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MPA Overview

Program goals

Purpose

The Mentor Program Allotment (MPA) provides local education agencies (LEAs), which refers to both school districts and open-enrollment charter schools, the opportunity to build or sustain mentorship training programs aligned to research-based mentoring best practices with the primary goal of increasing student outcomes through increased beginning teacher (BT) retention and effectiveness.

Program overview

The MPA is an optional program for LEAs. To be eligible for the MPA, LEAs must abide by requirements and will submit applications describing their process for providing high-quality mentorship training and coaching that is aligned to best practices for staff members who provide direct instructional support to BTs, including mentor teachers and any appropriate district and campus leaders (DCLs), including district staff, principals, assistant principals, and instructional coaches. Applicants to the MPA may choose to partner with a commissioner-approved training provider (AP) or seek commissioner approval for a LEA-created mentorship training.

Authorizing legislation

House Bill 3 (HB 3), passed by the 86th Texas Legislature in 2019, created the MPA. HB 3 includes both funding for the MPA and requirements to access those funds. We encourage applicants to review the following information before starting an application to ensure they understand MPA requirements.

- Texas Education Code, [§48.114](#) and [§21.458](#)
- Texas Administrative Code, [§153.1011](#)

All applicant materials and other pertinent information are linked in the Qualtrics application form posted to the [MPA webpage](#).

LEA eligibility

All LEAs committed to meeting the requirements in TEC and TAC are eligible applicants. LEAs that were approved in Cycles 1-3 must re-apply for Cycle 4. Previous approval in Cycles 1-3 does not guarantee approval for Cycle 4.

Funding

Overview

If awarded Cycle 4 MPA funding, LEAs may use those funds to implement a mentorship program for classroom teachers who have less than two years of teaching experience in the profession. LEAs may also choose to provide mentoring to BTs that are new to the subject or grade level they teach. However, Cycle 4 MPA funding prioritizes teachers new to the classroom and is only calculated based on the number of BTs with less than two years of experience in the profession. Refer to the following section for more information on the amount of funding allotted per BT.

Funding formula

If approved for funding, LEAs may be awarded for three years of continuous funding contingent upon (1) LEA compliance with MPA requirements and (2) availability of funds. According to rule (TAC §153.1011(d)(2)), failure to comply with MPA statute and rule after receiving an allotment may result in TEA rescinding eligibility of a LEA's MPA funding.

Cycle 4 allotments are determined per BT with less than two years of teaching experience in the profession. LEAs will receive \$2,000 per BT with a cap of 40 BTs per LEA. LEAs will provide their estimated number of BTs and the provider of mentorship training in their application. Based on this information and availability of funds, TEA will determine LEA participation and mentor program allotments.

Given this process for determining allotments, LEAs may not seek an increase to their original allotment for Years 2 or 3 with the intention of expanding their program. In other words, LEAs who intend to implement a program in Year 1 with a small subset of teachers or campuses and then expand their program in Years 2 or 3 may not seek an increased allotment. However, if the LEA's number of BTs with less than two years of experience in the profession increases or decreases from year to year, TEA will reconcile yearly funding amounts through the settle-up process. Refer to the Settle-Up Process section on pages 6-7 for more information.

TEA anticipates \$1.65 million of statewide funding each school year for Cycle 4 (2025-2028). However, funding is dependent upon final appropriations from the Texas Legislature during the 89th and 90th legislative sessions. Following the close of the 89th and 90th Texas Legislative Sessions, TEA will confirm LEA funding for the allotment. Refer to the Settle-up Process section on pages 6-7 for more information.

Uses of funding

Funding provided to LEAs under Texas Education Code, §48.114 may be used only for providing:

- 1) mentor teacher stipends;
- 2) scheduled release time for mentor teachers and the classroom teachers to whom they are assigned for meeting and engaging in mentoring activities; and
- 3) mentoring support through commissioner-approved providers of mentorship training.

Settle-up process

In the application, LEAs will submit how many BTs it anticipates having in the 2025-26 school year. LEAs may designate how the MPA funding will support a subset of campuses and/or a subset of BTs. If the final number of BTs that qualify for MPA funding differs from the number submitted in the LEA’s application and TEA either underpaid or overpaid LEAs, the funding differences will be reconciled during the settle-up process as required by the TEC, §48.272. Please note that the MPA funding cap per LEA will still apply each year (see Funding Formula section on page 5 for more information on the funding cap).

TEA distributes funds on a fiscal year basis. The settle-up process will take place after each year of implementation with funds being dispersed in September. LEAs determine what funds may rollover from year to year and may check their MPA funding in the Foundation School Programs (FSP) payment system accessed via TEAL.

