

Overview

This document is rooted in the statutory requirements of the Mentor Program Allotment (MPA) and is intended to provide guidance in filling out the LEA application. For each section of the application, Required Components are outlined to help you determine the minimum criteria for approval. Common Pitfalls to Avoid provide additional clarification by describing responses that do not fully meet MPA requirements and may impede successful implementation. All applications will be reviewed based on the extent to which they meet the requirements below. Supporting documents for review, such as the Scope & Sequence templates, should be completed and uploaded via the [Qualtrics application](#).

Application Review & Approval

An LEA will receive 1 point for any complete section that meets the application requirements. An LEA will receive 0 points if a section is incomplete or does not abide by the listed requirements. To be awarded an allotment, LEAs must qualify for funding based on their priority points, availability of state funds, and receive a total of 2 points on their application whether they are partnering with an MPA Approved Provider or if they are applying to fund a LEA-created mentorship program. Please refer to the Cycle 4 MPA Guidelines for more information.

Reviewed Application Sections

LEAs will be scored for certain sections based on their training provider.

- Option 1 LEAs: LEAs partnering with an MPA Approved Provider.
- Option 2 LEAs: LEAs implementing an LEA-created mentorship program.

Application Component	Reviewed Materials for Option 1 LEAs	Reviewed Materials for Option 2 LEAs
Qualtrics Submission	Completion of Qualtrics	Completion of Qualtrics
Mentor Training Scope & Sequence Attachment A	Scope & Sequence provided by partnering MPA Approved Provider	Scope & Sequence created by the applying LEA for LEA-created mentor training
District & Campus Leader Scope & Sequence Attachment B	Scope & Sequence provided by partnering MPA Approved Provider	Scope & Sequence created by the applying LEA for LEA-created district and campus leader training

<p>Coaching Plan Attachment C</p> <p>(For Option 2 LEAs, this will be scored holistically in combination with Mentor Training Scope & Sequence, District & Campus Leader Scope & Sequence, and Evidence of Impact)</p>	<p>Included with MPA Approved Provider’s approval*</p>	<p>Coaching Plan created by the applying LEA for the LEA-created mentorship program to be implemented by appointed district personnel</p>
<p>Evidence of Impact Attachment D</p> <p>(For Option 2 LEAs, will be scored holistically in combination with Mentor Training Scope & Sequence, District & Campus Leader Scope & Sequence, and Coaching Plan)</p>	<p>Included with MPA Approved Provider’s approval</p>	<p>Evidence of Impact provided by the applying LEA for LEA-created mentorship program (see Cycle 4 guidelines for more information)</p>

*If partnering with ESC 1, please provide an LEA-created coaching plan to be reviewed for approval

Application Review Breakdown

All items are assigned a point value of 1 or 0 based on criteria description above.

Option 1 LEAs: LEAs partnering with a MPA Approved Provider

Section	Points
Application (Qualtrics Submission)	1
Mentor Training Scope & Sequence District & Campus Leader Training Scope & Sequence Coaching Plan (if partnering with ESC 1)	1
Campus Implementation List	N/A
Total required points for approval	2

Option 2 LEAs: LEAs implementing a LEA-created mentorship program

Section	Points
Application (Qualtrics Submission)	1
Mentor Training Scope & Sequence District & Campus Leader Training Scope & Sequence Coaching Plan Evidence of Impact	1
Campus Implementation List	N/A
Total required points for approval	2

