



# New Teacher Mentoring

December 5, 2019





Key TEA  
Personnel

## TEA Staff

### Ali Friedlander

Program Manager, Teacher Leadership & Strategic Compensation

### Dr. Gabriela Duron-Lara

Teacher Mentorship and Leadership Specialist



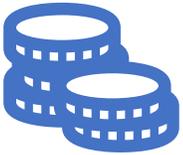
## Presentation Agenda

- Why Mentoring Matters
- Mentor Program Allotment
- Timeline & Next Steps
- Mentoring & Other HB 3 Programs

# Mentor Program Allotment Key Points



The Mentor Program Allotment (MPA) is a new optional program for districts. If districts choose to follow the best practices in TEC §21.458, they could qualify for MPA funds.



The Mentor Program Allotment funding formula will provide districts \$1,800 per mentee, which can be used on mentor stipends, scheduled release time, and mentor training. Funding is intended to reduce district costs for building and sustaining best practices in mentorship.

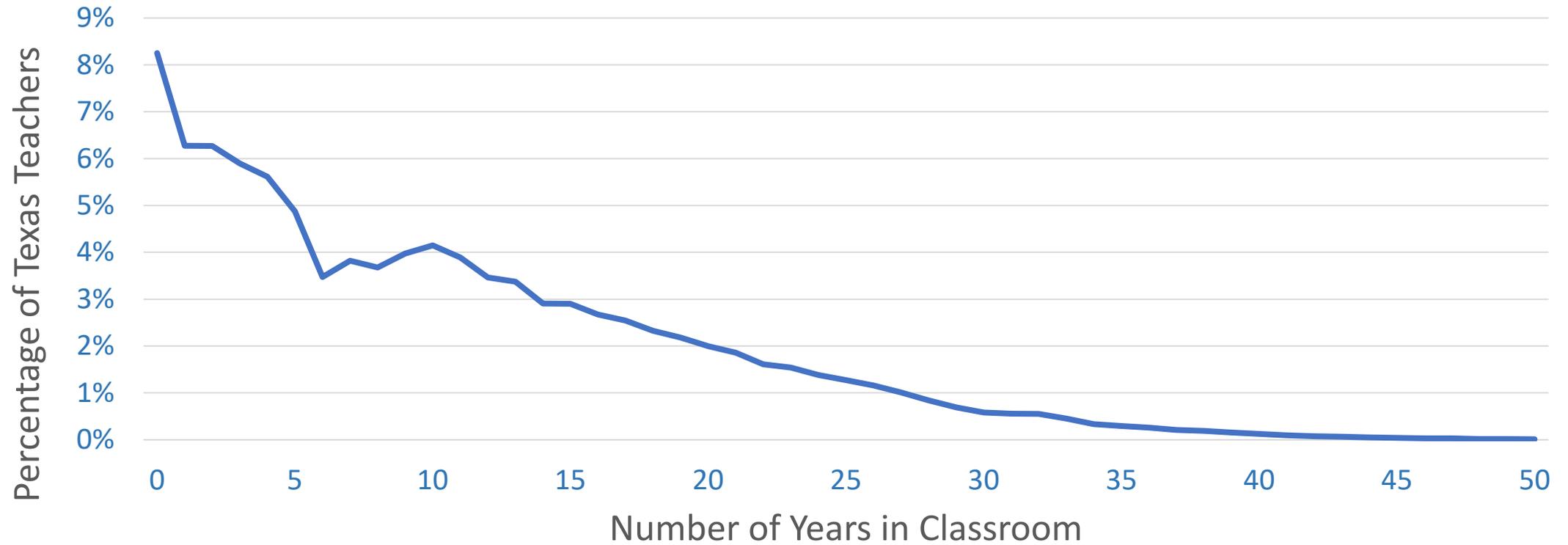


Funding will begin in the 2020-2021 school year. Interested districts will need to apply for MPA funding in spring 2020 and there will be an annual application window.