If LEAs are unable to meet the MPA requirements they committed to in their LEA application, any MPA funds paid out to the LEAs will be recovered by TEA during the settle-up process. As stated in MPA rule (TAC §153.1011(d)(2)), failure to comply with MPA statute and rule after receiving an allotment may also result in TEA rescinding a LEA’s future eligibility for MPA funding.

The following table provides a timeline overview for funding, compliance reporting, and settle-up.

Cycle 4 Events	MPA funding begins flowing to LEAs for that school year	Cycle 4 LEAs submit end-of-year compliance reports	TEA determines whether Cycle 4 LEAs met MPA requirements and funding is available for the following year	Funding is reconciled during September near-final settle-up
Year 1 Implementation (SY 2025-26)	September 2025	Spring 2026	Summer 2026	September 2026
Year 2 Implementation (SY 2026-27)	September 2026	Spring 2027	Summer 2027	September 2027
Year 3 Implementation (SY 2027-28)	September 2027	Spring 2028	Summer 2028	September 2028

Refer to the following breakdown scenario below for an example of the settle-up process after Year 1 (SY 2025-26) of Cycle 4 implementation.

1. In their application, Azalea ISD (AISD) estimates they will have BTs with less than two years of experience in the profession and indicates they will partner with a MPA AP for mentorship training.
2. TEA determines AISD meets the review criteria for Cycle 4.
3. TEA assigns priority points to Azalea ISD. The priority points are sufficient for AISD to receive funding.
4. Based on their estimate of 15 BTs and partnership with a MPA AP for mentorship training, TEA funds AISD \$2,000 per BT for a total of \$30,000 for Year 1 (SY 2025-26) of Cycle 4 implementation.
5. At the end of Year 1 (SY 2025-26), AISD reports to TEA that it only had 13 BTs.
6. Funding is reconciled during September 2026 settle-up. TEA recovers \$4,000 (\$2,000 per BT) from AISD based on the adjusted BT count (13 BTs instead of the originally estimated 15 BTs).
7. In the Spring of 2026, LEAs will be asked to submit a new estimate of BTs for Year 2 (SY 2026-27). Azalea ISD estimates they will have 15 BTs with less than two years of experience in the profession and indicate they will continue their partnership with the MPA AP for mentorship training. Refer to Appendix A on page 24 for allowable changes to mentorship training program.
8. TEA determines AISD met MPA requirements and funding is available. AISD is funded for Year 2 (SY 2026-27) of Cycle 4 implementation with \$30,000 using the same funding formula and allotment cap of 40 BTs.

Policy requirements

Eligible beginning teachers

Per the definition in Texas Administrative Code, §153.1011, a beginning teacher (BT) is a classroom teacher in Texas who may or may not yet hold a certificate issued under Texas Education Code (TEC), Chapter 21, Subchapter B and has less than two years of teaching experience in the subject or grade level to which the teacher is assigned.

Eligible mentors

Per the definition in Texas Administrative Code, §153.1011, a mentor teacher is an individual who serves or has served as a teacher in Texas who provides effective support to help BTs successfully transition into the teaching assignment. As defined in TAC, §153.1011, the term teacher may include a superintendent, principal, supervisor, classroom teacher, school counselor, or other school district employee who provides direct instructional support to other teachers. However, this does not include an appraiser as defined by TEC, §21.351.

LEAs must prioritize the selection of current classroom teachers as mentors using clear selection criteria, protocols, and hiring processes that align with requirements of TAC, §153.1011, and TEC, §21.458, and retain documentation of such processes locally; and select mentors who:

- complete a research-based mentor and induction training program approved by the commissioner;
- have at least three complete years of teaching experience with a superior record of assisting students and achieving improvement in student performance. LEAs may use the master, exemplary, or recognized designations under TEC, §21.3521, to fulfill this requirement;
- demonstrate interpersonal skills, instructional effectiveness, and leadership skills;
- have expertise, to the extent practicable, in effective instructional practices specifically for the grade levels and subjects to which the BT is assigned; and

- for mentors who do not currently serve as teachers, have experience as a classroom teacher in the past three years.

Mentorship training requirements

An LEA must provide two separate training pathways: training for mentor teachers aligned to mentoring competencies and training for any appropriate district and campus leaders (DCLs) aligned to DCL competencies. As defined in TAC, §153.1011, district and campus leaders include any appropriate employees who provide direct instructional support to BTs, including principals, assistant principals, and instructional coaches.

LEAs must also ensure that mentor teachers and any appropriate DCLs are trained before the beginning of the school year and at minimum once per semester. Any new mentor assigned to a BT who is hired after the beginning of the school year should receive mentor training by the 45th day of employment of the BT.

LEA employees that complete one year of MPA training are not required to participate in any additional MPA training. However, it is strongly recommended that these employees continue to receive some form of training and support which may look like a differentiated “returner” training as well as coaching support. Given this, it is up to LEAs to track, document and retain mentorship training attendance.

