



Mentor Program Allotment Cycle 4 LEA Application Webinar (SY 2025-28)

Webinar Objectives

- *After today's webinar, participants will be able to...*
 1. Summarize the key goals, components and requirements of MPA;
 2. Determine how MPA can help address the LEA's unique needs;
 3. Navigate the MPA website to locate MPA policy, training provider info & application materials;
 4. Identify factors to consider when applying for Cycle 4; and
 5. Describe the Cycle 4 application materials and process.



An Overview of MPA

The Mentor Program Allotment provides funding for LEAs to implement high-quality programs.

Mentor Program Allotment

TEC §21.458
TEC §48.114
TAC §153.1011

Funding per
beginning teacher

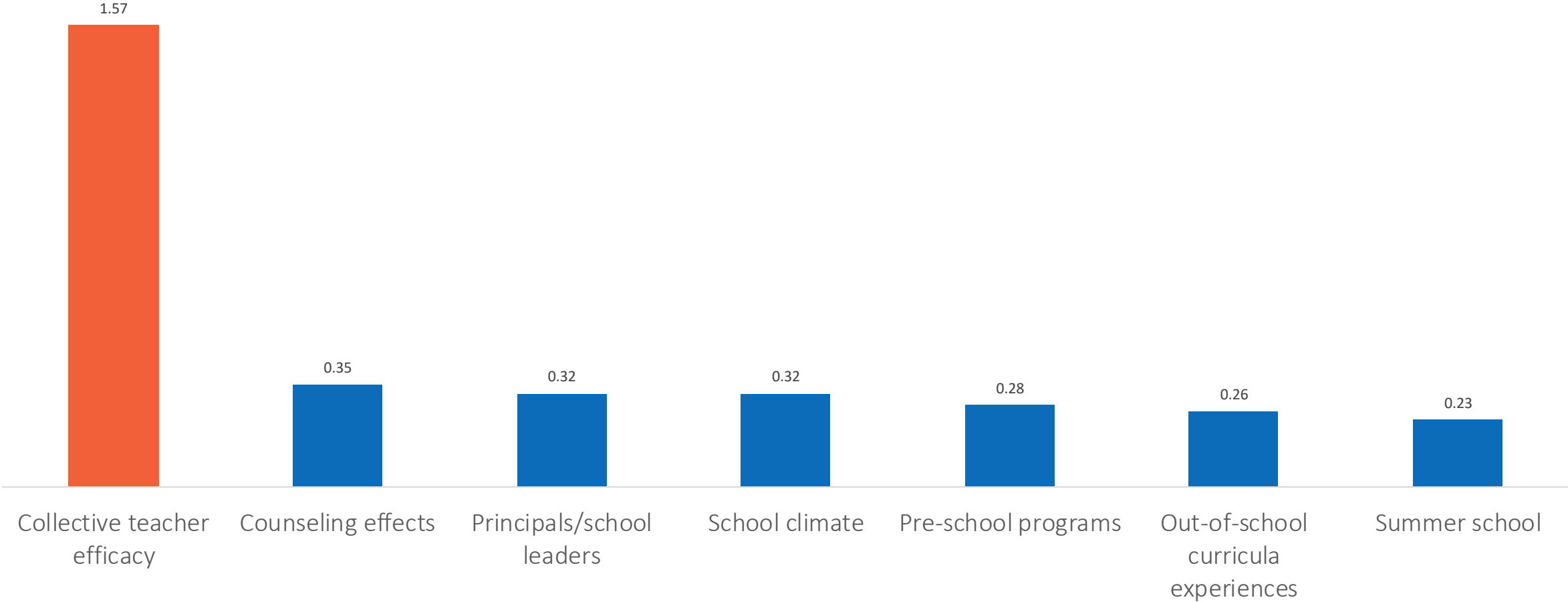
Mentor Stipends

Release Time

Training Providers

Why prioritize mentoring?

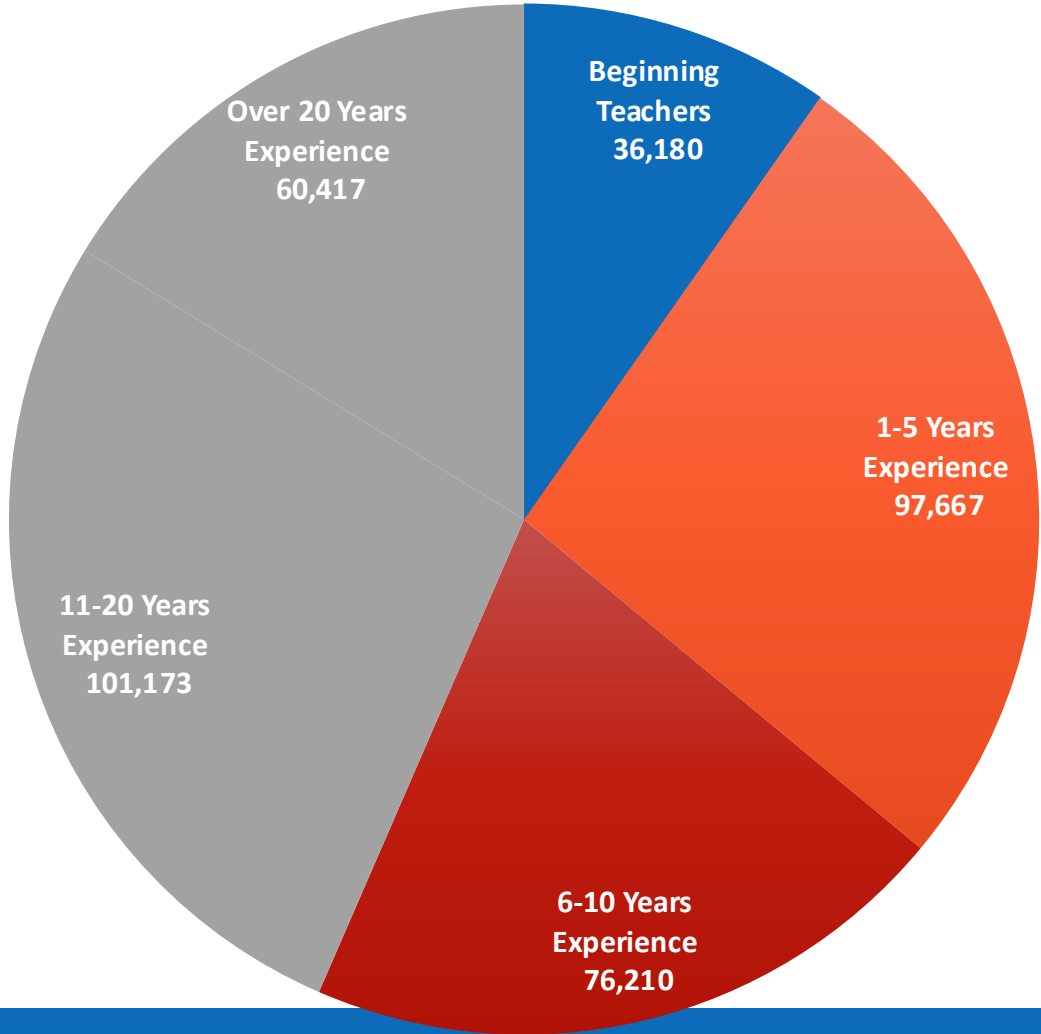
Teachers are the single most important in-school factor impacting student outcomes.



