

# Mentoring and Induction for New Teachers (MINT)

**COMPONENT #: 2-404-007**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

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

This component is designed to support new teachers to facilitate the development of high performing, reflective practitioners by providing high quality professional development opportunities that result in increased student learning and achievement. 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.

This component will insure that all new teachers meet the legislatively mandated Professional Education Competence (PEC) requirement in order to obtain a Professional Certificate in the State of Florida.

**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)

- |  |   |
|--|---|
| <input type="checkbox"/> Learning Communities  | <input type="checkbox"/> Learning Designs |
| <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Implementation   |
| <input type="checkbox"/> Resources             | <input type="checkbox"/> Outcomes         |
| <input type="checkbox"/> Data                  |   |

### **Florida Educator Accomplished Practices** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment   |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

### **Florida Leadership Standards** (check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                               |
| <input type="checkbox"/> Student Learning as a Priority               | <input type="checkbox"/> Leadership Development                        |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                             |
| <input type="checkbox"/> Faculty Development                          | <input checked="" type="checkbox"/> Communication                      |
| <input checked="" type="checkbox"/> Learning Environment              | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

### **IPEGS Standards** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input type="checkbox"/> PS 7 – Professionalism                 |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment                            |   |

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**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.

X Educator knowledge/skill (content)

X Student learning

X Educator (professional growth)

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. Gain strategies that will support effective classroom management.
2. Acquire practical strategies for developing and delivering brain-compatible, standards based lessons that engage learners, reduce behavior problems and increase student achievement.
3. Gain concrete, research-based strategies for differentiating instruction based upon student readiness, interest and learning profile.
4. Develop a repertoire of teaching strategies and instructional activities to meet individual student learning needs.
5. Gain deeper understanding of content and pedagogical knowledge
6. Understand the basic principles for teaching reading in the content area and gain concrete, research-based strategies for teaching The Big Five for literacy development.
7. Develop effective strategies for working with families and promoting a learning community that includes parents and care-givers.
8. Apply and understand various assessment measures to monitor student learning and adjust teaching methods accordingly.
9. Understand the features of Florida's standards for teaching and learning: the Florida Educator Accomplished Practices (FEAP) and the State Standards Reflect on practice to improve instruction.

## 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. Read and review current research on New Teacher retention (SLO 1-12).
3. Attend and participate actively in a variety of professional development activities such as: workshops, seminars, conferences, webinars, and forums (SLO 1- 10).
4. Read/review research-based articles related to education (SLO 1-10).
5. Share ideas with colleagues in support of a professional learning community (SLO 1-10).
6. Implement specific instructional strategies and activities (SLO 1-10).
7. Engage in active learning strategies that may include, but are not limited to, tiered lessons, graphic organizers, glyphs, four corners, flexible grouping, scenarios, role-play, anticipation guides, Think-Pair-Share, Reciprocal Teaching, KWL and quadrant partners (SLO 1-10).

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### 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 (content): Evidence will include mastery of the component objectives.
2. Student learning: Evidence will include creating an action plan to be implemented at the school site.
3. Educator (professional growth): Evidence will include written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.

**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.

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**Department: Office of Professional Development and Evaluation**

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