

Mentor Program Allotment Approved Providers

Cycle 3 Approved Providers

The following organizations are MPA Approved Providers for Cycle 3 (implementation in school years 2022-25).

- [BloomBoard, Inc.](#)
- [Education Service Center, Region 1](#)
- [Education Service Center, Region 18 – Texas Center for Educator Excellence](#)
- [Education Service Center, Region 20](#)
- [Learning Forward](#)
- [National Institute for Excellence in Teaching](#)
- [New Teacher Center](#)
- [Resources for Learning / Scaffolded Solutions](#)

MPA Approved Provider Overview

All mentors for whom Mentor Program Allotment (MPA) funds are used must complete a research-based mentor training program approved by the commissioner.

Districts applying for Cycle 3 MPA funding must use a commissioner-approved mentor training program. Commissioner approval can occur either of the following ways.

- 1) *District-created mentor training program*: If a district has an internally created mentor training program, they can seek commissioner approval through the Cycle 3 MPA District Application. In the application, the district will include detailed information on its training program.
- 2) *Approved provider mentor training program*: If a district chooses to partner with an MPA Approved Provider, that section of their Cycle 3 MPA District Application will be approved if supplemental information provided by districts (e.g., tentative training dates) meets the review criteria. If districts choose to use an MPA Approved Provider, they will include an attestation in their application committing to a partnership with the provider. Additionally, districts will include the Approved Provider's training scope and sequence in their application.

MPA Approved Provider Service Types

Organizations on the MPA Approved Provider list had the option of applying for different service types. If an organization was approved to provide a particular service type, a description of that service type is included on the following pages. Districts applying for Cycle 3 funds that indicate a partnership with an Approved Provider will need to attest to having agreed upon which service type they will use.

- **Training only**: Approved Provider mentor training programs have been approved by the commissioner and have a demonstrated track record of effectiveness. These programs cover the five required training topics and mentorship best practices. Each provider's program information is included starting on page three.
- **Training plus implementation and coaching supports**: Approved Providers offering implementation and coaching supports have a demonstrated track record of effectiveness. If LEAs opt to partner with an MPA Approved Provider for this service type, the Approved Provider

is required to provide these supports on a regular basis throughout the school year, for a minimum of eight separate occasions for each type of support. Implementation supports may be provided to LEA or campus leadership to ensure that mentor program implementation is goal-oriented with an eye towards long-term sustainability. Coaching supports may be provided directly to mentor teachers, either one-on-one or through small groups, or to LEA or campus leadership who will in turn coach mentor teachers. Refer to the MPA Guidelines for more information on implementation and coaching supports.

[MPA Approved Provider Long-Term Partnerships](#)

In addition to information on their services, each provider's program information provides a brief description regarding the long-term partnership. Given that Cycle 3 MPA districts may receive up to three years of continuous funding, districts are encouraged to consider how the partnership with an MPA Approved Provider may evolve over implementation.

Organization: BloomBoard, Inc.



Program Name

BloomBoard Mentor Teacher Micro-Endorsement

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Mentor Training Description

BBI's Mentor Teacher Micro-Endorsement consists of the following micro-credentials, which an aspiring mentor completes within a time period designated by the district:

1. Developing Culturally Responsive Instruction
2. Building Collaborative Relationships with Teacher Learner
3. Coaching Using the Cycle of Instructional Improvement
4. Facilitating Adult Learning
5. Modeling Effective Communication
6. Providing Evidence-Driven Feedback
7. Using Modeling to Support Adult Learning

Micro-credentials are modular, competency-based credentials for professional learning that recognize demonstrated mastery of skills and prior knowledge. Participants use BBI's online platform to engage in the micro-credentials, seek guidance and support from trained facilitators, and upload digital portfolios for review by expert assessors. One BBI micro-credential is equivalent to one university credit in time commitment (e.g. one Carnegie Unit). By completing a micro-endorsement, educators prove through a portfolio of evidence that they have demonstrated the competencies required for that pedagogical or content-specific area of teaching.

Implementation & Coaching Support

At the launch of every new program and/or cohort, BBI conducts orientation and training session to ensure program success. Onboarding is typically a 3-6 week process. BBI works with the district to verify the needs assessment and readiness level, review goals, and develop an implementation plan.