Application (Qualtrics Submission) Review

Section	Required Components	Common Pitfalls to Avoid
<p>Research or Evidence Base of Mentor Training</p> <p>(Required for LEA-created mentorship programs only)</p>	<p>*Refer to the mentor and district & campus leader (DCL) competencies at the end of this document.</p> <p>The content refers to what is covered in the trainings (training topics and mentor and DCL competencies*).</p> <p>The design and delivery refer to how mentors and DCLs are trained (i.e., providing sufficient time and opportunities for participants to practice what they learn).</p> <p>Provides context for how the research or the evidence base influenced both the content and the design and delivery of the mentorship program.</p> <p>Provides context for how the research or the evidence base leads to effective training and use of the mentor competencies*.</p> <p>Demonstrates clear alignment to the Mentor Training Scope & Sequence in content, design and delivery of training (i.e., research or evidence on coaching cycles should be reflected as a topic in the Scope & Sequence and as the implications for the design and delivery).</p> <p>Cites and describes sources of research or the evidence base that influenced the mentor training.</p>	<p>Cites sources that cannot be viewed or accessed for review.</p> <p>Fails to describe how the research or the evidence base influences the mentor training.</p> <p>Provides context on the history of the training or general research on why mentoring matters but does not clearly describe how it influenced the content or design and delivery of the training.</p> <p>Addresses topics and mentor competencies* but does not provide compelling or clear context for how the research or the evidence base influenced the training.</p> <p>Does not clearly demonstrate alignment to the Mentor Training Scope & Sequence in content, design, and delivery of the training.</p>
<p>Assurances</p>	<p><i>This section will not be scored.</i></p> <p><i>LEAs must agree to meet the MPA requirements to be eligible for MPA funding.</i></p>	<p><i>This section will not be scored.</i></p> <p><i>LEAs must agree to meet the MPA requirements to be eligible for MPA funding.</i></p>
<p>All Other Responses</p>	<p><i>This section will not be scored.</i></p> <p><i>Responses are for data collection purposes and will be checked for completion only.</i></p>	<p><i>This section will not be scored.</i></p> <p><i>Responses are for data collection purposes and will be checked for completion only.</i></p>

Mentor Training Scope & Sequence Scoring for Option 1 LEAs (Attachment A)

Required Components	Common Pitfalls to Avoid
<p>Lists an MPA Approved Provider.</p> <p>Specifies LEA name and training dates within the Mentor Training Scope & Sequence.</p> <p>Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester.</p> <p>Prior to application submission, commits to communicating and partnering with Approved Provider.</p>	<p>Includes incomplete or blank components (e.g., LEA-specific information, training dates).</p>

District & Campus Leader Training Scope & Sequence Scoring for Option 1 LEAs (Attachment B)

Required Components	Common Pitfalls to Avoid
<p>Lists an MPA Approved Provider.</p> <p>Specifies LEA name and training dates within the DCL Training Scope & Sequence.</p> <p>Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester.</p> <p>Prior to application submission, commits to communicating and partnering with Approved Provider.</p>	<p>Includes incomplete or blank components (e.g., LEA-specific information, training dates).</p>

Mentor Training Scope & Sequence Guidance for Option 2 LEAs (Attachment A)