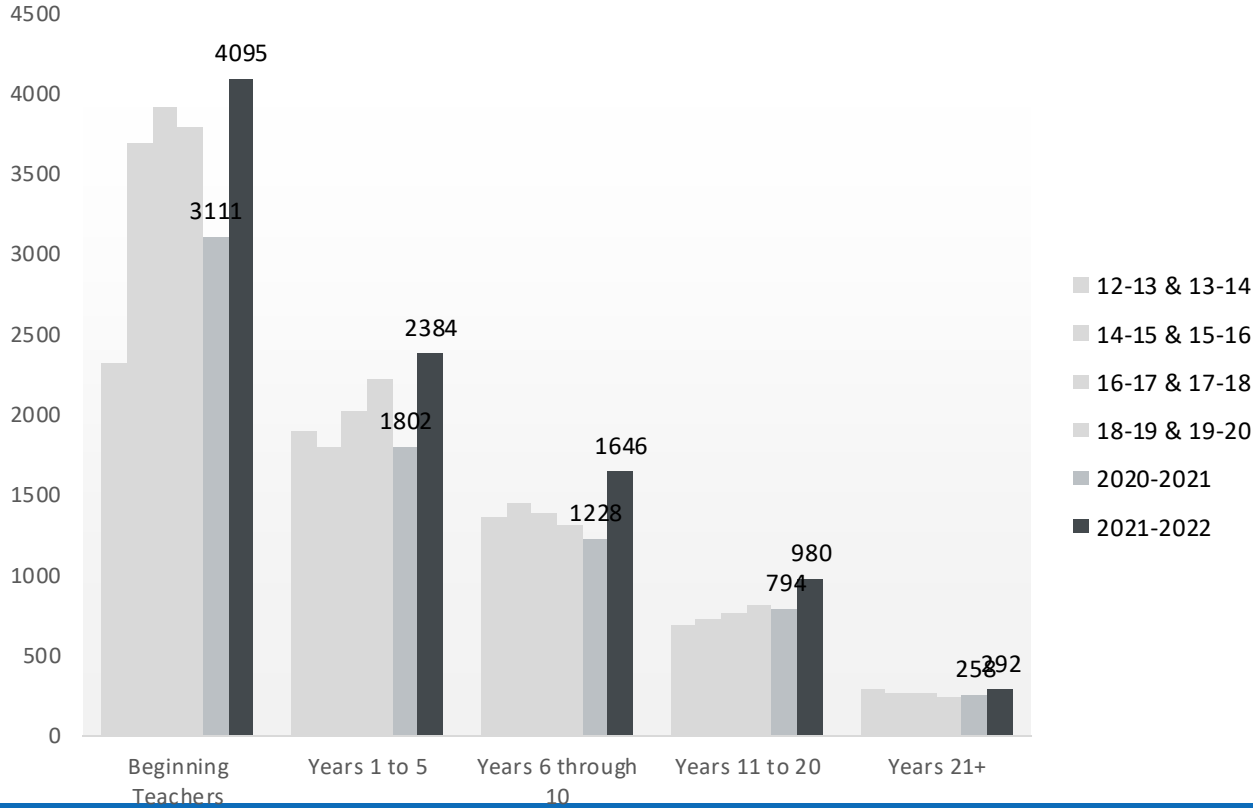
Adapted from Hattie, 2011



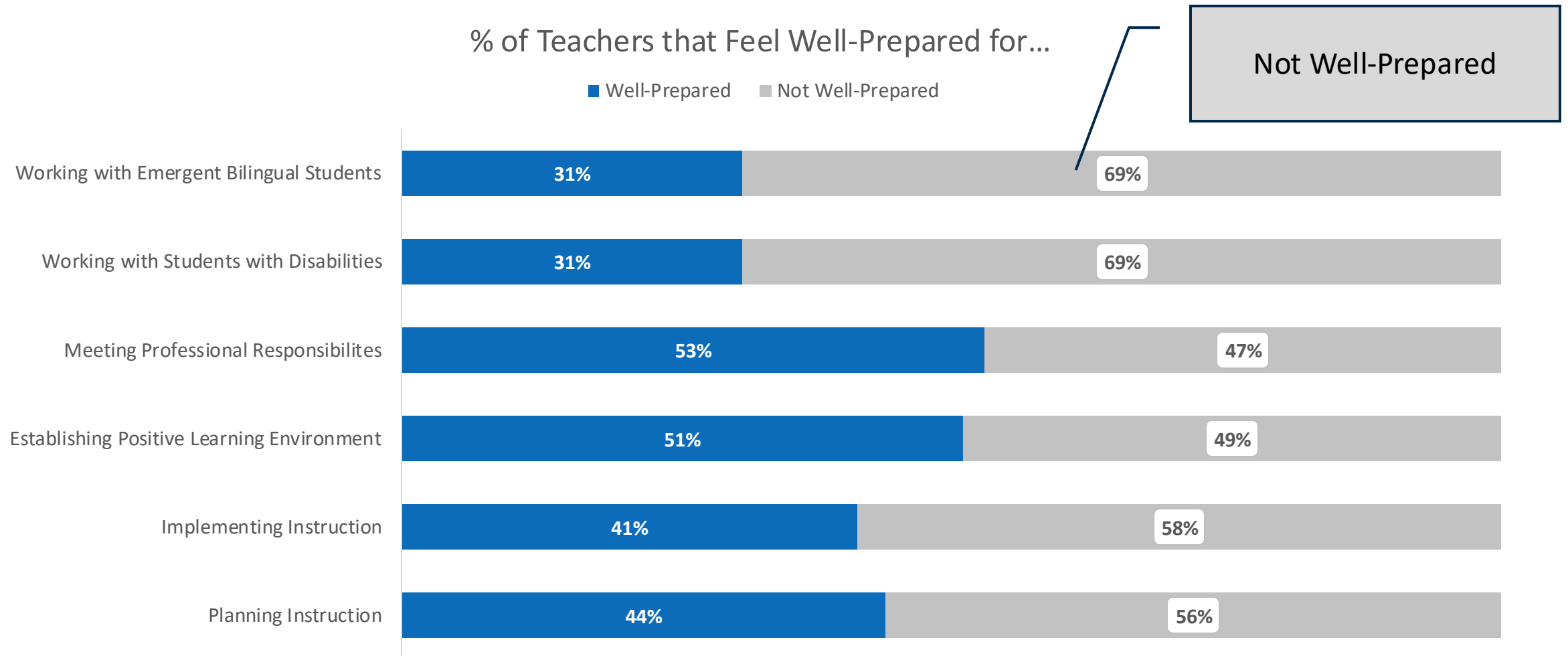
Texas has large number of novice teachers. Novice teachers leave the profession at high rates.



