**LEA Name:** Click or tap here to enter text.

**Texas Education Agency Mentor Program Allotment**

Application for SY 2021-22: Application (Attachment A)

File Name: MPA-Cycle2-InsertLEA-A

The following components of the Mentor Program Allotment Cycle 2 LEA Application are due by 5:00 p.m. (CST) on December 18, 2020.

|  |  |
| --- | --- |
| **Component** | **File Name** |
| Application (Attachment A) | MPA-Cycle2-InsertLEA-A |
| Mentor Training Scope & Sequence (Attachment B) | MPA-Cycle2-InsertLEA-B |
| Campus Implementation Plan (Attachment C), only if required | MPA-Cycle2-InsertLEA-C |
| Qualtrics ([online link](https://tea.co1.qualtrics.com/jfe/form/SV_3QQNMXDIiznvK2F)) | N/A (online submission) |

LEAs are encouraged to review the following resources before beginning this application:

* [Mentor Program Allotment Guidelines](https://tea.texas.gov/sites/default/files/mpa_guidelines.pdf" \o "Mentor Program Allotment Guidelines)
* [Application Scoring Guide](https://tea.texas.gov/sites/default/files/scoring_guide.pdf)
* Texas Education Code [§21.458](https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm#21.458) and [§48.114](https://statutes.capitol.texas.gov/Docs/ED/htm/ED.48.htm#48.114)
* 19 Texas Administrative Code, [§153.1011](http://ritter.tea.state.tx.us/rules/tac/chapter153/ch153bb.html), Mentor Program Allotment

# Assurances for Section 1:

*In order to meet the requirements of the Mentor Program Allotment, the applying LEA must check each box to indicate agreement with the following assurances for the 2021-22 school year, in accordance with TEC* §*21.458, TEC §48.114, and 19 TAC §153.1011. For all assurances within this application, the abbreviation “BT” refers to beginning teachers and “MT” refers to mentor teachers.*

The applying LEA assures that it will:

ensure MTs meet with each BT assigned to him/her not less than 12 hours per semester for mentoring sessions;

ensure MTs address the topics outlined in 19 TAC §153.1011(b)(5)(B) during mentoring sessions with the BT;

designate a specific time for mentoring sessions during the regularly contracted school day, but outside the MTs and BTs’ entitled planning and preparation requirements, in accordance with TEC §21.404;

schedule release time or a reduced teaching load for MTs and BTs to facilitate mentoring sessions, including observations or participation in supportive coaching; and

spend MPA funds only on mentor stipends, release time, or mentoring support through providers of mentor training.

# Section 1: Time for Mentoring Sessions

*In this section, the applying LEA must describe how it will ensure the mentor and beginning teachers meet for the required 12 hours per semester as outlined in the assurances above. LEAs must use at least one of the following options: release time or reduced teaching load. Release time is defined as giving a teacher time off from teaching and other responsibilities to meet for mentoring sessions. Reduced teaching load is defined as assigning a teacher less instructional time, but not less than an average of four hours each day.*

**As outlined in the** [**Scoring Guide**](https://tea.texas.gov/sites/default/files/scoring_guide.pdf)**, refer to the following required components in crafting your responses:**

* Outlines an intentional and reasonable plan for mentoring sessions between mentor teachers and beginning teachers for 12 hours per semester using release time or reduced teaching load
* Clearly specifies time for mentoring sessions during the regularly contracted school day, outside teacher planning time of 45 minutes per instructional day as entitled in TEC §21.404
* Clearly and accurately indicates a minimum total of 12 hours per semester for mentoring sessions (e.g., classroom observations, participation in supportive coaching)
* Clearly demonstrates evidence of a centrally coordinated and monitored approach across campuses

1. Which of the following methods will you use to ensure that mentor and beginning teachers engage in mentoring sessions? Check all that would apply for both mentors and beginning teachers:

Reduced teaching load

Release time (e.g., substitute coverage)

1. Briefly explain why you chose the option(s) above. Please limit your response to 100 words.

Click or tap here to enter text.