Required Components	Common Pitfalls to Avoid
<p>*Refer to the mentor competencies at the bottom of this document.</p> <p>Dedicates time for mentors to develop the necessary skills through meaningful practice.</p> <p>Provides explicit opportunities for mentors to practice using effective feedback models like the “See It, Name It, Do It” framework briefly outlined below:</p> <p style="padding-left: 40px;">See It: Activities that allow participants to clearly see a model of a particular practice executed at a high level</p> <p style="padding-left: 40px;">Name It: Activities that allow participants to detail with specificity the actions necessary to execute a practice at a high level</p> <p style="padding-left: 40px;">Do It: Activities that provide an opportunity for participants to practice specific actions viewed in See It and detailed in Name It</p> <p>Describes Performance Tasks that:</p> <p style="padding-left: 40px;">Are specific to the training session;</p> <p style="padding-left: 40px;">Occur in a timely manner (i.e., at the end of the training session); and</p> <p style="padding-left: 40px;">Evaluate mentors’ skill development.</p> <p>Demonstrates alignment across objectives, mentor practice, and performance tasks for each training session.</p> <p>Covers and aligns to all mentor competencies* over the course of the year.</p> <p>Describes the LEA-created mentor training agenda, objectives, and mentor practice in detail.</p> <p>Demonstrates how the training will effectively develop the mentors’ mentor competencies.</p>	<p>Lacks sufficient time and opportunities for mentors to meaningfully practice in trainings.</p> <p>Fails to demonstrate how mentors will meaningfully practice (e.g., mentors reflect on rather than actively practice skills).</p> <p>Only describes Performance Tasks that:</p> <p style="padding-left: 40px;">Relate to the mentor training or program as a whole (e.g., student performance measures demonstrate impact of the program rather than the specific training session).</p> <p style="padding-left: 40px;">Mentor practice occurs separately from the training (e.g., observation or walk-through data collected sometime after training and may not be directly correlated to the session).</p> <p style="padding-left: 40px;">Evaluates mentors’ perceptions, knowledge, or progress (e.g., activity logs, training attendance).</p> <p>Fails to demonstrate alignment of mentor practice and performance tasks to the training objectives and competencies.</p> <p>Fails to cover and align to all training topics and competencies* or dedicate sufficient time to meaningfully cover all the topics in preparing mentors.</p> <p>Lacks sufficient detail in describing the training agenda and objectives and demonstrating their effectiveness in preparing mentors.</p> <p>Fails to describe how the training will effectively develop the mentors’ mentor competencies.</p>

Required Components	Common Pitfalls to Avoid
<p>Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester.</p> <p>Indicates a minimum total of 18 hours over the course of the year to effectively develop their mentor competencies. *</p> <p>*Please note that there is an additional 4-hour (at minimum) coaching requirement that may count toward the 18 hours</p>	<p>Does not include at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester.</p> <p>Fails to indicate the minimum total time of 14 hours for mentor training and 4 hours for coaching.</p> <p>Fails to provide sufficient clarity on training duration (i.e., training is offered November 1-3, but duration is only provided for November 1).</p> <p>Fails to demonstrate alignment to mentor competencies* in the training objectives.</p> <p>Includes incomplete or blank components.</p>

Coaching Plan (Attachment C; required of Option 2 applicants and LEAs partnering with ESC 1)

Required Components	Common Pitfalls to Avoid
<p>Describes the LEA’s coaching model through a series of narrative responses.</p> <p>Provides a sample of coaching tools and protocols.</p>	<p>Narrative responses do not address all aspects of the prompt.</p> <p>Includes incomplete or blank components.</p> <p>Does not include samples coaching tools and protocols.</p>

District & Campus Leader (DCL) Training Scope & Sequence Guidance for Option 2 LEAs (Attachment B)

Required Components	Common Pitfalls to Avoid
<p>*Refer to the mentor and district & campus leader (DCL) competencies document.</p> <p>DCL training hours total up to 8 hours of training.</p> <p>Dedicates time for DCLs to develop the necessary skills through meaningful practice.</p> <p>Describes Performance Tasks that:</p> <ul style="list-style-type: none"> Are specific to the training session; Occur in a timely manner (i.e., at the end of the training session); and Evaluate DCLs’ skill development. <p>Demonstrates alignment across objectives, session activities, and performance tasks for each training session.</p> <p>Covers and aligns to all DCL competencies* over the course of the year.</p> <p>Describes the LEA-created DCL training agendas, objectives, and session activities in detail.</p> <p>Demonstrates how the training will effectively develop the DCLs’ DCL competencies.</p>	<p>Lacks sufficient time and opportunities for DCLs to meaningfully practice in trainings.</p> <p>Fails to demonstrate how DCLs will meaningfully practice (e.g., DCLs reflect on rather than actively practice skills).</p> <p>Only describes Performance Tasks that:</p> <ul style="list-style-type: none"> Relate to the DCL trainings or program as a whole (e.g., student performance measures demonstrate impact of the program rather than the specific training session). DCL practice occurs separately from the training (e.g., observation or walk-through data collected sometime after training and may not be directly correlated to the session). Evaluates DCLs’ perceptions, knowledge, or progress (e.g., activity logs, training attendance). <p>Fails to demonstrate alignment of DCL practice and performance tasks to the training objectives.</p> <p>Fails to cover and align to all training topics and competencies* or dedicate sufficient time to meaningfully cover all the topics in preparing DCLs.</p> <p>Lacks sufficient detail in describing the training agenda and objectives and demonstrating their effectiveness in preparing DCLs.</p> <p>Fails to describe how the training will effectively develop the DCLs’ DCL competencies.</p>