Mentoring assignments

To manage the workload associated with the mentoring role, and per TAC, §153.1011, LEAs must agree to assign no more than two BTs to a mentor who serves as a teacher of record for, on average, four or more hours per instructional day. Mentors who serve as teachers of record for, on average, less than four hours per instructional day may be assigned no more than four BTs. Full-time mentors may be assigned up to fifteen BTs.

Meetings between mentors and beginning teachers

LEAs must provide time during the school day for mentors and BTs to engage in mentoring activities. As stated in TAC, §153.1011, mentors will meet with each BT assigned not less than 12 hours each semester. Observations of the mentor or other highly effective teachers by the BT being mentored or observations of the BT being mentored by the mentor count toward the 12 hours each semester.

Progress monitoring and compliance reporting

Surveys: TEA will administer two surveys yearly that include BTs, mentors, participating campus administrators, and MPA program managers. The surveys will be used to gather data on program implementation and teacher perceptions. Survey outcomes will be shared with LEA program managers. As a best practice, TEA recommends that program managers use the results to monitor progress of the LEA mentorship program, support DCLs in analyzing the data, and developing next steps based on program strengths and weaknesses. Additionally, LEA program managers are encouraged share the outcomes of survey data and next steps with MPA stakeholders, including individuals who participated in the survey.

Compliance reports: At the end of each implementation year, TEA will administer an annual compliance report, submitted by the LEA’s MPA program manager, attesting to compliance with authorizing statute and commissioner rule. The report is to include the number of BTs for whom the LEA used funds received under TEC, §48.114 (see Settle-Up Process section on pages 6-7 for more information).

Failure to comply with these requirements after receiving an allotment may result in TEA rescinding eligibility of a LEA’s current or future MPA funding.

Training

Overview

An LEA must provide a commissioner-approved, research-based training to mentors and any appropriate district and campus employees, including principals, assistant principals, and instructional coaches, who work with a beginning teacher or supervise a beginning teacher. LEAs may apply for MPA by either (a) partnership with an MPA Approved Provider (AP) or (b) seeking approval for an LEA-created mentorship training program. If LEAs opt to apply with their own mentorship training program, TEA will require commissioner approval of the LEA-created mentor and DCL training scope and sequences through the MPA application. More information about the LEA-created application process can be found in Part II of these guidelines (pages 19-23) and the Application Review Criteria document.

Requirements of mentorship trainings

Mentor teacher training is anchored in competencies across five categories: effective mentoring partnerships, coaching cycles, data-driven instruction, lesson preparation, and learning environments. These competencies are detailed in the Application Review Criteria document.

District and campus leader training is aligned to separate competencies in five categories: program vision setting; mentor recruitment, selection, and assignment; mentor training and support; master schedule and release time; and program sustainability. These competencies are detailed in the Application Review Criteria document.

Training must take place for mentors and DCLs who work with or supervise BTs before the start of the school year and at least once per semester. Throughout the year, mentors must receive, at minimum, 14 hours of mentor training and 4 hours of coaching. DCLs must receive, at minimum, 8 hours of training throughout the year. More information about the training hour requirements can be found in the Training Section of these MPA guidelines on pages 20-24.

Training providers

As described above, LEAs may partner with an AP or seek commissioner approval for an LEA-created mentorship training program. Since AP-delivered training has already received commissioner-approval, the application has less components than an LEA seeking commissioner approval for mentorship training program. LEAs applying for LEA-created training must undergo the commissioner approval process and submit all appropriate materials for review. The following section provides more detailed descriptions of each training pathway.

AP-delivered training & supports

AP mentorship training programs have been vetted and approved by the commissioner. APs are required to provide mentor training and DCL training synchronously.

For LEAs planning to partner with an AP, the LEA must attest in their application that they have contacted the AP, and the AP has verified that they will commit to partnering that LEA with for Cycle 4 mentorship training.

Each AP's program information and a description of supports can be found on the [MPA website](#).

LEA-created training

LEAs seeking commissioner-approval to provide internally created mentorship training undergo a rigorous vetting process. They provide high-quality mentor and DCL trainings that are aligned to the mentoring and DCL competencies. The goal of LEA-created approval process is to ensure that LEA-created mentorship programs meet the requirements of MPA as stated in Texas Education Code (TEC) and Texas Administrative Code (TAC) by providing research-based, job-embedded training for mentors and any appropriate DCLs that provide direct instructional support to BTs. LEAs interested in providing mentorship training to districts in accordance with the MPA must follow the application and approval process outlined in Part II of these guidelines on pages 19-22. See the Application Review Criteria document for more information on the LEA-created training application requirements.

If an LEA receives commissioner approval for its mentorship training program, it has the option to become an AP and may offer its services to other LEAs.