1. Who is centrally coordinating and monitoring the time spent on mentoring sessions? Please limit your response to 100 words.

Click or tap here to enter text.

1. To centrally coordinate mentoring sessions, who will they communicate with on a campus level? How often? If coordination varies from campus to campus or within campuses, explain. Please limit your response to 250 words.

Click or tap here to enter text.

1. As a reminder, mentor and beginning teachers must meet for a total of at least 12 hours per semester during the regularly contracted school day, separate from their planning time of 45 minutes per instructional day as entitled in TEC §21.404. To centrally monitor mentoring sessions, what information will be collected from the campus level and how often? Please limit your response to 250 words.

Click or tap here to enter text.

# Assurances for Sections 2 and 3:

*In order to meet the requirements of the Mentor Program Allotment, the applying LEA must check each box to indicate agreement with the following assurances for the 2021-22 school year, in accordance with TEC* §*21.458 and 19 TAC §153.1011.*

The applying LEA assures that it will:

prepare MTs by providing mentor training for each MT assigned to a BT;

provide mentor training to any appropriate LEA and campus employees, such as principals, assistant principals, and instructional coaches, who work with BTs or supervise them;

ensure MTs and appropriate LEA and campus employees are trained before the beginning of the school year;

ensure MTs and appropriate LEA and campus employees are provided supplemental training that includes mentorship best practices and occurs throughout the school year, in accordance with what is submitted in the LEA application; and

provide training for the MT assigned to the beginning teacher by the 45th day of employment of the BT, if that BT is hired after the beginning of the school year.

# Section 2: Scope and Sequence of Mentor Training Program

*In this section, the applying LEA will provide more information about the mentor training program they intend to implement. Regardless of which entity is providing the mentor training, the applying LEAs must attach the Scope & Sequence of the training program as Attachment B. Depending on the provider of mentor training, different instructions are provided below on how LEAs will complete this attachment. LEAs may add training topics beyond what is required in statute and rule to their Scope & Sequence. LEAs are encouraged to review the MPA Approved Mentor Training Providers or LEA-Created Mentor Training Programs section of the* [*MPA Guidelines*](https://tea.texas.gov/sites/default/files/mpa_guidelines.pdf) *for more information.*

**Option 1: LEAs using an LEA-created mentor training program and seeking commissioner approval must complete the** [**Scope & Sequence template**](https://tea.texas.gov/sites/default/files/scope_sequence_attachment_b.docx) **provided and attach as Attachment B. Refer to the following required components as outlined in the** [**Scoring Guide**](https://tea.texas.gov/sites/default/files/scoring_guide.pdf)**.**

[\*Refer to the training topics and best mentorship practices table](#Training_Topics_Table)

* Describes the LEA-created mentor training program and outcomes in detail
* Describes how the training will effectively develop the mentor teachers’ knowledge, skills, and mindsets
* Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester
* Indicates a minimum total of 18 hours of mentor training over the course of the year to effectively develop their knowledge, skills, and mindsets
* Covers and aligns to all five required training topics\* and most of the best mentorship practices\* over the course of the year
* Dedicates time for mentor teachers to develop the necessary skills through meaningful practice
* Provides explicit opportunities for mentor teachers to practice using effective feedback models like the “See It, Name It, Do It” framework briefly outlined below:

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| --- | --- |
| See it | Activities that allow participants to clearly see a model of a particular practice executed at a high level |
| Name it | Activities that allow participants to detail with specificity the actions necessary to execute a practice at a high level |
| Do it | Activities that provide an opportunity for participants to practice specific actions viewed in See It and detailed in Name It |

* Evaluates mentors’ skill development in the Measures of Success

**Option 2: LEAs using an MPA Approved Provider for their mentor training program must attach the Approved Provider’s Scope & Sequence as Attachment B along with information addressed in the following required components as outlined in the** [**Scoring Guide**](https://tea.texas.gov/sites/default/files/scoring_guide.pdf)**. The attachment must follow the same file name convention but does not have to use the Scope & Sequence template since this will be provided by the Approved Provider.**