Required Components	Common Pitfalls to Avoid
<p>Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester.</p> <p>Indicates a minimum of 8 hours of DCL training over the course of the year to effectively develop their DCL competencies.</p>	<p>Does not include at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester.</p> <p>Fails to indicate the minimum total time of 8 hours for DCL training.</p> <p>Fails to provide sufficient clarity on training duration (i.e., training is offered November 1-3, but duration is only provided for November 1).</p> <p>Fails to demonstrate alignment to DCL competencies* in the training objectives.</p> <p>Includes incomplete or blank components.</p>

Evidence of Impact (Attachment D; required only of Option 2 applicants)

Required Components	Common Pitfalls to Avoid
<p>Provides high-quality evidence that reflects a positive impact on the LEA’s mentorship program results.</p> <p>Includes data on one or more of the Tiers of Evidence (see Cycle 4 guidelines for more information). *</p> <p>Previous participants in MPA applying for Cycle 4 must include TEA’s MPA survey results as part of their evidence (see Cycle 4 guidelines for more information). **</p>	<p>Evidence is incomplete or not included.</p> <p>Evidence does not reflect a positive impact on the LEA’s mentorship program results.</p> <p>Previous participants in MPA do not provide their MPA survey data as part of their Tier 4 evidence.</p>

*Submitting evidence for every tier is not required. However, high-quality evidence that reflects a positive impact on the LEA’s mentorship program has a stronger likelihood of approval.

**Tier 4 evidence (Perceptions of Program Effectiveness) in the form of TEA MPA survey data is required for previous MPA LEAs.

Campus Implementation List (Attachment E)

The Campus Implementation List is only for LEAs intending to implement MPA on a subset of campuses. It will not be included in the final score.

Table of Training Topics and Mentor Competencies

Training Topics	The Mentor Training...
<p>Effective Mentoring Partnerships</p>	<p>1. Trains mentors to provide effective mentoring partnerships including...</p> <ul style="list-style-type: none"> a. Developing a trusting and caring relationship with beginning teachers (BTs).¹ b. Meeting frequently with BTs and use mentoring time effectively and efficiently.² c. Communicating effectively with BTs and using mentoring and coaching language. d. Applying tenets of adult learning theory in interactions with BTs. e. Understanding the typical BT experience and tailoring support to meet their needs. f. Leveraging campus structures such as professional learning communities, team meetings, and individual mentoring meetings to support BT skill development.
<p>Coaching Cycles</p>	<p>2. Trains mentors to implement coaching cycles including...</p> <ul style="list-style-type: none"> a. Conducting effective and differentiated instructional coaching cycles with BTs based on a research-based instructional rubric (e.g., T-TESS, Danielson, TAP). b. Using an observation schedule that allows them to observe and meet face to face with BTs following each observation for the purpose of feedback & coaching. c. Identifying quality action steps that name the highest leverage issue in the BT's class and create action steps that are measurable and observable.³ d. Using a common system for tracking, delivering, and following-up on feedback for their BTs that allows them to track: the number of observations they have conducted, the action steps issued, and the trends across their BTs that can be used to inform professional development.⁴

¹ The term beginning teachers (BTs) refers to mentee teachers to which mentors are assigned.

² As a reminder, TEC requires mentors and beginning teachers to meet for a total of 12 hours per semester during the instructional day.

