# MPA Approved Provider Application

# Attachment A: Application Form

## Section A: General Information

**Organization Name**

Click or tap here to enter text.

**Organization Website (if available)**

Click or tap here to enter text.

**Organization Primary Point of Contact Name**

Click or tap here to enter text.

**Organization Primary Point of Contact Email**

Click or tap here to enter text.

**Organization Primary Point of Contact Phone**

Click or tap here to enter text.

**Organization Secondary Contact Name**

Click or tap here to enter text.

**Organization Secondary Contact Email**

Click or tap here to enter text.

## Section B: Overview of Mentor and Induction Training

**What is the name of your mentor and induction training program?**

Click or tap here to enter text.

**Provide a high-level description of your mentor and induction training program. Please limit your response to 300 words.**

Click or tap here to enter text.

**How long has your organization offered this training program?**

Click or tap here to enter text.

## Section C: Service Types

Please check each type of service for which your organization is seeking approval. **All applicants are required to offer mentor and induction training** and may optionally choose to include additional service types in their application. See the Scoring Guide for more information on how this section will be scored.

**Training**

**Implementation and Coaching Supports**

**Training of Trainers**

|  |  |  |
| --- | --- | --- |
| Training | Training +Implementation and Coaching Supports | Training +Training of Trainers (Gradual Release) |
| *Option A* *Required Service* | *Option B* *Optional Service* | *Option C* *Optional Service* |
| The provider’s training:   * Is research-based * Covers topics and best practices listed in Section D * Occurs at least once before the school year starts and, at minimum, once per semester * Does not require travel | In addition to training, the provider offers:   * Implementation support – following the training, the provider observes the district mentor program in action and provides tailored support based on progress * One-on-one mentor coaching – the provider observes and coaches mentor teachers on implementing best mentorship practices from the training | In addition to training, the provider offers:   * A transfer of all training materials to be used independently by the district (e.g., trainer manuals, participant handouts) and * A Training of Trainer model to be used by the district in subsequent years |

Implementation and Coaching Supports

**If you selected this option, describe the implementation and coaching supports you have provided districts in the past. Please limit your response to one page.**

Click or tap here to enter text.

**How long has your organization offered implementation and coaching supports for district mentor programs?**

Click or tap here to enter text.

### Training of Trainers

**If you selected this option, describe how you will train district trainers on delivering mentor training in subsequent years. Please limit your response to one page.**

Click or tap here to enter text.

**How long has your organization offered a Training of Trainers model to districts?**

Click or tap here to enter text.

## Section D: Scope & Sequence of Training Program

**Attachment D: Scope & Sequence of Mentor & Induction Training Program (attachment required)**

*Include a sample scope and sequence of the mentor and induction training program. We understand the scope and sequence might be tailored at a later point to meet district needs. However, MPA training must include the following five topics and demonstrate explicit alignment to the best mentorship practices listed. We recommend you present the scope and sequence in a table with the following headers: approximate dates, content/topics covered, duration, audience, success criteria, and alignment to required training topics and best mentorship practices. As a reminder, mentors, administrators, and other staff that support beginning teachers must attend the training. Also, mentors must complete one training before the school year begins and an additional training, at minimum, each semester.*

|  |  |
| --- | --- |
| **Training Topics** | **Best Mentorship Practices** |
| 1. **Effective Mentoring Partnerships** | Develop a trusting and caring relationship with beginning teachers (BTs). |
|  | Communicate effectively with BTs and use mentoring and coaching language. |
|  | Apply tenets of adult learning theory in interactions with BTs. |
|  | Meet frequently with BTs and use mentoring time effectively and efficiently. |
|  | Engage in conversations with BTs around diversity, equity, and culturally responsive teaching. |
|  | Understand the typical BT experience and tailor support to meet their needs. |
| 1. **Coaching Cycles** | Conduct effective instructional coaching cycles with BTs. |
|  | Appropriately differentiate coaching for BTs. |
| 1. **Data-Driven Instruction** | Build BT skills related to effective teacher-family partnerships and coach BTs on how to conduct conferences with family members. |
|  | Support BTs’ use of appropriate formative and summative assessments. |
|  | Build BT skills related to analyzing student work and achievement data, and support BTs in the development of reteach plans. |
|  | Use data to support BTs in setting professional goals. |
| 1. **Lesson Planning** | Support BTs in developing or preparing lessons that are TEKS-aligned, culturally responsive, differentiated, and use research-based techniques. |
| 1. **Learning Environment** | Support BTs to create a welcoming, safe, and inclusive learning environment for all students. |
|  | Support BTs in using culturally responsive teaching techniques. |
|  | Build BT capacity in developing and implementing classroom routines and procedures that maximize instructional time. |
|  | Build BT capacity to manage student behavior by implementing an effective behavior system. |