NEW: Statewide Mentorship pilot

TEA is designing a Statewide Mentorship training (SMT) that will be piloted for the 2025-2026 school year. The SMT will align training for various mentoring roles such as mentors of BTs, cooperating teachers and host teachers of teacher candidates, and DCLs supporting pre- and early service teachers. LEAs selected to participate in the pilot will receive training at no cost.

In Year 1 (SY25-26), the SMT will be delivered by a contractor designing the training. In Year 2 (SY26-27), the training will be delivered via Educational Service Centers (ESCs) who will have been trained to provide ongoing training and support to the pilot LEAs for the remaining two years of Cycle 4. The SMT will qualify for MPA commissioner approval starting in Cycle 4.

TEA will select up to 6 LEAs to participate in the SMT pilot. LEAs who wish to participate in the pilot will indicate their preference on the Cycle 4 application in [Qualtrics](#). As there is limited capacity for the pilot, applicants will be required to select a back-up pathway (AP-partnered or LEA-created) and follow the application process for that pathway (see Training Providers section on page 9 of these guidelines and the Application Review Criteria document for more information).

TEA anticipates that the contractor selected for this work will be identified by December 2024. This information will be shared with LEAs that are selected for the pilot prior to or during the January notification window. LEAs will have the opportunity to confirm their participation after TEA notifies them of their selection.

Application Components

Application timeline

Event	Estimated Date
MPA Cycle 4 LEA application opens	Sept 6, 2024
Applicant questions collected via mpa@tea.texas.gov	Sept 6 – Sept 20, 2024
Deadline to sign up for application info session (sign up sheet)	Sept 20, 2024
Optional application info session via Zoom	Sept 27, 2024
Frequently Asked Question (FAQ) responses posted to MPA website	Sept 30, 2024
MPA Cycle 4 LEA applications due by 5:00 p.m. via Qualtrics	Nov 15, 2024
Notifications sent to applicants	Jan 10, 2025
LEA verification of participation forms due via Qualtrics	Jan 17, 2025
Cycle 4 awardees list posted to MPA website	Jan 24, 2025
Mandatory Cycle 4 kick-off webinar via Zoom	Feb 7, 2025
Year 1 implementation begins	Summer 2025

Priority points

If LEA interest and eligibility exceeds the state funding amount, priority points will be assigned based on LEA need. Priority will be given based on five factors, using the data most recently available at the time of this publication: (1) the LEA’s size based on student enrollment, (2) the LEA’s rural status, (3) the percentage of the LEA’s students qualifying as economically disadvantaged, (4) current or past participation in Teacher Residencies, and (5) current participation in the Grow Your Own (GYO) grant. Definitions of the priority factors are provided in the table below and the priority points attachment.

There are a few cases in which an LEA has no reported data for each category of priority points. In these instances, TEA will assign the LEA 0 priority points. The LEA priority point list for Cycle 4 can be found on the [MPA website](#).

LEAs not awarded in Cycle 3 will be eligible for additional priority points in Cycle 4.

LEAs may be assigned a maximum total of 33 priority points. The LEA Priority Point List can be found on the [MPA website](#).

LEA-Specific Data	Priority Points Breakdown	Possible Priority Points
Student Enrollment	<p><1,599 = 7 points</p> <p>1,600-2,999 = 6 points</p> <p>3,000-4,999 = 5 points</p> <p>5,000-9,999 = 4 points 10,000-24,999 = 3 points 25,000-49,999 = 2 points</p> <p>50,000 and over = 1 points</p>	<p>1 to 7 points</p> <p>If no data is available for a LEA, it will receive 0 points</p>
Rural Status*	<p>LEAs that qualify as rural = 5 points</p> <p>LEAs that do not qualify as rural = 0 points</p>	<p>0 or 5 points</p> <p>If no data is available for a LEA, it will receive 0 points</p>
Percentage of Students that are Economically Disadvantaged**	<p>0.1 point for each percentage point of the LEA's average of economically disadvantaged students</p> <p>For example, 5.47 points would be assigned to an LEA with an average economically disadvantaged student population of 54.7%.</p>	<p>0-10 points</p> <p>If no data is available for a LEA, it will receive 0 points</p>
Currently Participating or have Participated in Paid Teacher Residency***	<p>LEAs who are currently participating in or have participated in Paid Teacher Residencies = 3 points</p> <p>LEAs who are not participating or have not participated in Paid Teacher Residencies = 0 points</p>	<p>0 or 3 points</p>
Currently Participating in the Grow Your Own (GYO) grant	<p>LEAs currently participating in the Grow Your Own (GYO) grant = 3 points</p> <p>LEAs is not currently participating in the Grow Your Own (GYO) grant = 0 points</p>	<p>0 or 3 points</p>
LEAs Who Did Not Receive Cycle 3 Funding	<p>LEAs not awarded in Cycle 3 = 5 points</p> <p>LEAs who participated in Cycle 3 or did not apply for MPA Cycle 3 = 0 points</p>	<p>5 points</p>

* LEAs categorized as a rural type by TEA with fewer than 5,000 enrolled students or LEAs categorized as rural by the National Center for Education Statistics (NCES) with fewer than 5,000 enrolled students. This definition of rural is used to calculate priority points.