³ Example: Based on the observation, the mentor chooses an aspect of the BT's instruction that the BT can act on immediately and will positively impact student learning. For example, the during an observation, the MENTOR tracks the BT's movement about the classroom and notices that the BT teaches to one side of the room more than the other, so mentor shares that data with the BT, models the skill, and challenges the BT to track their movement/interactions with both sides of the room.

⁴ Example: BT observation binders, observation and coaching calendars and schedules, observation trackers, feedback notes/scripts.

	<p>e. Planning, executing, and following up on observation feedback conversations using the protocol or script that focuses on opportunities to practice new learning.</p> <p>f. Building BT skills related to effective teacher-family partnerships and coach BTs on how to conduct conferences with family members.</p>
<p>Data-Driven Instruction</p>	<p>3. Trains mentors to build BTs’ skills in data-driven instruction including...</p> <p>a. Using data to support BTs in setting professional goals.</p> <p>b. Supporting BTs’ use of appropriate formative and summative assessments.</p> <p>c. Building BT skills and investing them in analyzing and responding to student work and data; identifying where objectives are spiraled back into the curriculum and possible reteach plans.</p> <p>d. Supporting the use of formative assessments that meet or exceed the rigor of the TEKS and end-goal assessments (i.e., state tests, college entrance exams).</p> <p>e. Supporting BT skill development around data analysis through structures such as Professional Learning Communities, team meetings, and mentoring meetings.</p>
<p>Lesson Preparation</p>	<p>4. Trains mentors to build BTs’ skills in lesson preparation including...</p> <p>a. Guiding BTs in utilizing campus or department-level lesson preparation tools such as scripted lessons, curricular resources that align to the rigor of the TEKS.</p> <p>b. Supporting BTs in developing or preparing lessons that are TEKS-aligned, differentiated, and use research-based techniques.</p> <p>c. Supporting BTs in understanding the depth and rigor of TEKS to ensure effective lesson delivery.</p> <p>d. Supporting BTs in planning for implementation of daily formative assessments that align to the rigor of the TEKS.</p> <p>e. Supporting BTs in preparing to execute lessons through activities such as preparing materials, rehearsing parts of a lesson, anticipating common misconceptions, etc.</p>
<p>Effective Learning Environment</p>	<p>5. Trains mentors to assist BTs in planning for an effective learning environment including...</p> <p>a. Supporting BTs to create a welcoming, safe, and inclusive environment for all students.</p> <p>b. Supporting BTs in the development of a vision for classroom culture that clearly articulates to students (and parents) classroom routines, procedures, and expectations.</p>

	<p>c. Building BT capacity in developing and implementing classroom routines and procedures that maximize instructional time by modeling and facilitating BT practice.</p> <p>d. Building BT capacity to manage student behavior by implementing an effective behavior system, including routines and procedures.</p> <p>e. Supporting BT skill development around classroom culture and learning environment through structures such as Professional Learning Communities, team meetings, mentoring meetings.</p>
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***Table of Training Topics and District & Campus Leader Competencies**

Training Topics	The District & Campus Leader Training...
<p>Mentorship Program Vision</p>	<p>1. Trains district and campus leaders (DCLs) to set a vision for the mentorship program including...</p> <ul style="list-style-type: none"> a. Setting a vision and developing a mentorship program focused on... <ul style="list-style-type: none"> i. improving student learning. ii. improving beginning teacher effectiveness. iii. improving beginning teacher retention. b. Using the vision to set specific goals for student learning, beginning teacher effectiveness, and beginning teacher retention. c. Ensuring mentoring goals are tied to district and campus priorities and initiatives. d. Determining how to monitor progress towards mentorship program goals by... <ul style="list-style-type: none"> i. identifying data sources. ii. using data analysis protocols. iii. establishing a cadence for data collection and analysis.
<p>Mentor Recruitment, Selection, and Assignment</p>	<p>2. Trains DCLs to implement effective mentor recruitment, selection, and assignment practices including...</p> <ul style="list-style-type: none"> a. Developing clear roles and responsibilities of mentors and individuals that will coach the mentors. b. Establishing an effective process, with clear criteria and protocols, to recruit and select MENTORS and ensure that they... <ul style="list-style-type: none"> i. Have 3 years of teaching experience. ii. Have a track record of success in improving student outcomes. iii. Demonstrate strong interpersonal skills, leadership, and instructional effectiveness. iv. Demonstrate an interest and commitment to their role as a mentor. v. Have expertise, to the extent practicable, in effective instructional practices specifically for the grade levels and subjects to which the beginning teacher is assigned. vi. Have served as a classroom teacher within the past three years.