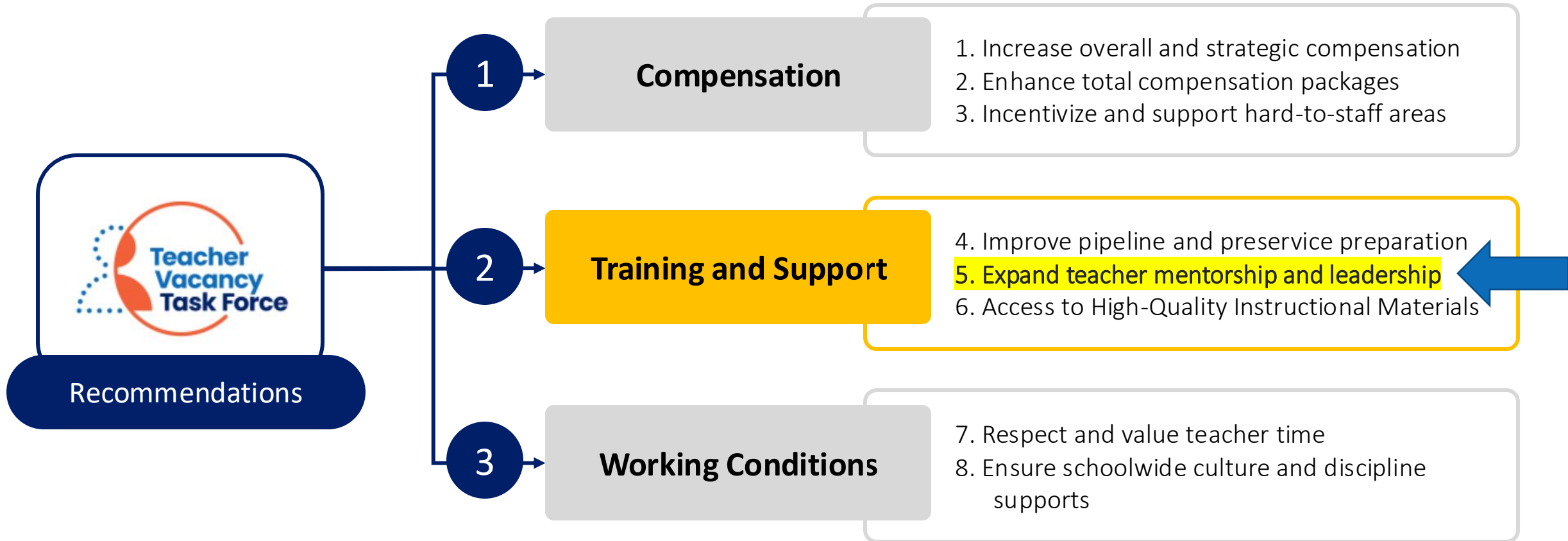
Average Count of Exiting Teachers by Experience Level



This could be because Texas' novice teachers feel ill-prepared in critical areas of teaching.



The Teacher Vacancy Task developed the recommendation for expanding training and supports for new teacher mentoring



MPA impact goals focus on beginning teacher retention and effectiveness

Research indicates that multi-year mentoring and induction programs lead to improvements in student performance, teacher effectiveness, and teacher retention.

(Ingersoll & Strong, 2011)



Student performance



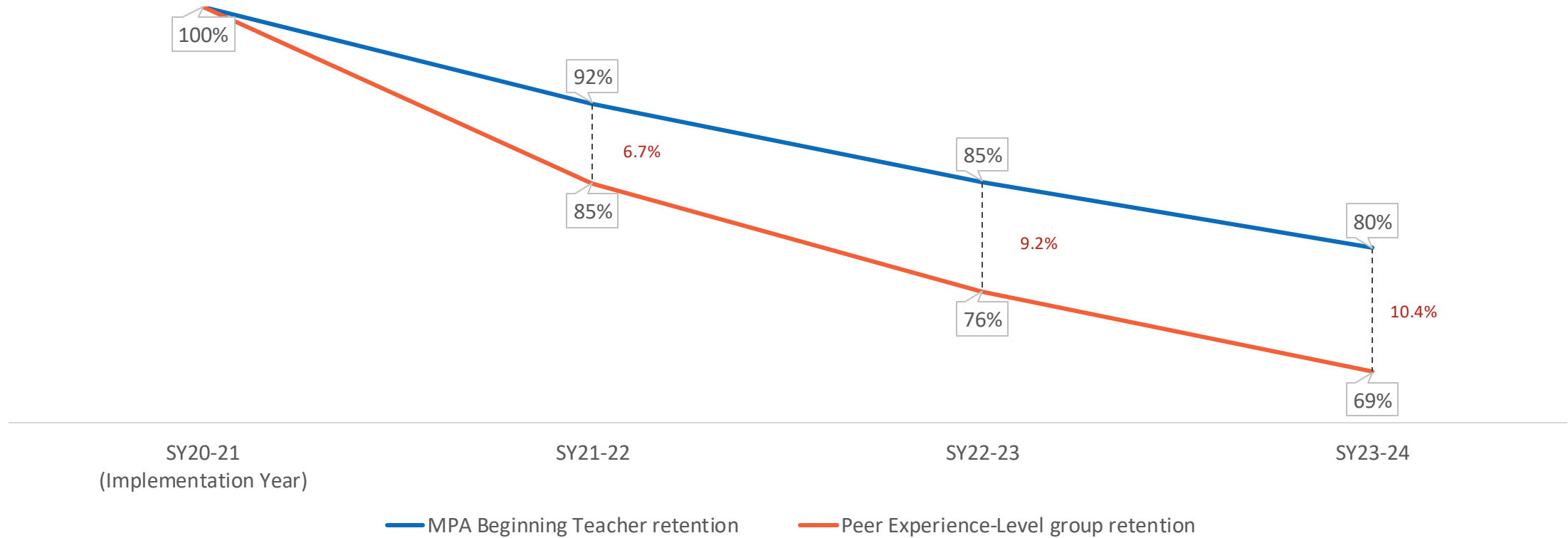
Teacher effectiveness



Teacher retention

MPA teachers are retained at higher rates than statewide peers 1-3 years after program completion.

MPA beginning teachers are retained at high rates than the statewide average for first and second year teachers



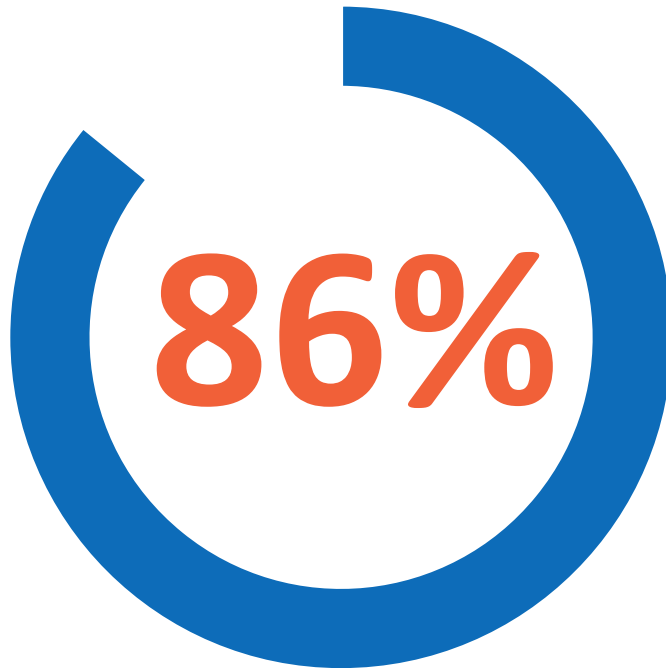
N=1,339 MPA mentored beginning teachers and 47,568 peer experience-level group (teachers with the same level of experience)