# Why Mentoring Matters

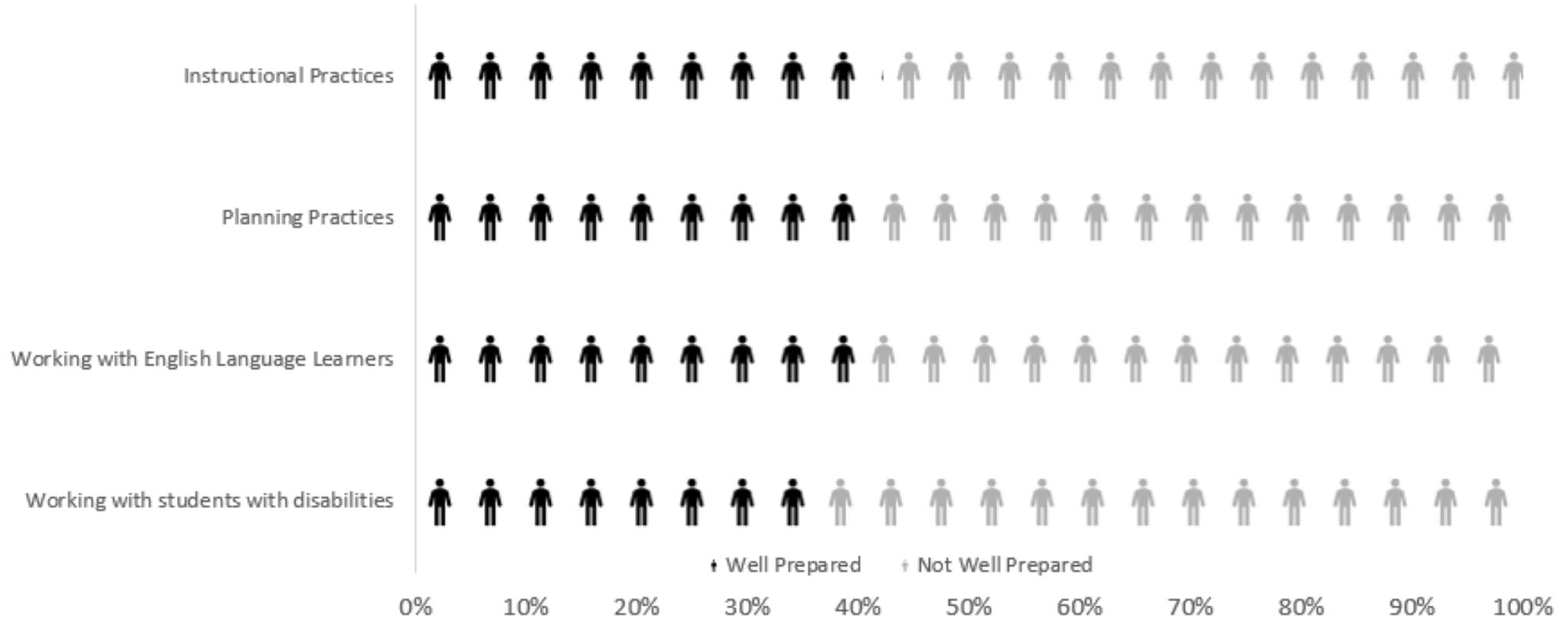
# Teacher Retention is a Challenge

## Teacher Years of Experience As a Share of