** Percentage of Economically Disadvantaged Students & Campus Implementation:

Participating LEAs can use MPA funds to implement a mentorship program at all schools or at a subset of schools within the LEA. If an LEA opts to implement the mentorship program at a subset of schools, the LEA must indicate in the application on which campuses it intends to use MPA funds.

For example, an LEA may choose to implement a new mentorship program that meets the requirements of MPA on only its highest-needs campuses. Or another LEA that anticipates it will hit the funding cap for MPA may choose to use MPA funds on a subset of campuses.

If an LEA chooses to use MPA funds on only some of its campuses, the average percentage of economically disadvantaged students across that subset of campuses will be used when assigning priority points. In such cases, an LEA must complete a Campus Implementation list to identify the subset of campuses where MPA funds will be used.

*** For the purposes of this application, the term Teacher Residency applies to any LEA who has participated in paid teacher residencies as part of TCLAS Decision 5 or the Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program for either SY 2023-25 or SY 2024-26.

Application Directions

Application Steps

LEAs interested in submitting an MPA application will follow the steps below:

Step 1: Read these guidelines and the Application Review Criteria document thoroughly.

Step 2: Preview [Qualtrics](#) application.

Step 3: Download all necessary attachments from the [MPA website](#) and save to your computer using the appropriate file naming conventions as shown in the Qualtrics application. Please note that LEAs applying for the LEA-created mentorship training pathway will need to select that pathway on Training & Support section of the Qualtrics application to view the application components required for LEA-created approval.

Step 4: Complete and save all required attachments of the application. See the Application Review Criteria document for a detailed list of required attachments.

Step 5: Respond to the questions in [Qualtrics](#) and upload necessary attachments.

Step 6: Submit the [Qualtrics](#) application.

Application Submission

Upon Qualtrics submission, applicants will receive a confirmation email with a summary response and a unique survey link with the ability to update the submission. LEAs should review their application upon submission and limit edits made to the application leading up to the deadline.

LEAs are encouraged to submit before the deadline in case any technical issues arise. TEA experiences a high volume of LEA inquiries in the days leading up to the application deadline and cannot guarantee that it will be able to respond to all emails within a business day.

If a duplicate submission (a submission within the same LEA) is submitted, then the earlier entry will automatically be deleted. If an application has been submitted in error, please contact TEA at MPA@tea.texas.gov.

FAQs

All questions about the MPA Cycle 4 Application must be submitted in writing to MPA@tea.texas.gov by September 20, 2024. This ensures that no prospective applicant acquires information unknown to other prospective applicants. The questions and their answers (in the form of FAQs) will be published on the [MPA website](#) on September 30, 2024. Any questions received after the specified date will not be answered by TEA so that all applicants have equal opportunity to review all FAQs before submitting their application.

Commonly asked questions

1. *What should LEAs consider before applying?*

When considering applying for the MPA, LEAs should ask themselves the following questions:

Is my LEA looking to improve on supports for BTs?

- Is my LEA committed to improving supports and retention of first- and second-year teachers?
- If approved for Cycle 4 funding, will my LEA be able to meet MPA requirements such as:
 - Providing release time or reduced teaching load for mentors to meet with each BT for at least 12 hours per semester
 - Ensuring that mentors and DCLs receive training before the beginning of the school year and throughout the school year
- If approved for Cycle 4 funding, will my LEA have the people and means necessary to implement a high-quality mentorship program?

2. *How many LEAs will be approved for funding?*

The number of LEAs approved for funding is dependent upon (1) the number of LEAs that apply, (2) the number of LEAs that are eligible, and (3) the amount of funding approved for each LEA. If LEA interest and eligibility exceed the state funding amount, priority points will be assigned based on LEA need. Refer to the Priority Points section on pages 11-13 of these MPA Guidelines.

3. *Who is required to attend training?*

Refer to the Training section of these MPA guidelines on pages 9-10.

4. *Are mentors required to complete MPA mentor training beyond one year?*

Mentors must complete or have previously completed one year of MPA mentor training to be considered an eligible MPA mentor. However, LEAs and APs may choose to require ongoing training and supports of mentors beyond one year. TEA encourages LEAs to consider providing ongoing professional learning and coaching for all their mentors.