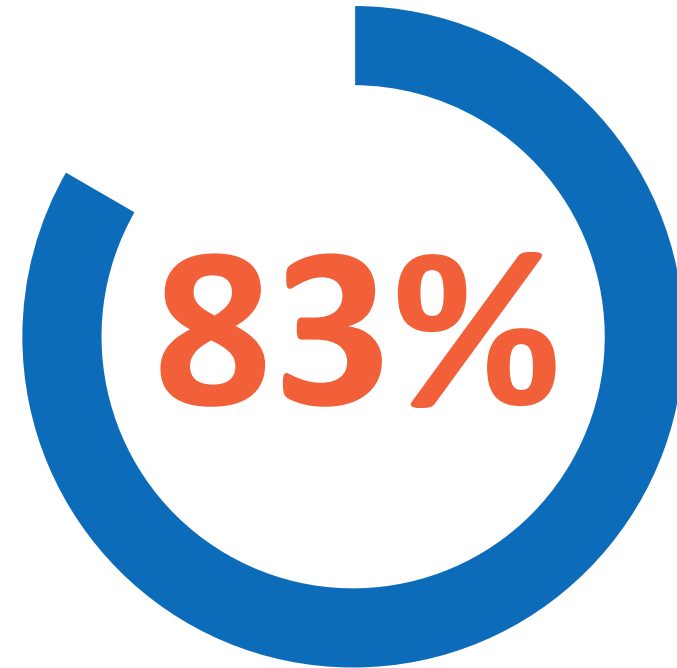
Beginning teacher = teacher in their first or second year in the classroom

The most recent MPA beginning teachers agree that their mentors...

... made them feel **better prepared** and **supported**



... had a **positive impact** on their **teaching**





MPA requirements at a glance

MPA requirements can be found in Texas Administrative Code Chapter 153.1011 and Texas Education Code Chapters 21.458 & 48.114.



Definitions



Mentor Training



**Mentor Selection &
Assignment**



**Meetings Between
Mentors & Mentees**



Definitions

- **Beginning Teacher:** A classroom teacher in Texas who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned and who may not yet hold a certification
- **Mentor:** An individual who serves or has served as a teacher in Texas who provides effective support to help beginning teachers successfully transition into the teaching assignment, including principals, assistant principals, and instructional coaches*

*must, to the extent practicable, teacher in the same school, grade level, or subject area; have experience as a teacher of record in the past 3 years



Mentor Training

- Training must occur *before the beginning of the school year* and *at least once per semester*
- **Mentors and any appropriate district and campus leaders** who provide direct instructional support to beginning teachers should attend *all* trainings
- A trained mentor must be assigned to a beginning teacher hired after the start of the year *within 45 days of hire*
- While not required through MPA policy, TEA highly encourages returning mentors to receive additional training and/or coaching after their first year



Mentor Selection & Assignment

- Districts must select mentors who...
 - Complete MPA training
 - Have at least 3 years of teaching experience
 - Demonstrate interpersonal skills, instructional effectiveness, and leadership skills
 - Have expertise, to the extent practicable, in the grade level or subject area of the mentee
 - Classroom teaching experience in the past 3 years*
 - *if mentor is not a current classroom teacher
- Mentors can be assigned no more than...
 - 2 mentees if teaching 4+ hours/day
 - 4 mentees if teaching less than 4 hours/day
 - 15 mentees if serving as a full-time mentor



Meetings Between Mentors & Mentees

- A mentor must meet with *each* mentee assigned to the mentor not less than **12 hours each semester***
- *observations of the mentor or other highly effective teachers by the mentee being mentored or observations of the mentee being mentored by the mentor count toward the 12 hours each semester
- A district must designate a *specific time during the regularly contracted school day* for meetings between mentor and mentees



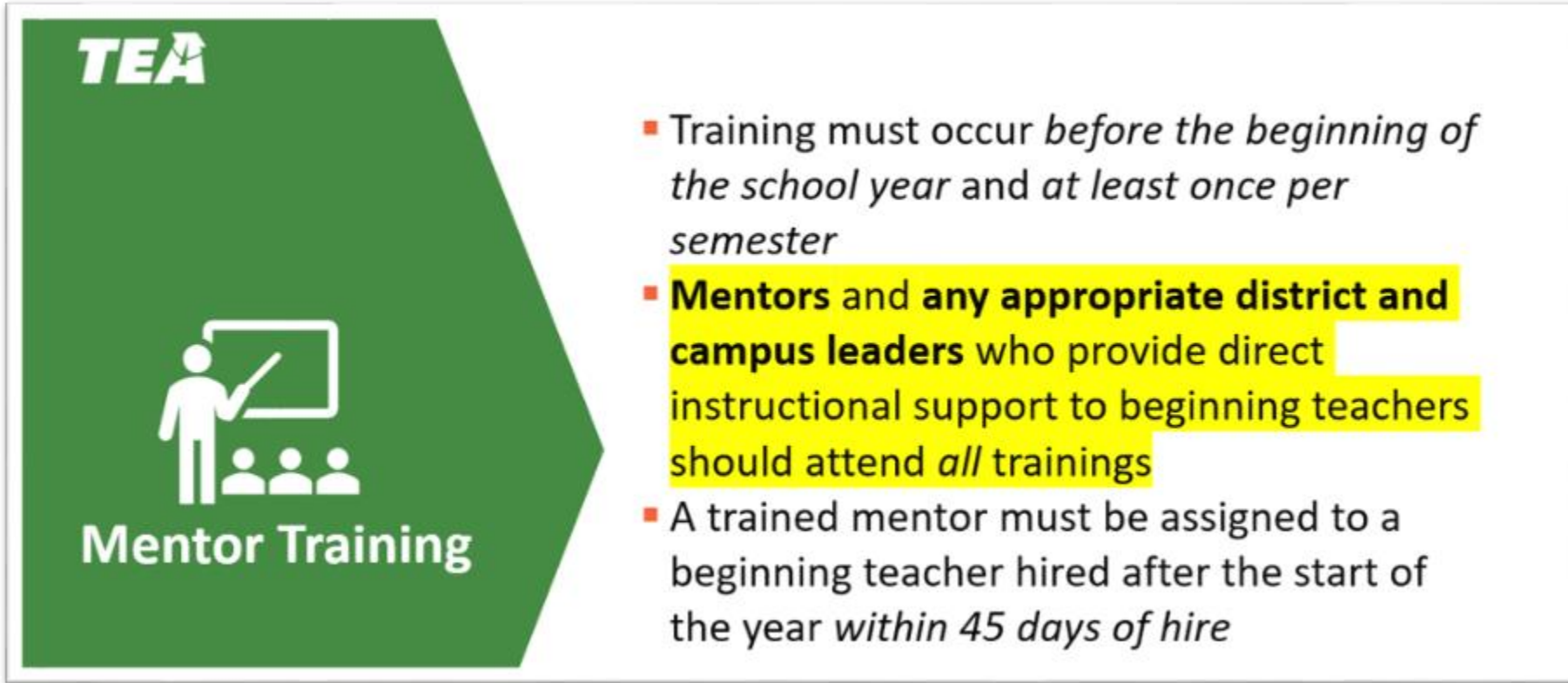
Additional Requirements

- Surveys administered twice yearly* to mentors, mentees, participating campus principals, and program managers**
- *Contact lists will be collected prior to survey admin;
- **Districts are encouraged to use survey results in future mentor program planning and share data with stakeholders (including survey participants)
- Yearly compliance report to be completed and submitted in May 2025



What's new in Cycle 4?

