New Teacher Mentoring
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TEA Staff

Ali Friedlander
Program Manager, Teacher Leadership & Strategic Compensation

Dr. Gabriela Duron-Lara
Teacher Mentorship and Leadership Specialist
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:

- Instructional Practices
- Planning Practices
- Working with English Language Learners
- Working with students with disabilities

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

† Well Prepared  † Not Well Prepared

2018-2019 TEA Teacher Survey for recently certified teachers
Beginning Teachers Need Support

Figure 5: Average Teacher Performance by Experience

- Years 10-14
- Years 15-19
- Years 20-24
- Years 25-29
- Years 30+

New Teachers More Likely to Teach in High-Poverty Schools

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

(Ingersoll & Strong, 2011)
Mentors Are Less Likely in High-Poverty Schools

Mentoring Supports in Low- vs. High-Income Schools

- Formal mentor during 1st year
- Mentor in same school
- Mentor in same grade
- Mentor in same subject

Percentage of new teachers

Low-Income
High Income

greater than 50% of students qualify for free or reduced-price lunch
less than 15% of students qualify for free or reduced-price lunch

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

(HB 2012, 83rd Legislature, 2013)

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

The Texas Teacher Mentoring Advisory Committee created a set of 10 recommendations anchored in seven best practices in teacher mentorship.
“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
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.
HB 3: Mentoring Best Practices
Frequently Asked Question: Beginning Teacher

How is a mentor and a beginning teacher defined?

**Question**

**Answer**

• Mentor teacher: a classroom teacher who provides effective support to help beginning teachers successfully transition into the teaching assignment.

• Beginning teacher: a classroom teachers who has less than two years of teaching experience.

• 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 30th 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**.
How many classroom teachers can be assigned to a mentor?

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.
- 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.
Frequently Asked Question: Research-based

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

- Currently, providers found on TEA’s Education Support Service Provider list that provide mentor training would be considered approved providers.
- 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.
- 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.
- 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.
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.

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<thead>
<tr>
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<th>Release Time</th>
<th>Reduced Teaching Load</th>
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<tbody>
<tr>
<td>In Practice</td>
<td>• Substitute teacher coverage</td>
<td>• Optimized master schedule</td>
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<td>• School/district personnel cover classes</td>
<td>• Allows for predictable and consistent times for mentoring activities</td>
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<td>Benefits</td>
<td>• Does not require changes to a master schedule</td>
<td>• No disruption to student learning</td>
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<td>• Allows for week-to-week flexibility in meeting times</td>
<td>• Teachers will not need to create substitute plans</td>
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<td>• Predictability in the schedule allows mentors to create a cohesive, ongoing plans for supporting beginning teachers</td>
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<td>School Planning</td>
<td>• Determine how and when to secure coverage for mentors and beginning teachers.</td>
<td>• Prior to the school year beginning, create an optimized master schedule that creates release time for mentors and beginning teachers to meet.</td>
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• **$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.
Through the application process, does the district commit to meeting the requirements in TEC §21.458?
Can open-enrollment charter schools apply for MPA funding?

- 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
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

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<th>Step</th>
<th>Spring ’20</th>
<th>Summer ’20</th>
<th>Fall ’20</th>
<th>Winter ’20-’21</th>
<th>Spring ’21</th>
<th>Summer ’21</th>
<th>Fall ’21</th>
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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](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

Visit tea.texas.gov/HB3 for the most up-to-date information

Email HB3info@tea.texas.gov with any questions
Thank you!

For Additional Questions: 

HB3info@tea.texas.gov

Include the topic name in the subject line