5. *Who is considered an eligible MPA Approved Training Provider (AP)?*

A list of APs and their program information can be found on the [MPA website](#). They include:

- Education Service Center, Region 1
- Education Service Center, Region 10
- Education Service Center, Region 18 – Texas Center for Educator Excellence (TxCEE)
- National Institute for Excellence in Teaching (NIET)
- New Teacher Center (NTC)
- Resources for Learning / Scaffolded Solutions
- Texas Education THRIVE

6. *What should LEAs consider when partnering with an AP?*

LEAs looking to partner with an AP may wish to discuss the following with them:

- What are your primary goals for mentors and BTs?
- Do you offer your trainings in-person or virtually? If both are offered, what are the costs of each?
- Preview the mentor and DCL training scope and sequences.
- By the end of Year 1, what are mentors expected to know and be able to do as a result of the training and coaching?
- How might this differ or change in Year 2? Year 3?
- What are the costs associated with training?
- How often will your staff visit to provide coaching?
- What does the coaching structure look like (i.e., who is being coached)?
- How do you measure success of your training and coaching?
- What will the partnership look like during Cycle 4? How will it evolve over time?
- What will happen after the 3 years?
- Our LEA has adopted a new curriculum. How will your work with us to ensure mentors are prepared to support BTs in the new curriculum?

7. *Can I use MPA funds on mentorship programs not on the AP list?*

No, as per requirements in TEC, §21.458 and TAC, §153.1011, mentors must complete a research-based mentor and induction training program approved by the commissioner. For Cycle 4, LEAs must use a LEA-created mentorship training program or partner with an AP. LEAs may collaborate with an external partner, such as education service centers and non-profit organizations, to develop a LEA-created mentorship training scope and sequences. As mentioned in the Uses of Funding section on page 5 of these guidelines, MPA funds cannot be used to pay for the services of an external partner unless they are a MPA AP.

Part II: Detailed Description of the Mentorship Trainings

Part II: Detailed Description of the Mentorship Trainings

Overview

MPA statute requires that training be provided to mentors and any appropriate district and campus employees who work with or supervise beginning teachers. All LEA applicants, regardless of the intended training provider pathway, will be required to submit their mentorship training program scope and sequences through the MPA application. Mentor training must be research or evidence-based, practice-based and demonstrate content, design, and delivery using the Mentor Training Scope & Sequence template and DCL Training Scope & Sequence template and reflect the required components outlined in the Application Review Criteria document. Refer to the Scope & Sequence templates and Scope & Sequence model document for clarity on the required components and a deeper understanding of successful mentorship training.

Training components

Mentor training

Mentor training is anchored in competencies across five categories: effective mentoring partnerships, coaching cycles, data-driven instruction, lesson preparation, and learning environments. LEAs are required to provide this training synchronously.

LEAs are required to submit their Mentor Training Scope & Sequence for review and approval.

Coaching of Mentors

Coaching may be provided directly to mentors, either one-on-one or through small groups, by DCLs. Coaching must occur at least twice per semester, for four hours over the year, for each mentor.

Coaching must be aligned to the training's objectives and focus on closing mentors' gaps in implementing skills that were previously practiced in training. It must include observations of mentors in their roles. However, specific coaching sessions may be based on observations and/or may also focus on mentors' self-identified priorities/areas for growth and includes a follow-up plan.

The LEA is required to submit a Coaching Plan for review and approval. See the Review Criteria document and Coaching Plan attachment for more information.

District and Campus Leader training

DCL training is aligned to separate competencies in five categories: program vision setting; mentor recruitment, selection, and assignment; mentor training and support; master schedule and release time; and program sustainability. LEAs are required to provide this training synchronously.

LEAs are required to submit their DCL Training Scope & Sequence for review and approval.

The following sections provide details and additional requirements, such as specific content and duration of training.

Approval Requirements

Evidence of impact

TEA has developed MPA goals in the following three areas, in alignment with research on the impact of BT induction and mentorship programs:

- Beginning teacher effectiveness
- Beginning teacher retention
- Mentor effectiveness, which drives beginning teacher effectiveness and retention

Evidence of a training program's impact is one of the requirements of the LEA-created mentorship training program approval process, and applicants will provide data using the Evidence of Impact attachment. There are four tiers of evidence that applicants may use to demonstrate evidence of program impact, which align to MPA goals.

Tier 1 (Beginning teacher effectiveness)

The evidence included in the Evidence of Impact attachment demonstrates comparative improvement in the effectiveness of the BTs that the program directly worked with. This could include improved appraisal ratings and student growth ratings of those BTs.

For example, the LEA may provide comparison data on the average T-TESS appraisal scores of first year teachers prior to program implementation as a baseline with the average T-TESS appraisal scores for the cohorts of BTs supported by the program after implementation to show comparative improvements because of program intervention.

Additionally, LEAs may provide comparison data for average Student Learning Objective (SLO) scores from the students of BTs prior to program implementation as a baseline with SLO scores from the cohort of beginning teachers supported by the program after implementation.