Per TEC & TAC requirements, more than just MPA mentor teachers must attend mentoring training.

A green arrow-shaped graphic pointing to the right. At the top left is the TEA logo. In the center is a white icon of a teacher standing at a whiteboard with three student icons below. At the bottom is the text "Mentor Training".

TEA

Mentor Training

- Training must occur *before the beginning of the school year and at least once per semester*
- **Mentors and any appropriate district and campus leaders** who provide direct instructional support to beginning teachers should attend *all* trainings
- A trained mentor must be assigned to a beginning teacher hired after the start of the year *within 45 days of hire*

LEAs must provide training to mentor teachers 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.

For Cycle 4 and beyond, Mentor & Leader competencies are differentiated to meet the unique needs of the training groups.



Mentorship

- Fostering effective **mentoring partnerships**
- Implementing effective **coaching cycles**
- Building skills in **data-driven instruction**
- Building skills in **lesson planning & internalization**
- Planning for an effective **learning environment**



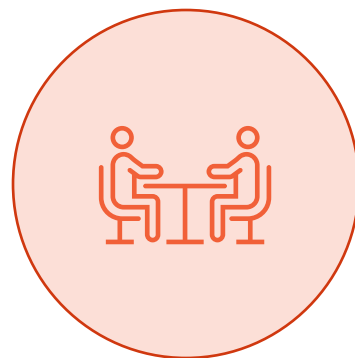
Leadership

- Setting a **vision** for the mentor program
- Establishing effective **mentor recruitment, selection, and assignment** practices
- Implementing strong **mentor training & supporting** ongoing mentor development
- Planning a **master schedule and release time** calendar that supports mentors
- Planning for **program sustainability**

Mentor Competency Domains (Cycle 4)



Effective Mentoring
Partnerships



Instructional Coaching
Cycles



Data-driven Instruction &
Student Work Analysis

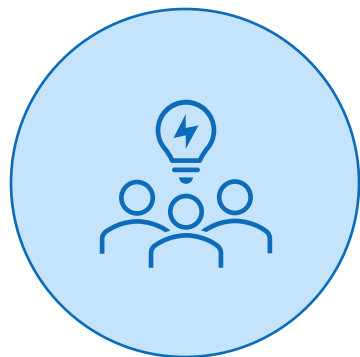


Lesson Planning or
Internalization

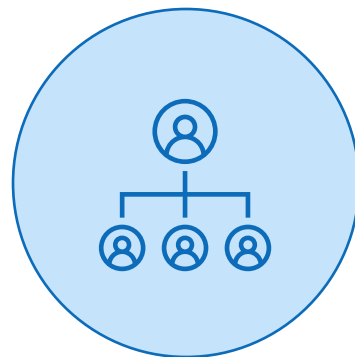


Learning Environment

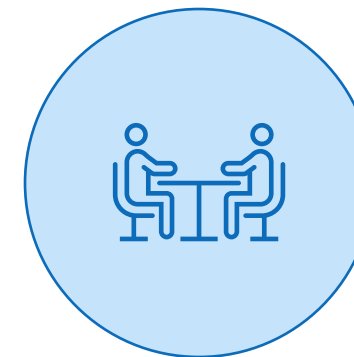
District & Campus Leader Competency Domains (Cycle 4)



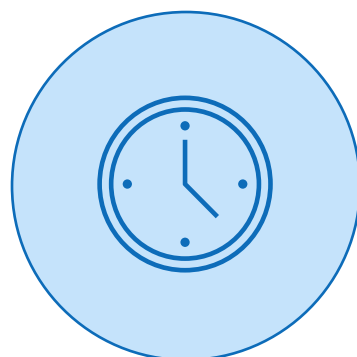
Vision-setting



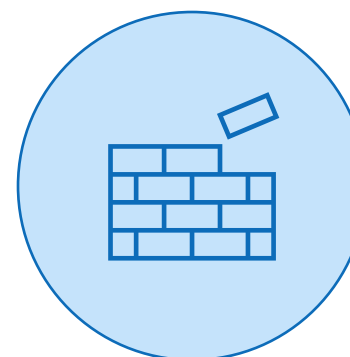
Mentor Recruitment,
Selection & Assignment



Mentor Training &
Ongoing Support



Master Schedule &
Release Time



Program Sustainability

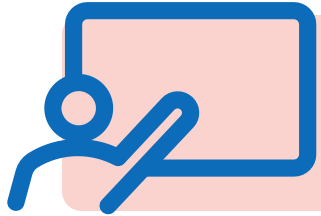


Navigating the MPA Website

The MPA website houses the following resources.



MPA Policy (TEC & TAC)