Workforce (2017-18)



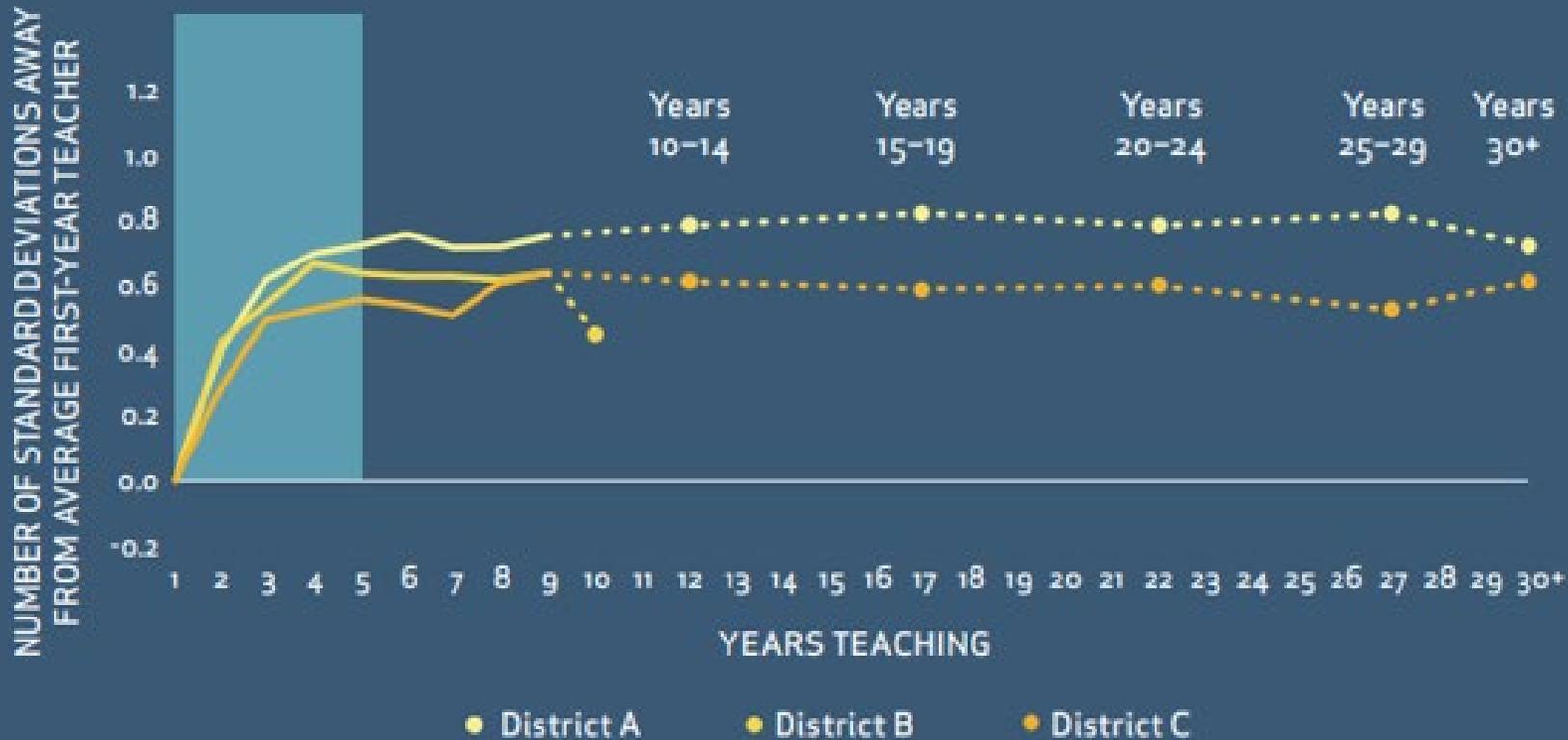
# Starting Teachers Feel Ill-Prepared

% of Teachers that Feel Well Prepared With:

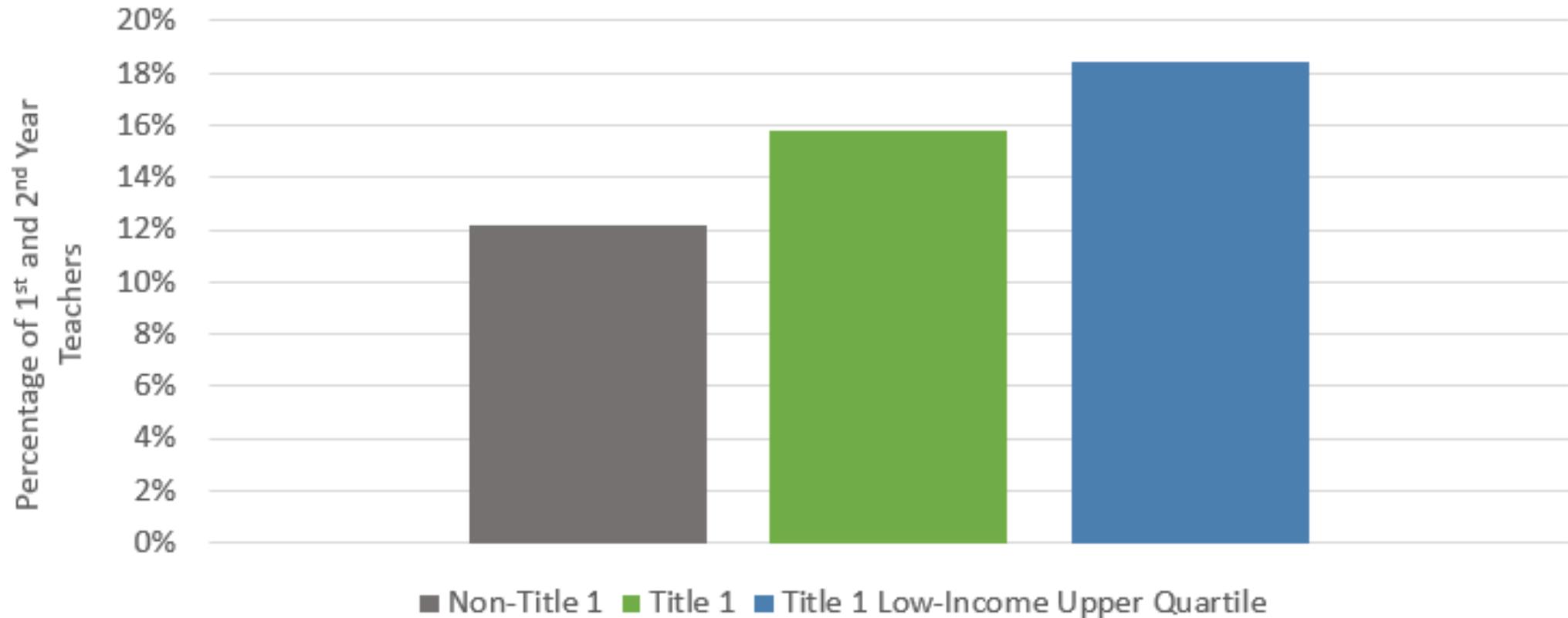


# Beginning Teachers Need Support

FIGURE 5 | AVERAGE TEACHER PERFORMANCE BY EXPERIENCE



# New Teachers More Likely to Teach in High-Poverty Schools



# Why Mentoring Matters <sup>1</sup>

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

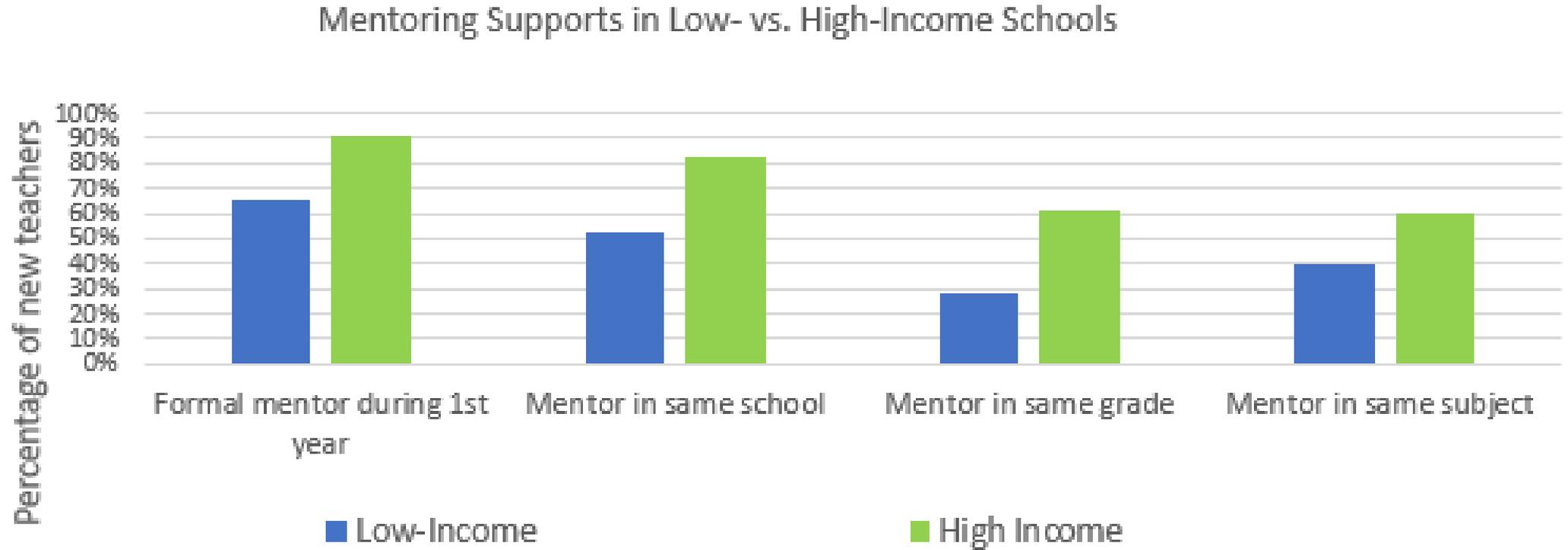


Teacher effectiveness



Teacher retention

# Mentors Are Less Likely in High-Poverty Schools



greater than 50% of students qualify for free or reduced-price lunch

less than 15% of students qualify for free or reduced-price lunch



# TX Teacher Mentoring Advisory Committee

# Texas Teacher Mentoring Advisory Committee



The Texas Teacher Mentoring Advisory Committee was appointed by the Governor, Lieutenant Governor, and Speaker of the House.

(HB 2012, 83<sup>rd</sup> Legislature, 2013)



The Advisory Committee was asked to **evaluate current implementation** of mentor programs and **make recommendations** to the legislature for improvement.

<https://tea.texas.gov/sites/default/files/MAC%20Final%20Report.pdf>

# Texas Teacher Mentoring Advisory Committee <sup>1</sup>

The Texas Teacher Mentoring Advisory Committee created a set of 10 recommendations anchored in seven best practices in teacher mentorship.



Mentor  
Selection



Mentor  
Assignment



Mentor  
Training



Mentor Role &  
Responsibilities



Program Design  
& Delivery



Funding



Accountability

“The financial cost of replacing teachers who leave is outweighed by the impact that teacher turnover has on student learning. **Keeping highly qualified teachers from leaving the profession should be a high priority in the State** and acting on the recommendations contained in this report would be a great step forward for the teachers and students in Texas.”