* Lists an MPA Approved Provider
* Specifies LEA name and training dates within Scope & Sequence
* Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester
* Communicates with Approved Provider about partnership prior to application submission
* If applicable, describes meaningful coaching and implementation supports that are provided by the Approved Provider to each mentor for a minimum of eight times over the course of the year

## Option 2 LEAs only:

LEAs using an MPA Approved Provider for their mentor training may additionally opt for coaching and implementation supports which will be provided by the Approved Provider for a minimum of eight times over the course of the year. These LEAs must answer the following questions about coaching supports. If your LEA plans to use an MPA Approved Provider for training only or Option 2 does not apply to your LEA, put “N/A” as your response.

1. Describe the cadence and frequency with which coaching supports will be provided to mentors by the Approved Provider. As a reminder, these supports must be provided to each mentor at least eight times throughout the year. Please limit your response to 100 words.

Click or tap here to enter text.

1. Describe what kind of coaching and implementation supports will be provided to mentors by the Approved Provider. Please limit your response to 200 words.

Click or tap here to enter text.

# Section 3: Research or Evidence Base of the Mentor Training Program

*This section is only required for LEAs using an LEA-created mentor training program and seeking commissioner approval.**LEAs partnering with an Approved Provider may leave this section blank. In this section, the applying LEA must describe how the LEA-created mentor training program is research or evidence-based. Using the table below, cite and describe the research that was considered when designing the LEA’s mentor training program and its Scope and Sequence (refer to Section 2). Sufficient detail must be provided on how the research or evidence base impacted both the content and design and delivery of the training. The content refers to what is covered in the training (training topics and best mentorship practices\*). The design and delivery refer to how mentor teachers are trained (i.e., providing sufficient time and opportunities for mentor teachers to practice what they learn).*

**As outlined in the** [**Scoring Guide**](https://tea.texas.gov/sites/default/files/scoring_guide.pdf)**, refer to the following required components in crafting your response:**

[\*Refer to the training topics and best mentorship practices table](#Training_Topics_Table)

* Cites and describes sources of research or evidence base that influenced the mentor training
* Provides context for how the research or evidence base influences both the content and the design and delivery of the mentor training program
* Provides context for how the research or evidence base leads to effective training and use of best mentorship practices\*
* Demonstrates clear alignment to the Scope & Sequence (Attachment B) 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)

Research or Evidence Base of the Training **Content:**

This chart includes space for up to five rows, or sources, of research or evidence base related to the content of training. This only indicates a maximum, not a minimum number of sources.

|  |  |  |
| --- | --- | --- |
| **Source Citation**  Must include author, publication, and date. | **Summary of Research or Evidence Base**  (Describe in 2-3 sentences) | **Context for Mentor Training**  How was this research or evidence considered in designing the LEA’s mentor training program and Scope & Sequence? How did it impact the content of the training? |
| *Citation 1* | *Description 1* | *Context 1* |
| *Citation 2* | *Description 2* | *Context 2* |
| *Citation 3* | *Description 3* | *Context 3* |
| *Citation 4* | *Description 4* | *Context 4* |
| *Citation 5* | *Description 5* | *Context 5* |

Optional: If you would like to direct us to find more information on any of these sources, you may list hyperlinks below.

Click or tap here to enter text.

Research or Evidence Base of the Training **Design and Delivery:**

This chart includes space for up to five rows, or sources, of research or evidence base related to the design and delivery of training. This only indicates a maximum, not a minimum number of sources.

|  |  |  |
| --- | --- | --- |
| **Source Citation**  Must include author, publication, and date. | **Summary of Research or Evidence Base**  (Describe in 2-3 sentences) | **Context for Mentor Training**  How was this research or evidence considered in designing the LEA’s mentor training program and Scope & Sequence? How did it impact the content of the training? |
| *Citation 1* | *Description 1* | *Context 1* |
| *Citation 2* | *Description 2* | *Context 2* |
| *Citation 3* | *Description 3* | *Context 3* |
| *Citation 4* | *Description 4* | *Context 4* |
| *Citation 5* | *Description 5* | *Context 5* |

Optional: If you would like to direct us to find more information on any of these sources, you may list hyperlinks below.