Tier 2 (Beginning teacher retention)

The evidence included in the Evidence Impact attachment demonstrates year-over-year improvement retention of BTs that the program directly worked with.

For example, the LEA may provide a comparison of baseline BT retention data prior to program implementation to the retention rates of the cohort of BTs supported by the program after implementation to show comparative improvements as a direct result of the program's intervention.

Tier 3 (Fidelity of program implementation)

The evidence included in the Evidence of Impact attachment demonstrates effective program implementation based on fidelity of implementation tools used to evaluate the LEA's implementation of the mentorship program in action. Fidelity of implementation tools may include rubrics, checklists, implementation trackers, or protocols. These tools, if used, must show direct alignment to mentor training and program goals.

For example, the LEA might have a suite of tools used by mentors when coaching BTs including a template with a protocol for planning and leading coaching conversations with a BT. The LEA may then have internal rubrics they use during coaching to evaluate the mentors' use of those coaching protocols. The LEA may also have a data tracking tool used to input (a) rubric ratings for the mentors' use of the coaching protocol, and (b) the total number of coaching conversations in which mentors and BTs engage. Using this example, data

aggregated using the tools could be submitted as Tier 3 evidence. Tools alone, with no aggregated data, will not be scored.

Tier 4 (Perceptions of program effectiveness)

The evidence included in the Evidence of Impact attachment demonstrates a positive impact on BT and/or mentors through perception survey data. For applicants that have participated in Cycles 1-3 of the Mentor Program Allotment, they must include TEA's MPA survey results. MPA survey data will be assessed based on survey response rates, percentage of respondents who net agree on survey items, and n-size of respondents (if n-size is below 10 respondents, additional perception data may be used to supplement, if available). Past MPA LEAs are encouraged to provide supplemental perception data, if available.

For example, the LEA might administer surveys quarterly or at the end of training that examine the perceptions of mentors and/or BTs on the training model, program implementation, teacher effectiveness, teacher retention, additional support, and/or general program feedback. The results of surveys should reflect the impact of the mentorship training program's intervention. A sample of the perception survey may be included to demonstrate the types of questions asked.

If the applicant submits evidence of impact for this tier other than the MPA survey administered by TEA, they must include the full survey and data (as part of the Attachments Upload section of Qualtrics) that show the aggregate outcomes of the survey.

Research basis

LEA-created mentorship training programs must be based on research or evidence that influenced both the content and design of the training. All applicants will provide a narrative description of the research basis for their mentorship training program via the Qualtrics application.

Training scope & sequence

LEAs applying for the LEA-created mentorship training pathway will be required to submit a scope and sequence for both the mentor training and DCL training. The following sections outline the requirements for completing each scope and sequence. See the Application Review Criteria document and Scope & Sequence template and Scope & Sequence Model for more information.

Mentor training requirements

Mentor training design...

- Includes clear, actionable, and observable objectives shared at the beginning and throughout the training (e.g., mentors can script observation notes that meet 4/4 success criteria).
- Includes performance tasks within the training that:
 - Are specific to the training session.
 - Occur during or at the end of the training session.
 - Evaluate mentors' skill development.
- Provides explicit opportunities for mentors to practice using effective feedback models like the "See It, Name It, Do It" framework briefly outlined below:
 - See it: The trainer(s) provide a clear model of what the actionable objectives look like when implemented effectively with success criteria (e.g., modeling a particular practice such as a mentor scripting observation notes).

- Name it: The trainer(s) facilitate activities that allow participants to explicitly identify and name, with specificity, the actions necessary to execute a practice at a high level (e.g., the specific actions needed to effectively script observation notes).
- Do it: The trainer(s) include dedicated time for repetition and feedback (e.g., the mentors have multiple opportunities to practice scripting observation notes and receive feedback).
- Provides time for whole group and small group discussions and individual think time.
- Incorporates strategies that heighten participation such as relationship-building questions, discussions that activate prior knowledge or experiences, and opportunities to interrogate strong models.

Mentor training duration and cadence...

- Is sequenced with the highest-leverage, most urgent mentoring topics first.
- Allocates sufficient time to build mentor competencies, including through practice.
- At minimum, occurs once before the school year starts and once per semester for a total of 18 hours.
 - The training must include at least 14 hours of synchronous training.
 - The training may include coaching support, which could count as 4 hours of training.
- See the Application Review Criteria document for a list of training topics and competencies.

Mentor coaching requirements:

Duration & cadence:

- Has the length and depth required to diagnose and address priorities.
- Must occur at least twice per semester, for a total of four hours over the year, for each mentor.
- May occur individually or with a small group of up to 5 mentors.