*Texas Teacher Mentoring Advisory Committee  
Report to the Legislature, 2015*

# Mentor Program Allotment

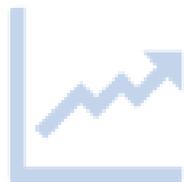
# Context for the Mentor Program Allotment



Mentoring statute existed prior to HB 3, which guided districts on how to implement mentoring programs.



In 2015, the TX Teacher Mentoring Advisory Committee made recommendations to the legislature for improving mentoring practices across Texas.



HB 3 includes both funding for the Mentor Program Allotment (\$48.114) and requirements to access those funds based on recommendations from the TX Teacher Mentoring Advisory Committee (\$21.458).

# District Mentoring Options

## Option 1:

Provide no mentoring program



No funds

## Option 2:

Provide a mentoring program which abides by none or only some of the requirements of 21.458



No funds

## Option 3:

Provide a mentoring program that abides by best practices in 21.458



Eligible for  
MPA funds

# Application Components

Districts must abide by the requirements in TEC §21.458 to be eligible for the Mentor Program Allotment. Applications will include, at minimum, a description of the district's approach in key areas of their mentor program outlined in statute.



Mentor  
Selection



Mentor  
Assignment



Mentor  
Training



Mentor Role &  
Responsibilities



Program Design  
& Delivery



Funding



# HB 3: Mentoring Best Practices

# Frequently Asked Question



## Question

How is a mentor and a beginning teacher defined?