The main orientation training session is 1.5 to 2 hours long, conducted with the program participants and key organization leads in person or online. Once an organization begins program implementation, BBI provides expert cohort facilitation and micro-credential assessment services to participants throughout the course of the program. BBI Facilitators and Assessors are teaching professionals with extensive experience in coaching, mentoring, evaluating educators, and leading professional learning. Facilitators use the online discussion and communication tools built into the BBI Platform to build positive rapport among participants, initiate and sustain collaborative discussions, provide guidance and reminders for successful engagement in the micro-credential process, and respond to participant

questions. BBB facilitation is ongoing and exceeds the minimum requirement of eight instances of support per school year.

Similarly, BBI also trains and calibrates BBI Assessors to review every micro-credential submission against defined rubrics. When necessary, the Assessors provide written feedback that is objective, consistent, and constructive to guide participants in revising their micro-credential submissions for resubmission.

Long-Term Partnership

As noted, BBI's training and coaching supports evolve from the initial, intensive orientation sessions, to the ongoing coaching services provided by BBI Facilitators. As individuals progress through the Program, the timing and nature of the supports is often driven by the participants rather than the Facilitators. Facilitators will use BBI's built-in reporting tools to track participants' progress, ensure that the minimum of eight coaching sessions per school year is maintained, and determine whether additional coaching is required to keep participants on track to earn the full set of micro-credentials. As participants grow more confident in their micro-credential work, participants can reach out directly to the Facilitators at key junctures to seek coaching and guidance when needed, rather than at specifically scheduled intervals. This enables participants to establish a cadence of coaching and support that is personalized for them.

Organization: Education Service Center, Region 1



Program Name

Mentoring and Coaching Academy

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Website

<https://www.esc1.net/Page/3508>

Mentor Training Description

Mentors are a critical component of a systemic induction plan to retain new teachers and increase the quality and commitment of all educators. The Region One Mentoring and Coaching Academy is a customized learning series for districts looking to build mentor teacher and administrator capacity in supporting and growing new educators. Through research-based professional development, ongoing reflection, collaboration, planning, and practice, mentors gain the knowledge, skills, and resources essential to providing high quality support, so beginning teachers and their students have the opportunity to be successful. By using the best mentor practices outlined in TEC 21.458 and mentor practice standards from the New Teacher Center, participants develop a strong leadership role, learn critical mentor responsibilities, develop effective adult partnerships, practice effective coaching cycles, acquire strategies for leading effective data meetings, support the beginning teacher in writing objective driven daily lesson plans and creating positive equitable learning environments. Effective mentoring and coaching require a unique skill set and this academy provides teacher mentors and administrators the content, process and context for creating a system of support to assist the beginning educator. In addition, mentors will have ongoing support through monthly collaboration sessions. This series of professional development is intended to support local education agencies with retaining, supporting, and growing highly effective educators.

Long-Term Partnership

As mentor teachers grow and develop, Region One Education Service Center will continue to offer differentiated, ongoing support beyond the year one academy. Mentor teachers will have the opportunity to participate in more extensive training focused on growing beginning educators in instructional effectiveness through coaching and feedback. In addition, targeted support will be provided through one-to-one coaching of mentors and administrators who support beginning teachers: mentoring the mentors.

Organization: Education Service Center, Region 18 - TxCEE



Program Name

Texas Teacher Residency Program (TxTRP)

Contacts

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Website

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Mentor Training Description

TxTRP provides a system of support for mentor teachers including resources and tools throughout the year, beginning with a Mentor Institute, as well as opportunities for them to collaborate and practice using these tools to build efficacy. Mentors receive guidance on research-based strategies that are aligned with adult learning principles and include coaching, communication, establishing a culture of data use and improvement, and learner-centered instruction. Mentor training is also designed to target interpersonal relationships and building trust with beginning teachers (BTs), coaching techniques such as guiding teacher self-reflection and feedback, and deepening their knowledge of standards and content. TxTRP works with mentors to use data to guide the support they provide to BTs; mentors in turn work with BTs to identify the types of data necessary to guide their instructional planning. This includes prioritizing content by looking at historical data, unpacking the skills to master the prioritized content, creating formative assessments to monitor progress, and expanding on the content.

