their skills and setting goals to facilitate professional growth. (SLO1-12).
7. Participate in activities to foster collaboration and collegiality among new teachers, mentor teachers and the school administrator (SLO 1-12).
8. Participate in web logs, discussion forums and webinars to enhance communication and promote a supportive learning community (SLO 1-12).
9. Attend three days of professional development on MINT Program and Data Coaching provided by the Office of Professional Development Staff (SLO 1-12).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve

practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator knowledge/skill: Evidence will written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.
2. Educator: Evidence will include creating an action plan to be implemented at the school site.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/19/2014
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