## Answer

- Mentor teacher: a classroom teacher who provides effective support to help beginning teachers successfully transition into the teaching assignment.
- Beginning teacher: classroom teachers who have less than two years of teaching experience in the subject or grade level to which the teacher is assigned.
- If districts would like to employ mentor teachers that do not meet this definition, they may seek a waiver from TEA.



## Mentor Selection

- Select mentors who have at least **three complete years of experience** and a track record of success **improving student outcomes**.
- To the extent practicable, match mentor teachers to beginning teachers in the **same subject, grade level, and school**.
- Select mentor teachers who demonstrate **effective instructional practices**.
- Ensure mentor teachers demonstrate strong **interpersonal and leadership skills**.



## Mentor Assignment

- Ensure mentors support a **reasonable number of beginning teachers.**
- Ensure mentors are matched to beginning teachers **by the 30<sup>th</sup> day of employment of the beginning teacher**
- Guarantee beginning teachers are **mentored for at least two years.**
- Mentors must agree to **serve as a mentor for at least one year**



Question

How many classroom teachers can be assigned to a mentor?



Answer

Rules, which have yet to be finalized, will include the number of beginning teachers that can be assigned to (a) a mentor teacher that teaches a full instructional day and (b) a mentor teacher who teaches less than a full instructional day.



## Mentor Training

- Ensure mentors complete a research-based mentor and induction training program approved by the commissioner and complete mentor training program provided by the district
- Provide **training to mentors and other employees** that work with or supervise the beginning teacher.
- Provide mentor **training on best practices** in mentoring before and throughout the school year.



## Question

**What programs fall under the classification of research-based? Will there be a suggested list provided?**



## Answer

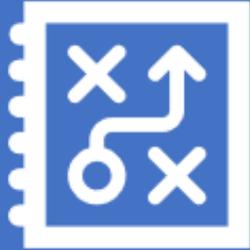
- NTC and NIET are the two approved service providers on the commissioner-approved provider list.
- TEA will work to create a broader list of mentor-specific approved providers over the coming year.
- Through the MPA application and review process, a district's mentor training program could also be considered research-based.

# Mentor Role & Responsibilities



## Mentor Role & Responsibilities

- Ensure mentors and beginning teachers meet for at least **12 hours per semester**.
- Create time for beginning teachers to **observe mentor teachers** and **vice-versa**.



## Program Design & Delivery

- Develop a **mentoring program** to include:
  - *Orientation to district context, policies, and practices*
  - *Data-driven instruction*
  - *Instructional coaching cycles*
  - *Professional development*
  - *Professional expectations*
- Schedule **release time** or a **reduced teaching load** for mentor teachers and beginning teachers.
- Designate **time during the school day** for mentoring activities.

# Mentor Funding



Funding

- Districts that implement mentoring programs under section 21.458 are eligible to apply for MPA funds
- Allowable uses of funding:
  - Mentor teacher **stipends**
  - Scheduled **release time**
  - Mentoring support through **training**

# Implementation Considerations

- Mentoring meetings must total at least **12 hours each semester**. Observations may count towards these 12 hours.
- Districts must designate a **specific time during the regularly contracted school day** for mentoring activities to occur.
- Districts must schedule **release time or a reduced teaching load** for mentors and beginning teachers.

	Release Time	Reduced Teaching Load
In Practice	<ul style="list-style-type: none"> <li>• Substitute teacher coverage</li> <li>• School/district personnel cover classes</li> </ul>	<ul style="list-style-type: none"> <li>• Optimized master schedule</li> <li>• Allows for predictable and consistent times for mentoring activities</li> </ul>
Benefits	<ul style="list-style-type: none"> <li>• Does not require changes to a master schedule</li> <li>• Allows for week-to-week flexibility in meeting times</li> </ul>	<ul style="list-style-type: none"> <li>• No disruption to student learning</li> <li>• Teachers will not need to create substitute plans</li> <li>• Predictability in the schedule allows mentors to create a cohesive, ongoing plans for supporting beginning teachers</li> </ul>
School Planning	<ul style="list-style-type: none"> <li>• Determine how and when to secure coverage for mentors and beginning teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the school year beginning, create an optimized master schedule that creates release time for mentors and beginning teachers to meet.</li> </ul>