Content & activities:

- Is aligned to the training's objectives and focuses on closing mentors' gaps in implementing skills that were previously practiced in training.
- Includes observations of mentors in their roles. However, specific coaching sessions may be based on observations and/or may also focus on mentors' self-identified priorities/areas for growth and includes a follow-up plan.

Focuses on high-leverage growth areas and follows a "See It, Name It, Do It" framework, including:

- A clear, concise, high leverage action step that aligns to the most urgent gap in the mentors' practice (this serves as the focus for the coaching).
- See it: An opportunity for the mentor(s) to see a strong model of success for the gap in question and compare the model to the mentors' own implementation.
- Name it: An opportunity to identify the discrete steps to take to close the gap and explicit naming of the highest-leverage action step.
- Do it: An opportunity for the mentor(s) to practice action steps through planning a script and multiple at-bats with real-time, corrective feedback from the coach.

Plans & resources:

Utilizes effective tools, such as templates and protocols, to ensure fidelity of implementation.

DCL training requirements:

District and campus leader training design...

- Includes an overview of MPA requirements.
- Previews the content, cadence, and frequency of the LEA's mentor training program (i.e., scope and sequence).
- Introduces the LEA's mentorship program staff that will be providing mentoring training and support.
- Describes the LEA's intended approach for one-on-one or small group coaching of mentors in their roles.

Duration & cadence...

- Is sequenced with the highest-leverage, most urgent leadership topics first.
- Allocates sufficient time to build leadership competencies, including through practice.
- At minimum, occurs at a regular cadence throughout the school year for a total of 8 hours.
- See the Application Review Criteria document for a list of training topics and competencies.

Adjustments post-approval

Allowable modifications:

The following outlines allowable and unallowable modifications to the training scope and sequences after TEA approval. Any modifications that do not fall within the allowable actions must be submitted to TEA for approval before May for the year before implementation. Allowable scope and sequence modifications that do not require TEA approval:

- Changing the sequence of training topics
- Adding more training topics
- Adding to the duration of each training

Unallowable scope and sequence modifications (may request approval from TEA prior to May for the year preceding implementation):

- Deleting content from the scope and sequences submitted for approval
- Deleting required participants
- Shortening the duration of each training
- Moving aspects of training from synchronous to asynchronous delivery

Appendix

Appendix A: Allowable changes to mentorship training program

The following scenarios are allowable changes to the mentorship training program that LEAs may make during Cycle 4 implementation. These changes do not affect the funding formula or a LEA’s funding amount.

From	To	Review Process
Approved Mentorship Training Provider	LEA-created Mentorship Training	<p>Commissioner approval is required. LEA must submit their mentor and DCL training scope and sequences and coaching plan to TEA by:</p> <ul style="list-style-type: none"> • December 2025 for Year 2 implementation (SY 2026-27) • December 2026 for Year 3 implementation (SY 2027-28) <p>Changes submitted after the deadlines will not be reviewed.</p>
LEA-created Mentorship Training	Approved Mentorship Training Provider	<p>LEA must notify the MPA Approved Provider(s) and TEA of this change by:</p> <ul style="list-style-type: none"> • February 2026 for Year 2 implementation (SY 2026-27) • February 2027 for Year 3 implementation (SY 2027-28) <p>Changes communicated after the deadlines will require TEA approval.</p>
Approved Mentorship Training Provider	Provider Different Approved Provider	<p>LEA must notify the MPA Approved Provider(s) and TEA of this change by:</p> <ul style="list-style-type: none"> • February 2026 for Year 2 implementation (SY 2026-27) • February 2027 for Year 3 implementation (SY 2027-28) <p>Changes communicated after the deadlines will require TEA approval.</p>

During implementation, LEA may change the dates of their mentorship training program without needing TEA approval if they meet the following conditions:

- The total training time for both mentor and DCL training indicated on the application remains consistent
- Mentors still attend training before the school year begins and once per semester, at minimum
- The topics and content in the mentor and DCL trainings remain consistent with what was approved through the MPA application

Appendix B: Mentoring resources

TEA has compiled the following resources for LEAs to use in their beginning teacher induction and mentorship programs and for mentors to support their mentees. Each of these resources is free and optional to use. As a reminder, using Texas Teach Like a Champion alone is not sufficient in providing mentorship training. Refer to the [MPA website](#) for more information on these resources.

Appendix C: References

“Mentoring and Induction Toolkit: Roles and Responsibilities of an Effective Mentor,” Center on Great Teachers and Leaders. American Institutes for Research, 2019.

“Mentor Program Allotment.” Texas Administrative Code. §153.1011 (2024).

“Mentors.” Texas Education Code. §21.458 (2019).

“Mentor Practice Standards.” New Teacher Center. 2018.

“Texas Instructional Leadership Competencies.” Texas Education Agency. (2022)

“Texas Teacher Evaluation and Support System.” Texas Education Agency. 2020.