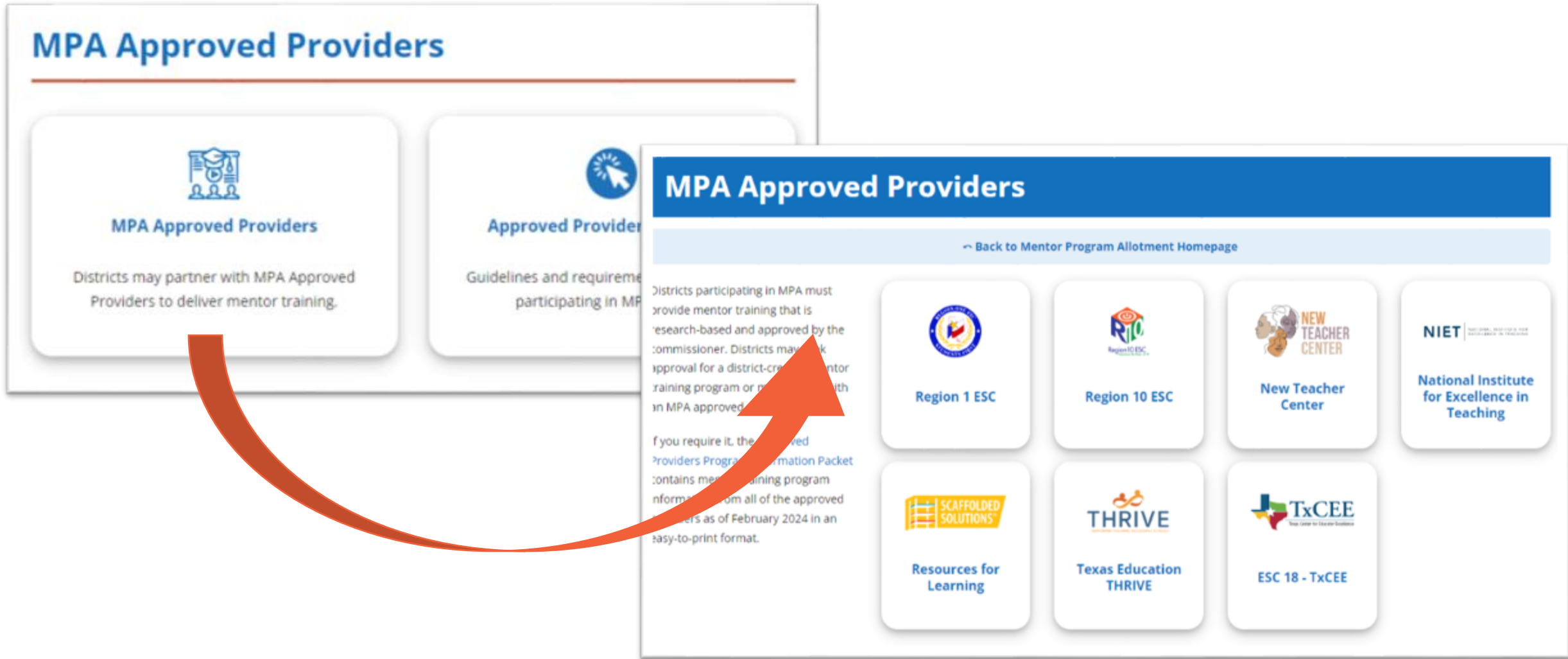


Approved Provider Information



Cycle 4 Application Information & Materials

Cycle 4 Approved Providers' information can be found.



The image shows a screenshot of the 'MPA Approved Providers' webpage. A red arrow points from the 'MPA Approved Providers' section on the left to the list of providers on the right. The webpage includes a header, a navigation link, a list of providers, and a footer.

MPA Approved Providers

[← Back to Mentor Program Allotment Homepage](#)

Districts participating in MPA must provide mentor training that is research-based and approved by the commissioner. Districts may seek approval for a district-created mentor training program or partner with an MPA approved provider.

If you require it, the Approved Providers Program Information Packet contains mentor training program information from all of the approved providers as of February 2024 in an easy-to-print format.

- Region 1 ESC
- Region 10 ESC
- New Teacher Center
- NIET | National Institute for Excellence in Teaching
- Resources for Learning
- Texas Education THRIVE
- ESC 18 - TxCEE

The landing page is home to the Cycle 4 application and all its resources.

- Cycle 4 Guidelines
- Application Review Criteria
- Link to Qualtrics application
- All other application materials & resources

Cycle 4 Application & Resources

The Mentor Program Allotment Cycle 4 (SY 2025-28) district application is now open.

For more information, please read the [Cycle 4 Guidelines \(PDF\)](#) & [Review Criteria \(PDF\)](#).

Event	Estimated Date
MPA Cycle 4 LEA application opens	September 6, 2024
Applicant questions collected via mpa@tea.texas.gov	September 6 - Sept 20, 2024
Deadline to sign up for application info session (sign up sheet)	September 20, 2024
Optional application info session via Zoom	September 27, 2024
Frequently Asked Question (FAQ) responses posted to MPA website	September 30, 2024
MPA Cycle 4 LEA applications due by 5:00 p.m. via Qualtrics	November 15, 2024
Notifications sent to applicants	January 10, 2025

Resources

- [A - Mentor Training Scope & Sequence \(Word\)](#)
- [B - District & Campus Leader Training Scope & Sequence \(Word\)](#)
- [C - Coaching Plan \(Word\)](#)
- [D - Evidence of Impact \(Excel\)](#)
- [E - Campus Implementation List \(Excel\)](#)
- [Training Scope & Sequence Model \(PDF\)](#)
- [Priority Points List \(Excel\)](#)
- [Cycle 4 Guidelines \(PDF\)](#)
- [Review Criteria \(PDF\)](#)



Cycle 4 District Application

What to consider when applying?

Cycle 4 will offer three options for district participation.

Mentor Training Options

Approved Provider

Option 1

- Districts can continue working with current partners
- Current providers might support districts across multiple initiatives and programs
- Requires commissioner approval

District-created

Option 2

- Districts that have implemented high-quality internal mentor training programs can continue with their program
- Requires commissioner approval

Statewide Training Pilot

Option 3

- Districts would have the option of partnering with a yet to be named contractor
- Contractor would provide a centralized training developed by TEA in SY25-26
- SY26-27 and SY27-28 training would be provided by the Educational Service Centers

MPA Approved Providers are prepared to answer your questions regarding training.

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?



Region 1 ESC



Region 10 ESC



Resources for Learning



Texas Education THRIVE



New Teacher Center

NIET

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING
National Institute for Excellence in Teaching



ESC 18 - TxCEE

Similar to AP training, LEA-created training must be commissioner-approved.

- Required documents for submission:
 - Mentor training scope & sequence
 - District & Campus Leader training scope & sequence
 - Coaching Plan
 - Evidence of Impact

MENTOR PROGRAM ALLOTMENT

Cycle 4 MPA LEA Application

Approximate Date(s) and Duration (Hours)	Alignment to required training categories	Objectives & Competencies	Agenda	Session Activities (Must be clearly aligned to objectives)
Date: Click or tap to enter a date. Duration: Click or tap here to enter text.	Check all that apply: <input type="checkbox"/> mentor program vision setting <input type="checkbox"/> mentor recruitment, selection, assignment, onboarding, & retention <input type="checkbox"/> mentor training & ongoing development <input type="checkbox"/> master schedule & release time support <input type="checkbox"/> program sustainability	Objective(s) District & School Leaders will be able to... Competencies addressed:	Agenda:	
Date: Click or tap to enter a date. Duration: Click or tap here to enter text.	Check all that apply: <input type="checkbox"/> mentor program vision setting <input type="checkbox"/> mentor recruitment, selection, assignment, onboarding, & retention <input type="checkbox"/> mentor training & ongoing development <input type="checkbox"/> master schedule & release time support <input type="checkbox"/> program sustainability			
Add rows for additional days as needed and delete this text.				

How to Use this Workbook

There are three tabs on this Excel workbook. In addition to this tab, there is an Applicant Data tab, which applicants will complete. There is also an Example Applicant Data tab for your review.

Cells that have a purple symbol in the top-right corner include a comment with additional instructions. Hover over those cells to view the comments.

Directions

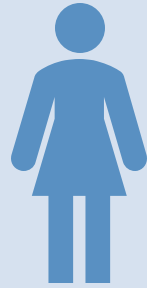
1. Read the Examples tab of this workbook. Hover over cells with the purple symbol in the top-right corner to see additional information.
2. Complete the Applicant Data tab of this workbook. See the Guidelines and Application Review Criteria documents for more information on how to complete the workbook.
3. Save this file to your computer until you are ready to upload it, with all your other attachments, to Qualtrics. Save this file as an Excel document with the title MPACycle4-LEAName-D.