## Section E: Research or Evidence Base of Training Program

*Applicants should list and describe the research or evidence base used when designing the mentor and induction training program. Connections between the training’s research or evidence base (this section) and the content and delivery of the training (Attachment D) will be considered in the application review process. See the Scoring Guide for more information.*

**What is the research or evidence base for content covered in your training? How did your research or evidence base influence the content of the training? Please limit your response to one page.**

Click or tap here to enter text.

**Describe the best practices used in the design and delivery of your training program. What is the research or evidence base of these best practices? Please limit your response to one page.**

Click or tap here to enter text.

## Section F: Program History & Evidence of Impact

**Attachment F.1 (required) and F.2 (optional): Program History & Evidence of Impact**

*Evidence of a training program’s impact is one of the requirements of the approval process. Provide evidence of results that show the correlation between the service types checked in Section C and improved outcomes. Applicants must complete Attachment F.1 and Attachment F.2 is optional.*

* *Attachment F.1 (Excel): Use this attachment to provide your program’s evidence of impact across the districts with which you have worked. Directions for how to use the spreadsheet are included in the first tab and examples are in the third tab.*
* *Optional - Attachment F.2 (Word): Use this attachment to include any additional documentation of impact such as data visualizations or other displays of evidence.*

*Check the tiers of evidence included in Attachment F.1.*

**Tier 1: Improvements in Beginning Teacher Effectiveness and/or Retention**

The evidence included in Attachment F.1 demonstrates year-over-year improvement in beginning teacher retention and/or effectiveness.

Tier 1 evidence is included for training

Tier 1 evidence is included for implementation and coaching supports

**Tier 2**: **Mentor Program Implementation Effectiveness**

The evidence included in Attachment F.1 demonstrates effective program implementation based on fidelity of implementation tools used to evaluate the district’s implementation of mentor program best practices. Fidelity of implementation tools may include rubrics, checklists, implementation trackers, or protocols.

Tier 2 evidence is included for training

Tier 2 evidence is included for implementation and coaching supports

**Tier 3**: **Perceptions of Training Effectiveness**

The evidence included in the application demonstrates mentor and induction training effectiveness, based on teacher perception data (e.g., survey results from a training).

Tier 3 evidence is included for training

Tier 3 evidence is included for implementation and coaching supports

## Section G: Fidelity of Implementation Tool

**Attachment G: Fidelity of Implementation Tools (*optional* attachment)**

*Identify and describe up to two tools that your organization has used to ensure fidelity of implementation of the mentor and induction training program.* *Fidelity of implementation tools may include rubrics, checklists, implementation trackers, or protocols. If your organization uses fidelity of implementation tools, briefly describe them below and include the actual tool in Attachment G.*

**Tool 1 Name (if applicable):** Click or tap here to enter text.

**Tool 1 Description (if applicable):**

Click or tap here to enter text.

**Tool 2 (if applicable):** Click or tap here to enter text.

**Tool 2 Description (if applicable):**

Click or tap here to enter text.

**Our organization has not used fidelity of implementation tools for our mentor and induction training program**.

*If your organization lists Tier 2 evidence (fidelity of implementation tool) in Attachment F.1, you should include a copy of this tool in Attachment G and complete the information above.*

***\*\*\* Save this file as a Word or PDF document. Save it as Attachment\_A\_Organization Name\*\*\****