Implementation & Coaching Support

TxTRP incorporates a multi-tier system of support for mentors using research-based strategies, including at least ten one-on-one individualized coaching sessions, job shadowing, feedback/reflection sessions, and monthly virtual learning communities with their peers. Mentors in turn use these strategies to help BTs enhance their skills by connecting professional learning to practice, planning lessons collaboratively, implementing best practice instructional strategies, analyzing student work, and reflecting on their practice. A first-year and second-year teacher have different needs; therefore, mentors will provide a gradual release of support as the BT gains knowledge, skills and experience. TxTRP embeds components of ESC 18-TxCEE's System for Effective Educator Development (SEED), a professional learning model that has been shown to improve practice and collegiality. Mentors and BTs participate in SEED Collaborative

Learning Communities (CLCs) with their peers to test new teaching and learning strategies, embed effective practice into instruction, and monitor individual student progress.

Long-Term Partnership

Over the three years, ESC 18-TxCEE will work with mentors to deepen practices like coaching, goal setting, and communication while refining the tools in their toolkits. Mentors will gain various levels of knowledge and practice. First year mentors will build the foundations for effective mentoring and will need more support in coaching, communication, establishing a culture of data use and improvement, and learner-centered instruction. Second year mentors will build on that foundation and have a deeper focus on analysis of student work, progress monitoring, and reflection practices. Third year mentors will be able to provide peer coaching alongside first and second year mentors while deepening their practices in coaching and problem-solving.

Organization: Education Service Center, Region 20



Program Name

Education Service Center, Region 20 Mentor and Beginning Teacher Support Program

Contact

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Mentor Training Description

Education Service Center, Region 20 provides two research-based Mentor and Beginning Teacher Support Programs: Texas Beginning Educator Support System (TxBESS) and Scaffolded Solutions. TxBESS is a comprehensive induction system that includes mentoring, professional development, observations, coaching, feedback conversations and formative assessments. This system of support is based on Charlotte Danielson's Framework of Teaching Standards and focuses on instruction, improving student achievement and teacher retention. Scaffolded Solutions Beginning Teacher Support System provides crucial guidance and support to beginning teachers and their mentors through their first three years of service. This program utilizes many of the TxBESS principles and Charlotte Danielson's Framework. The systemic approach of Scaffolded Solutions includes research-based professional learning for mentor teachers, coordinators, principals, and beginning teachers. It helps beginning teachers master competencies required for student success and includes an online tool that facilitates quality interactions between mentors and helps districts manage sound induction programs—including progress evaluation and reporting tools.

Additional Supports:

Scaffolded Solutions On-line Support System

Scaffolded Solutions district mentor program would include:

Online Portal

Between training sessions, Scaffolded Solutions' on-line portal provides mentors tools for mentor and beginning teacher success. Competency-focused conversations, structures for the observation cycle, and periodic newsletters provide opportunities for rich, learning-focused conversations.

Activity Log

The portal's activity log portion is an easy way for mentors and mentees to document and reflect on their work together. The log provides another tool for Scaffolded Solutions trainers to identify mentors who may be in need of individualized assistance. It is also helpful for district personnel who need to track hours in order to award mentor stipends.

Micro-credentials

Micro-credentials provide additional learning opportunities for mentors by documenting their coaching sessions with beginning teachers and reflecting on them with their mentees. Mentors who are not demonstrating the minimal acceptance standard will receive additional training and/or individual support.

Implementation & Coaching Support

ESC-20 works collaboratively with districts to provide customized coaching support, such as group and/or individual sessions. In group sessions, facilitators identify struggling mentors and provide additional support for him/her, perhaps by modeling a coaching conversation for the mentor or observing the mentor coaching and having planning and reflecting conversations with the mentor. Since coaching plays a vital role in the mentoring process we will review and practice the coaching skills and tools that promote thinking, building trust and rapport, and enhance listening skills. Time will be spent practicing paraphrasing and questioning skills through role playing activities. The coaching cycle of planning for the event, observing the event and reflecting on the event will be an integral part of this session. Mentors, administrators plus any other staff member who works with new teachers are invited to attend the monthly training sessions. They are required to attend a minimum of eight sessions throughout the school year.