	<ul style="list-style-type: none"> c. Assigning mentors to BTs and ensuring that they, to the extent practicable... <ul style="list-style-type: none"> i. Teach in the same schools, grade level, and content area. d. Ensuring mentors support a reasonable number of BTs, specifically ensuring that... <ul style="list-style-type: none"> i. Mentors that teach, on average, four or more hours a day are assigned to no more than 2 BTs. ii. Mentors that teach, on average, less than four hours a day are assigned to no more than 4 BTs. iii. Mentors that serve as full-time mentors are assigned no more than 15 BTs. e. Providing an onboarding experience for mentors, that, at minimum, <ul style="list-style-type: none"> i. Sets expectations for the mentor role. ii. Outlines the school’s instructional leadership team (ILT) structure and strategies to mitigate the risk of BTs receiving contradictory feedback and coaching. iii. Outlines mentor support provided by the Instructional Leadership Team and APs. f. Creating and implementing plans to retain mentors in their roles, including mentor satisfaction tracking. g. Implementing data collection and analysis systems to measure effectiveness of mentor recruitment, selection, onboarding, and retention; planning and implementing next steps.
<p>Mentor Training & Support of Ongoing Mentor Development</p>	<ul style="list-style-type: none"> 3. Trains DCLs to implement strong mentor training and support ongoing mentor development including... <ul style="list-style-type: none"> a. Supporting mentors in completing research-based training required by MPA through means such as... <ul style="list-style-type: none"> i. securing and communicating training days far in advance. ii. securing substitute teachers as needed. iii. investing mentor in the benefits of mentor training. b. Observing mentoring activities, using specific tools and processes, which focus on application of mentor competencies aligned to MPA requirements. c. Coaching mentors, in group or individual settings, on mentor competencies developed through training using specific protocols and tools. d. Implementing data collection and analysis systems to measure mentors’ progress towards goals; planning and implementing next steps aligned to those goals.

<p>Master Schedule & Release Time</p>	<p>4. Trains DCLs to plan a master schedule and release time that supports mentors including...</p> <ul style="list-style-type: none"> a. Designing schedules to allow for a reduced teaching load and/or providing release time for both beginning teachers and mentors to ensure they can meet for 12 hours each semester during the school day, ideally on a weekly basis. b. Designating specific time during regular school day for mentoring to occur. c. Implementing data collection and analysis systems to measure, monthly at minimum: <ul style="list-style-type: none"> i. Progress towards 12 hours of mentoring activities per semester. ii. The number of mentoring activities that occur during a designated time during the school day through release time or a reduced teaching load. d. Responding to quantitative and qualitative data gathered regarding mentoring time with focused priorities, clear timelines, and task owners.
<p>Program Sustainability</p>	<p>5. Trains DCLs to plan for program sustainability including...</p> <ul style="list-style-type: none"> a. Investing key district leaders, including the school board, in the mentoring program by sharing the vision and goals. b. Identifying "champions" of the mentorship program to share success stories along with qualitative and quantitative impact of the program. c. Codifying the mentorship program by creating plans and resources aligned to MPA requirements. d. Identifying opportunities and timelines and developing and implementing plans for scaling the mentorship program within or across campuses, as applicable.