Statewide Mentorship Training will address multiple mentoring roles to support novice and beginning teachers.



SCHOOL
PLACEMENTS



candidate



resident



intern



beginning
teacher



district & campus leaders



cooperating
teacher



host teacher



mentor

Reminder: Cycle 4 will offer three options for district participation.

Mentor Training Options

Approved Provider

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District-created

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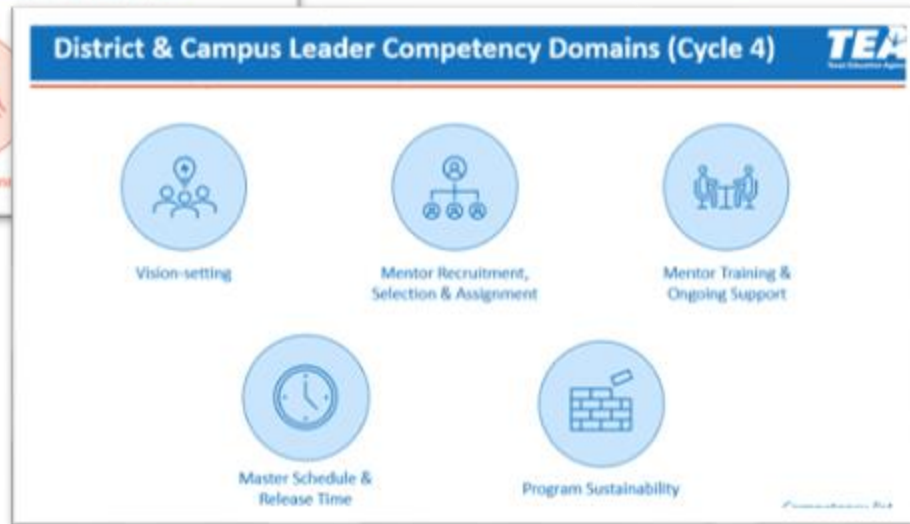
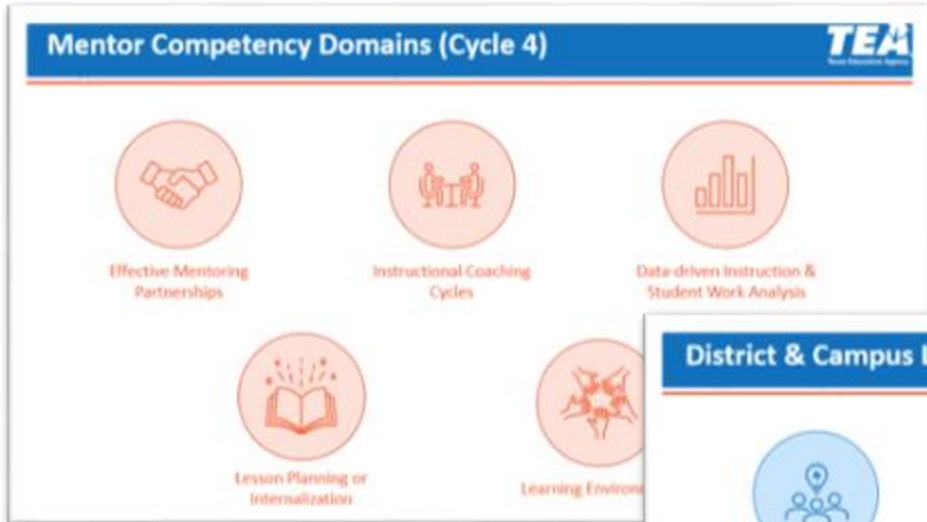
Application resources & materials

The Guidelines contains detailed information for Cycle 4 applicants and awardees.

Mentor Program Allotment Cycle 4 LEA Application Guidelines	
	
Part I: Information For All MPA Applicants (4)	
<i>MPA Overview</i>	4
Program goals	4
Program overview	4
Authorizing legislation	4
LEA eligibility	4
Funding	5
Policy requirements	7
<i>Training</i>	9
Overview	9
Requirements of mentorship trainings	9
Training providers	9
<i>Application Components</i>	11
Application timeline	11
Priority points	11
<i>Application Directions</i>	14
Application Steps	14
Application Submission	14
<i>FAQs</i>	15
Commonly asked questions	15

Part II: Detailed description of the mentorship trainings (18)	
<i>Overview</i>	18
<i>Training components</i>	18
Mentor training	18
Coaching	18
DCL training	18
<i>Approval Requirements</i>	19
Evidence of impact	19
Research basis	20
Training scope & sequence	20
Adjustments post-approval	23
Appendix (24)	
<i>Appendix A: Allowable changes to mentorship training program</i>	24
<i>Appendix B: Mentoring resources</i>	25
<i>Appendix C: References</i>	26

The Review Criteria outlines the application submission, review & approval processes and training pathway competencies.



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

The Qualtrics form is linked in the MPA landing page.

Cycle 4 Application & Resources

The Mentor Program Allotment Cycle 4 (SY 2025-28) district application is now open.

For more information, please read the [Cycle 4 Guidelines \(PDF\)](#) & [Review Criteria \(PDF\)](#).



Texas Education Agency Mentor Program Allotment
Cycle 4 Application (2025-2028)
Qualtrics Component

MPA applications are due by 5:00 p.m. CST on November 15, 2024. The following attachments must be uploaded in the Attachments Upload section. All application materials must follow the following naming conventions. All application materials must be submitted in PDF format.

Component
Mentor Training
District & Campus Sequence
Coaching Plan
Evidence of Impact
Campus Improvement Plan

The Table of Contents below displays the sections of this Qualtrics submission. Complete all the questions in order before moving on to the next section. Once you have completed a whole section, you may navigate using the arrow buttons or the 3-bar navigation menu icon in the top left corner. There will be a conclusion Table of Contents to ensure that you have completed all sections before final submission. You will receive an email notification of your submission along with a response summary.

Qualtrics Table of Contents

- [Mentorship Program Information](#)
- [Training and Support Questions](#)
- [Scheduling Meetings](#)
- [Implementation Questions and RT Estimate](#)
- [Attachments Upload](#)
- [Remaining Assurances](#)
- [Additional Questions](#)

Preview the following materials before submitting your application:
MPA Cycle 4 LEA Guidelines
Application Review Criteria
Scope & Sequence Model
Preview of Qualtrics Application

Proceed to the next screen to view the application details.

A scope & sequence is required for both Mentor and District & Campus Leader trainings.