Long-Term Partnership

Three Year Plan 2022-25

Year One: Implement the Education Service Center, Region 20 Mentor and Beginning Teacher Support Program in which mentors staff development is provided at a minimum of eight times throughout the school year.

Year Two: Education Service Center, Region 20 trainers will provide a minimum of eight days of staff development for beginning teachers and mentors (not yet trained) plus, mentor, model, tutor, observe, facilitate feedback conversations, and coach district participants involved in mentor program.

Year Three: Trainer of Trainer Model to build district capacity for continued implementation and sustainability beyond grant funding.

Organization: Learning Forward



Program Name

Mentor Teacher Academy

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Website

<https://services.learningforward.org/services/mentor-teacher-academy/>

Mentor Training Description

Learning Forward's Mentor Teacher Academy is a virtual learning experience that prepares experienced teachers to step into their role as mentors ready to inspire, model, and coach beginning teachers towards highly accelerated effectiveness and sustained professional growth. The Academy is designed around a Mentoring Cycle of diagnosing beginning teacher needs, providing coaching support, and monitoring progress to measure growth and evaluate impact. Within this cycle framework, mentors develop skills to build strong relationships and effectively communicate with beginning teachers; understand and apply new teacher mindset and adult learning theory to their mentoring role; diagnose and prioritize new teacher strengths and areas for growth in the areas of classroom management, instruction, and content-specific pedagogy; design and implement a mentoring support plan; and support new teachers to understand the unique needs of the students and families they serve. The Mentor Teacher Academy includes eight live, virtual sessions as well as additional asynchronous learning and collaboration.

Long-Term Partnership

Continued support for mentor teachers beyond the initial Academy is focused on sustained growth of both the mentor and the beginning teachers they support. Years 2 and 3 of the Academy support mentors in developing strategies for looking at student artifacts with their mentees for timely instructional adjustments and reteach; ensuring that each and every child is learning by helping mentees reach *all* children in the classroom; owning outcomes for struggling learners; helping mentees understand how to meaningfully collaborate with their grade or subject level team; supporting the switch from mentoring towards self-directed inquiry and growth; reflecting on the mentor's own growth as a teacher; and strategies for avoiding burnout and supporting wellness for the mentor and the mentee.

Organization: National Institute for Excellence in Teaching (NIET)



Program Name

NIET Mentor Training

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Mentor Training Description

The NIET Mentor Training empowers mentor teachers to leverage instructional expertise, make data-driven decisions, and create collaborative partnerships. Each session provides mentor teachers with the skills and knowledge to deepen their teacher leadership expertise. Through very specific structures and processes that they learn through the training and ongoing, on-site coaching specific to their roles, mentors are strategically and formally involved at the school level in setting goals based on student and teacher data analysis, observing and supporting teachers, and developing new teachers. Mentor Teachers are also trained to deliver high quality, specific feedback to beginning teachers, to positively impact classroom practices. At the classroom level, mentors are trained to support teacher growth grounded in a shared set of teaching standards and common, school-wide definition of good teaching. Mentor Teachers strategically create an individual growth plan for each teacher, ensuring that the needs of their mentees are acknowledged and supported as they seek new and improved ways to increase student achievement.

Implementation & Coaching Support

NIET provides onsite, district and school-based observation, coaching, and consultation. The focus of the support is directed to a targeted best mentoring practice and/or component of the mentor training. These visits advance the efforts of those implementing the NIET Mentor Training and may be for mentors, school administrators, and/or district administrators based on the needs of the partners. Support is provided through scheduled onsite visits conducted by an NIET trainer and customized to the needs of each district or school based on where they are with implementing their district mentor program. On average there will be one session per month offered between Early fall-May.

Long-Term Partnership

Over the three years, districts can expect training and support to evolve to meet the unique needs of the district. Year one focuses on building mentoring foundational knowledge and skills, as well as setting up/formalizing the district and campus structures for a strong induction program. Year 2 and beyond returning mentor training and support are focused on the maintenance and advancement of foundational training skills, as well as supporting mentors and campus/district leadership teams to reflect on, problem solve, and create next steps for coaching plans for supporting their new teachers.

