

This document is intended to provide guidance in filling out an application to become an Approved Mentor Training Provider for the Mentor Program Allotment. Approval will be based on the extent to which applicants meet the Success Criteria below. Common Pitfalls to Avoid provide additional guidance.

## Mentor & District and Campus Leader Training

### Mentor Training (Attachments A, B1, and B2)

**Success Criteria:** The mentor training, as described in the application...

- Includes all five required training categories and evidence that training is aligned to the mentor competencies (Attachment A Section 1).
- Demonstrates how it will effectively develop mentor competencies.
- Includes sufficient time, and an appropriate cadence, to effectively develop mentor competencies.
- Describes training that intentionally and effectively prepares mentors through meaningful practice.
- Provide explicit opportunities for mentor teachers to practice using effective feedback models like the "See It, Name It, Do It" framework described in the Guidelines
- Evaluates mentors' skill development through high-quality performance tasks (i.e., was the session successful in achieving the intended outcomes through training the mentor teachers?) that are provided in Attachment B2.
- Indicates that training occurs, at minimum, 18 hours (or 14 if approved for mentor coaching) throughout the year once before the school year starts and at least once per semester (applicants must include approximate seasons or months).
- Describes a high-quality research or evidence base for the content and delivery of mentor training.
- Demonstrates clear alignment between the training's research or evidence base and the scope and sequence (Attachment B1).

### District and Campus Leader Training (Attachment C)

**Success Criteria:** The district and campus leader training, as described in the application...

- Includes all required training categories and is aligned to the district and campus leader competencies.
- Describes training that intentionally and effectively develops district and campus leaders' competencies as outlined in the Approved Provider Guidelines.
- Describes training that is provided for enough time and with an appropriate cadence to effectively develop district and campus leaders' knowledge & skills.
- Indicates that training occurs, at minimum, 8 hours (or 3 if approved for implementation support) throughout the year once before the school year starts and at least once per semester (applicants must include approximate seasons or months).
- Demonstrates practice-based professional development designed to effectively prepare district and campus leaders for strong program implementation.

### Evidence of Impact of Mentoring Program (Attachments D1 and D2)

**Success Criteria:** The evidence of impact included in the application...

- Demonstrates a significant impact on teacher effectiveness, retention, and support.
- Demonstrates that the evidence is a direct result of the program's intervention and ties directly to the intensity of the intervention.
- Tier 1 data: reflects comparative improvement in summative appraisals and student growth measures for the beginning teachers that were supported.
- Tier 2 data: reflects comparative improvement in beginning teacher retention rates.

- Provides baseline data that represents district trends before the program's implementation, or larger state or national trends.
- Demonstrates how the evidence compares favorably to the baseline data as a direct result of the mentoring program.
- Demonstrates impact on a high percentage of districts with which the applicant has worked.
- Provides consistent forms and quality of evidence across the partnering districts.
- Attachment D2 includes evidence for any Tier 3 or 4 data that is referenced in Attachment D1.

#### Common Pitfalls to Avoid:

- Lacks compelling evidence of significant impact on teacher effectiveness, retention, or support.
- Represents a singular point in time instead of over multiple years or provides outdated evidence.
- Lacks relevant baseline data in demonstrating comparative improvement.
- Lacks representation from most of the districts with which the applicant has worked.
- Represents other programs or data that are not specific to mentor training.
- Misabeled tiers of evidence (e.g., indicating Tier 1 instead of Tier 4 evidence for perception data).
- Evidence provided is incomplete (e.g., Does not include year-over-year data).

## Additional Coaching & Implementation Support (Optional)

### Mentor Coaching (Attachment A and E)

**Success Criteria:** The coaching support, as described in the application...

- Indicates that coaching support will occur at a regular cadence or frequency, at minimum 4 hours throughout the year and at least two times per semester.
- Describes an effective system of coaching support that:
  - Centers around a clear, bite-sized high leverage action step that aligns to the most urgent gap in the mentor teachers' practice.
  - Outlines a clear coaching protocol that includes a follow-up plan.
  - Occurs at a regular cadence and frequency of coaching cycles.
  - Provides explicit opportunities for mentor teachers to practice using effective feedback models like the "See It-Name It-Do It" framework.
- Leverages high-quality tools (e.g., protocols, scripts, success criteria) that support the delivery of effective coaching to mentors and is aligned to MPA training objectives and requirements.

### Implementation Support (Attachments F1 and F2)

**Success Criteria:** The implementation support, as described in the application...

- Provides a continuous improvement cycle format that allows district and campus leaders to establish and review school or district goals, monitor program implementation, collect and analyze observation and program data, and establish next steps and a plan for follow-up.
- Indicates that implementation support will occur at a regular cadence or frequency, at least 5 hours throughout the course of the school year.
- Describes implementation support that is likely to result in improvements in mentor program implementation.
- Leverages high-quality tools (e.g., protocols, rubrics, success criteria) that support implementation of an effective mentoring program aligned to MPA training objectives and requirements.