Approved Providers will provide LEAs the Scope & Sequences to upload to Qualtrics

LEA-created trainings will use MPA Scope & Sequence templates for Qualtrics upload



MENTOR PROGRAM ALLOTMENT Cycle 4 MPA LEA Application

Approximate Date(s) and Duration (hours)	Alignment to required training categories	Objectives & Competencies	Agenda	Mentor Practice (Must be clearly aligned to objectives)	Performance Tasks
Date: August 5, 2025 Day 2: Observations and Feedback Training of Trainers Duration: 8 hours	<input type="checkbox"/> effective mentoring partnerships <input checked="" type="checkbox"/> evening cycles <input type="checkbox"/> data-driven instruction <input type="checkbox"/> lesson preparation <input type="checkbox"/> learning environment	Objectives: Objective 1: Mentors will be able to identify high leverage "what" and "how" action steps during a beginning teacher observation. Objective 2: Mentors will be able to plan a beginning teacher coaching session through an observation and feedback cycle that meet the coaching rubric's effectiveness descriptors. Objective 3: Mentors will be able to conduct an effective coaching conversation, based on their identified action steps, that scores at least 1 out of 4 on the coaching rubric. Competencies addressed: Mentors will be able to implement coaching cycles by... <ol style="list-style-type: none"> conducting effective instructional coaching cycles with RTs based on a research-based instructional rubric (e.g., T-TESS, Danielson, TAP) using a common system for tracking, delivering, and following up on feedback for their 	<ul style="list-style-type: none"> Katbreaker and Agenda (30 minutes) Practice: Planning of Coaching Session (70 minutes) <ul style="list-style-type: none"> Mentors use the template provided to script a coaching conversation based on the video observation they did during the previous day's training. Practice: Role Play of Coaching Session (30 minutes) <ul style="list-style-type: none"> Mentors will be divided into dyads and will take turns role playing the coaching conversation they scripted using coaching session success criteria as a guide. Action Steps: Practice (45 minutes) <ul style="list-style-type: none"> Mentors will script and role play the action steps they would assign a beginning teacher using the success criteria as a guide. Observations/Feedback on Campus: SBF Scope & Sequence and Principal Action Steps Document (30 minutes) <ul style="list-style-type: none"> After facilitators lead mentors through the documents, they will engage in a scavenger hunt to find where information is located. Mentors will then practice using the resources to identify high leverage beginning teacher action steps based on case studies. Modes (SBF videos and Texas TLAC Online) (30 minutes) <ul style="list-style-type: none"> Facilitators will provide mentors with an overview of the Texas TLAC Online resource. Mentors will log in 	Mentors will practice planning a coaching action by watching a model and naming the key coaching actions and takeaways. They will think of a coaching session in the context of the Get Better Faster Scope & Sequence, noting the organization and impact of the tool. They will then practice identifying the highest leverage action steps from case studies. Finally, they will be given time to plan and script a coaching session which they will then practice by role playing with a partner.	<ul style="list-style-type: none"> Aligned to objective 1: Exit ticket demonstrating mentor proficiency in identifying, during an observation of a beginning teacher, the "what" and "how" action steps to focus on with that teacher Aligned to objective 2: Facilitators monitor a sampling of coaching conversation role playing and give scores based on rubric Aligned to objectives 2 and 3: MTs will assess on their level of confidence in holding effective coaching conversations.

The Coaching Plan is required for anyone applying to LEA-created training or partnering with ESC 1.

- Coaching plans should include:
 - Model for coaching mentors
 - Coaching protocols, tools, scripts
 - Identifying a focus for coaching sessions
 - Plans for follow-up

M MENTOR PROGRAM ALLOTMENT Cycle 4 MPA LEA Application
Coaching Plan (Attachment C)
File Name: MPACycle4-LEAName-C
LEA Name: _____

Completing Attachment C

This is a required attachment if you are applying for a LEA-created mentorship program OR partnering with ESC 1 as your approved provider. Use the box below to respond to the prompts. Refer to the Application Review Criteria document for more information on review of the coaching plan. Include samples of your program's resources for coaching after the narrative response. These resources should include coaching protocols, scripts, or other coaching tools.

Please ensure:

- Coaching resources are clearly labeled for reviewers with titles above each
- Samples included in this attachment clearly align to the narrative response
- Document does not exceed 15 pages

Save this file as a Word or PDF document, and upload to the Qualtrics submission form. Save this attachment as MPACycle4-LEAName-C

Narrative Responses:

In the box below, please provide a narrative response for the LEA's coaching plan that addresses each of the following prompts. Refer to the Application Review Criteria document for more information on the Coaching Plan requirements.

1. Provide a high-level description of your plan for coaching mentors. In your response, please address the following questions:
 - a. Describe your model for coaching mentors.
 - b. What protocols, tools, or scripts will be used to coach mentors? Ensure any tools, protocols, scripts, etc., referenced in this narrative response are included at the end of this document (you may provide images, screenshots, copied & pasted language, or hyperlinks).
 - c. How will you determine the highest-leverage mentoring competencies to focus on in your coaching sessions? How will you provide explicit opportunities for the mentors to practice using effective feedback models such as the "See it, Name it, Do it," framework?
 - d. How will you and the mentor co-create next steps and communicate expectations for follow-up?

Please limit your response to 400 words.

LEA-created applicants are required to submit Evidence of Program Impact.


■ Tiers of evidence:

1. Beginning teacher effectiveness
2. Beginning teacher retention
3. Fidelity of program implementation
4. Perceptions of program effectiveness

Number of Years Data Collected	Tier of Impact	Number and type of teachers represented in data	Baseline Data Prior to Mentoring Program Implementation	Data Showing Impact of Mentoring Program Implementation	If Tier 4: are you submitting your survey and aggregate data in the Attachment Uploads section of the Qualtrics Application?	Optional: Additional Comments
8	Tier 1: Improvements in beginning teacher effectiveness	48 beginning teachers	Before mentoring program implementation, first year teachers at ISD A typically earn T-TESS scores of 2.8 and SLO scores of 2.9	As of 2019-20, the cohort of first year teachers we supported earned, on average, T-TESS scores of 3.37 and SLO scores of 3.4.	No	See table demonstrating higher T-TESS and SLO scores of the first year teachers cohort compared to the district average over time during mentoring program
8	Tier 2: Improvements in beginning teacher retention	48 beginning teachers	In 2013-14, ISD A experienced a 66% retention rate for first year teachers and 72% for second year teachers.	From 2018-19 to 2019-20, 75% of the first and second year teachers we supported stayed teaching at ISD A.	No	See table demonstrating retention rates of our first and second year teacher cohorts over time during mentoring program
3	Tier 3: Fidelity of Implementation Tools	23 mentor teachers	n/a	As of 2021-22, the cohort of mentor teachers we trained, on average, scored 4.3/5 on the rubric used to track implementation of coaching	No	

The Frequently Asked Questions will be posted to the MPA website the week of September. 30th, 2024.

Mentor Program Allotment Cycle 4 (2025-28) District Application FAQs



FAQ Overview

This document provides response to questions about Cycle 4 Mentor Program Allotment applications that were submitted by the September 20, 2024, deadline. Districts are encouraged to review the following materials that are posted on the [MPA website](#) as they will be referenced throughout this document:

- [MPA Cycle 4 Guidelines](#)
- [Review Criteria](#)
- [Scope & Sequence Model](#)
- Texas Education Code [§21.458](#) and [§48.114](#)
- 19 Texas Administrative Code, [§153.1011](#), Mentor Program Allotment

Please note that there is also list of commonly asked questions and responses on pages 15-16 of the [MPA Cycle 4 Guidelines](#).

Section A: About MPA

Cycle 4 (SY 2025-28)

The Cycle 4 District Application closes Friday, November 15th, 2024.

Event	Estimated Date
Frequently Asked Question (FAQ) responses posted to MPA website	Week of 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



Thank You!