Organization: New Teacher Center (NTC)



Program Name

Professional Learning Series for Induction Mentors

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Website

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Mentor Training Description

A highly skilled mentor is key to providing new teachers with the support they need as they begin their teaching careers and develop their instructional practice. Through NTC's model, participants learn the critical knowledge, skills, and tools to initiate and maintain effective coaching relationships with teachers that result in instructional growth. Mentors practice using multiple data points to assess practice and provide meaningful feedback to teachers. The goal is to support teachers to create and sustain optimal learning environments in which the diverse needs of every learner are addressed with an unwavering attention to equity and continuous academic, social, and emotional growth.

Implementation & Coaching Support

To ensure program coherence and integration with district initiatives, New Teacher Center supports partner districts through on-going consultation on program implementation and through one-on-one in-field coaching support.

In-field coaching support provide an opportunity for NTC and district leaders to both formatively assess and develop mentors' practice in the schools, and to inform programmatic components in real time as a result of our learnings.

Long-Term Partnership

Train the Trainer Model

NTC's model helps partners implement a high-quality program with fidelity, by building partners' ability to assess and lead the work themselves, enabling long-term sustainability. NTC partners learn to develop and deliver key elements of the program—first alongside NTC, then independently. This gradual release model builds the capacity of program leaders and lead mentors.

Organization: Resources for Learning, LLC



Program Name

Scaffolded Solutions™

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Mentor Training Description

Scaffolded Solutions' research-based mentor training builds on the tenets of cognitive coaching and self-efficacy. Training methods embody Knowles' principles that honor adult learners.

- **Learning is self-directed.**
- **Learning is experiential and utilizes background knowledge.**
- **Learning is relevant to current roles.**
- **Instruction is problem centered.**
- **Adults are motivated to learn.**

Mentors learn new skills based on four bodies of research:

- **Novice teacher needs**
- **Teacher self-efficacy**
- **Danielson's *A Framework for Teaching***, which is aligned to T-TESS
- **Cognitive coaching**

Additionally, mentors and beginning teachers together learn best practices in some of the areas that are most challenging for new teachers:

- **Culturally responsive teaching**
- **Data-driven instruction**
- **Lesson planning**
- **Learning environments that promote high levels of student achievement**

Between training sessions, Scaffolded Solutions' **online portal** provides mentors all the tools they need to be successful and to make their beginning teachers be successful. **Competency-focused conversations**, structures for the **observation cycle**, and periodic **newsletters** provide opportunities for rich, learning-focused conversations.

Implementation & Coaching Support

RFL works collaboratively with districts to provide **customized coaching support**, such as group and/or individual sessions. In group sessions, facilitators identify struggling mentors and provide additional support for him/her, perhaps by modeling a coaching conversation for the mentor or observing the mentor coaching and having planning and reflecting coaching conversations with the mentor.

Micro-credentials

Micro-credentials provide additional learning opportunities for mentors to apply mentoring strategies by documenting their coaching sessions with beginning teachers and reflecting on them with their mentees. Mentors who are not demonstrating the minimal acceptable standard will receive additional training and/or individual support.

Activity Log

The portal's activity log portion is an easy way for mentors and mentees to document and reflect on their work together. The log provides another tool for Scaffolded Solutions trainers to identify mentors who may be in need of individualized assistance. It is also helpful for district personnel who need to track hours in order to award mentor stipends.

Long-Term Partnership

In collaboration with each district, we will establish criteria for trainers. At a minimum, criteria would include completion of mentor training; one year of successful mentoring experience; successful attainment of five micro-credentials; a commitment to attend all sessions of the TOT; a commitment to schedule observations by the Scaffolded Solutions staff to observe the new trainer's training; and accomplished or distinguished ratings on the district teacher appraisal instrument.

A cohort of new trainers across districts could attend training together, train together, and support one another in their new roles. Because of distances between districts and uncertainties in travel, we can conduct parts of TOT via distance learning, using a blended format. Initial training will be followed up with annual updates and observations until Scaffolded Solutions facilitators are confident in the new trainers' ability to deliver the training with fidelity.