# Funding Formula

# MPA Funding Formula

- **\$3M in annual state funding** has been allocated to the Mentor Program Allotment.
- As a result, if more districts apply than what the Allotment would fund, TEA will **utilize a priority point system** to determine which districts would qualify for funding.
- A district's allotment will be calculated based on the number of beginning teachers. **For each beginning teacher the district employs, it will receive \$1,800** to be used towards mentor stipends, mentor training, or scheduled release time.
- To ensure that funds allow for as many districts as possible to build strong mentorship programs, the **allotment will be capped at \$100K per district**.
- Districts may consider other **sources of funding**, such as Title IIA or School Improvement Grants, to further support their mentor program goals and implementation.
- Funding will be **calculated annually** and interested districts will have to apply for MPA funds each year.

# Approval Process & Priority Points

Eligibility

Through the application process, does the district **commit to** meeting the requirements in TEC §21.458?

Proposed Priority Points

District Size

Rural Status

% Economically Disadvantaged



## Question

Can open-enrollment charter schools apply for MPA funding?



## Answer

- Yes, open-enrollment charter schools can apply for MPA funding.
- The term “district” was used throughout this presentation and is meant to include open-enrollment charter schools.

# Compliance & Reporting

# Proposed Compliance & Reporting



## Survey of Mentor & Beginning Teachers

TEA will provide a mentor and beginning teacher survey for participating districts.

The survey will be used as part of the district's annual compliance report.



## Annual compliance report

Districts will submit an annual compliance report to indicate they met the requirements of TEC §21.458.

# Timeline & Next Steps

# District Timeline for Implementation in SY 20-21

Step	Spring '20	Summer '20	Fall '20	Winter '20-'21	Spring '21	Summer '21	Fall '21
Districts apply for SY 20-21							
TEA review & approval	✓						
Districts send updated mentee counts							
MPA funds flow to districts							
Program Implementation							
Survey to teachers (Proposed)							
End of year compliance report							
Funding Settle-up							

# Possible District Timelines for Implementation in SY 21-22

Step	Fall '20	Winter '20-21	Spring '21	Summer '21	Fall '21	Winter '21-22	Spring '22	Summer '22
Districts apply for SY 21-22								
TEA review & approval		✓						
Districts send updated mentee counts								
MPA funds flow to districts for upcoming school year								
Program Implementation								
Survey to teachers (Proposed)								
End of year compliance report								
Funding Settle-up								

## Spring 2020

- Post proposed rules and respond to public comment
- Adopt final rules
- Post applications for MPA

## Summer 2020

- Review and notify districts

## Fall 2020

- Flow MPA funds to districts to be used in the upcoming school year

Current mentoring rules (TAC §153.1011) will be repealed and new mentoring rules will be proposed.

# Mentoring and Other HB 3 Programs

# Design Considerations to Extend Mentor Impact

## Teacher Incentive Allotment (TEC §48.112) & Local Optional Teacher Designation System (TEC §21.3521)

- Example: a district's local designation system could require teachers to have mentored beginning teachers to qualify for a Recognized, Exemplary, or Master designation.

## Extended School Year (TEC §48.0051)

- Example: if districts are redesigning their daily schedule, they can ensure sufficient time has been created in the day for mentoring activities without the need for release time.
- Example: a district could recruit mentor teachers to work in summer programs and mentor novice teachers.

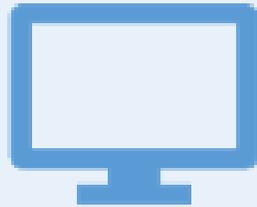


For more information, reference the  
HB 3 in 30  
webinars:

<https://tea.texas.gov/hb3>

# House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3

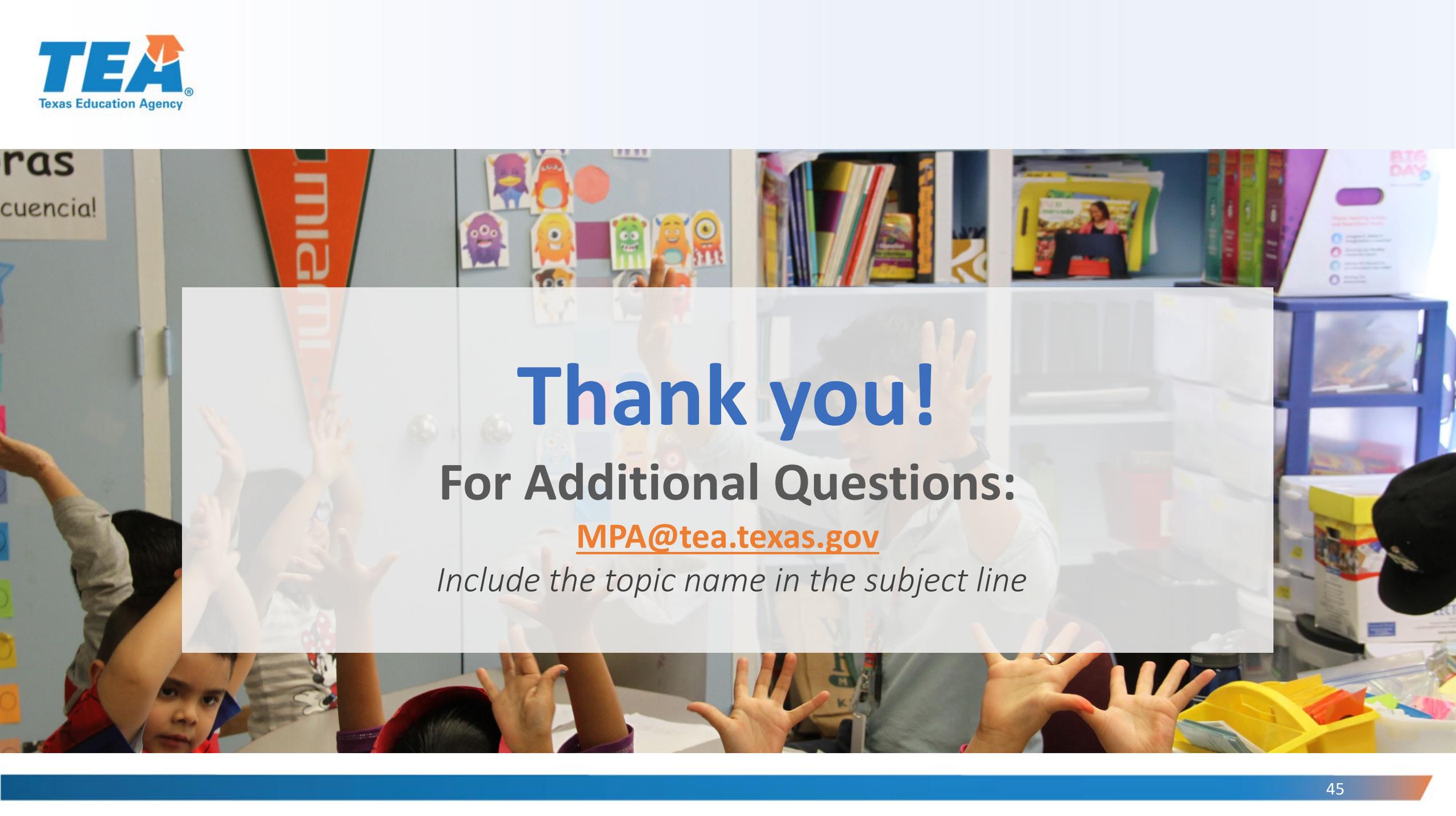


[tea.texas.gov/HB3](http://tea.texas.gov/HB3)

Visit [tea.texas.gov/HB3](http://tea.texas.gov/HB3) for the most up-to-date information



Email [MPA@tea.texas.gov](mailto:MPA@tea.texas.gov) with any questions.



# Thank you!

**For Additional Questions:**

**[MPA@tea.texas.gov](mailto:MPA@tea.texas.gov)**

*Include the topic name in the subject line*