Click or tap here to enter text.

Section 4: Remaining Assurances

*In order to meet the requirements of the Mentor Program Allotment, the applying LEA must check each box to indicate agreement with the following assurances for the 2021-22 school year, in accordance with TEC* §*21.458, TEC §48.114, and 19 TAC §153.1011.*

1. **Mentor Selection.** The applying LEA assures that its mentor teachers (MTs) will:

serve as a current classroom teacher of record for at least an average of four hours each day;

agree to serve as a MT for at least one school year;

complete a research-based mentor training program approved by the commissioner;

complete a mentor training program provided by the LEA;

have at least three complete years of teaching experience;

have a superior record of assisting students, as a whole, in achieving improvements in performance;

demonstrate interpersonal skills, instructional effectiveness, and leadership skills; and

hold an appropriate certificate issued by the State Board for Educator Certification if the mentor teacher works in a school district, or if the mentor teacher works in an open-enrollment charter school, meet the qualifications of the employing charter school.

1. **Mentor/Beginning Teacher Assignment.** The applying LEA assures that:

each BT, as indicated for funding in the application, is defined as a classroom teacher who has less than two years of teaching experience overall;

each MT will be assigned to a BT no later than the 30th day of the beginning teacher’s employment;

each BT will receive mentoring for at least two years;

to the extent practicable, each MT will be assigned to a BT in the same school;

to the extent practicable, each MT will be assigned to a BT in the same subject or grade level, as applicable;

no more than two BTs will be assigned to a MT who serves as a teacher of record for, on average, six hours per instructional day; and

no more than four BTs will be assigned to a MT who serves as a teacher of record for, on average, less than six hours per instructional day.

1. **Compliance Reporting & Program Review.** The applying LEA assures that it will:

submit or participate in a verification of compliance with program requirements;

comply with TEC §21.458, TEC §48.114, and 19 TAC §153.1011 to be considered for future MPA funds; and

submit all information requested by the Agency, including but not limited to an annual compliance report attesting compliance with authorizing statute and commissioner rule, and an annual survey to gather data on program implementation teacher perceptions.

**\*Table of Training Topics and Best Mentorship Practices**

|  |  |
| --- | --- |
| **Training Topics** | **Best Mentorship Practices** |
| 1. **Effective Mentoring Partnership** | * Develop a trusting and caring relationship with beginning teachers (BTs). * Meet frequently with BTs and use mentoring time effectively and efficiently. * Communicate effectively with BTs and use mentoring and coaching language. * Apply tenets of adult learning theory in interaction with BTs. * Engage in conversations with BTs around diversity, equity, and culturally responsive teaching. * Understand the typical BT experience and tailor support to meet their needs. |
| 1. **Coaching Cycles** | * Conduct effective instructional coaching cycles with BTs. * Appropriately differentiate coaching for BTs. * Build BT skills related to effective teacher-family partnerships and coach BTs on how to conduct conferences with family members. |
| 1. **Data-Driven Instruction** | * Support BTs’ use of appropriate formative and summative assessments. * Build BT skills to analyze student work and achievement data and support BTs in the development of reteach plans. * Use data to support BTs in setting professional goals. |
| 1. **Lesson Planning** | * Support BTs in developing or preparing lessons that are TEKS-aligned, culturally responsive, differentiated, and use research-based techniques. |
| 1. **Learning Environment** | * Support BTs to create a welcoming, safe, and inclusive learning environment for all students. * Support BTs in using culturally responsive teaching techniques. * Build BT capacity in developing and implementing classroom routines and procedures that maximize instructional time. * Build BT capacity to manage student behavior by implementing an effective behavior system. |