

Mentoring for Administrators

COMPONENT #: 7-507-314

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

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

Upon successful completion of this professional development activity participants will gain knowledge of action research strategies and their role as collaborative action researchers in the schools in order to engage in data analysis for instructional planning and improvement.

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

Florida Leadership Standards (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" 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 type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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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. Describe philosophical principles that guide action research and how these principles differ from traditional research.
2. Explore how the process of action research is implemented in classrooms and schools through questioning, data gathering, analysis, and writing about instructional practice.
3. Understand their role in facilitating action research at the school level.
4. Learn facilitation processes that ensure high quality school wide action research.
5. Learn and practice question development, inquiry and reflection.
6. Understand the difference between problem posing and problem solving.
7. Understand individual and collaborative school wide action research.
8. Learn to develop action research questions that are significant, manageable, contextual, clearly stated, open-ended, and self-reflective.
9. Understand the 5-W's and an H of data collection and its analysis.
 - o Why are we collecting the data?
 - o What exactly are we collecting?
 - o Where will we collect the data?
 - o When are we going to collect the data and for how long?
 - o Who is going to collect the data?
 - o How will data be collected and displayed?

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. Review and summarize applicable research on a self-selected topic in effective schools (SLO 7).
2. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted his/her professional behavior (SLO 2 & 7).
3. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings (SLO 9).
4. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s) (SLO 4 & 7).

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

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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: Will consist of participants completing and submitting summaries and/or annotated bibliographies.
2. Educator: Will consist of a debriefing activity where participants will demonstrate acquired knowledge through their review of applicable research on a self-selected topic in effective schools.
3. Student Learning: Will include evidence of implementation through documented impact on student achievement.

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.
- X 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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