

## Texas Education Agency Mentor Program Allotment

Application for SY 2020-2021

### Part I: Application (Attachment A)

The following components of the Mentor Program Allotment Application are due by 5:00 p.m. (CST) on June 8, 2020.

- Part I: Application (Attachment A)
- Part II: Scope & Sequence (Attachment B)
- Part III: Campus Implementation Plan (Attachment C), only if required
- Part IV: Qualtrics Submission ([Online link](#))

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

- [Mentor Program Allotment Guidelines](#)
- [Application Scoring Guide](#)
- Texas Education Code [§21.458](#) and [§48.114](#)
- Proposed New 19 [TAC §153.1011](#), Mentor Program Allotment

#### Section A: General Applicant Information

1a. LEA Name

1b. CDN

1c. ESC

1d. Primary contact for MPA: name

1e. Primary contact for MPA: e-mail

1f. Secondary contact for MPA: name

1g. Secondary contact for MPA: e-mail

## Section B: Mentor Selection & Assignment

2. What process will the LEA use to ensure mentor teachers meet the requirements listed in statute? These requirements include that a mentor teacher will:
- a. demonstrate instructional effectiveness, interpersonal skills, and leadership skills;
  - b. have a superior record of assisting students, as a whole, in achieving improvements in performance;
  - c. have at least three complete years of teaching experience;
  - d. agree to serve as a mentor for at least one school year;
  - e. complete a research-based mentor and induction training program approved by the commissioner; and
  - f. complete a mentor training program provided by the district (e.g., if the commissioner-approved training program is provided by an external partner, the district also provides training on district-specific mentor expectations)

Section C: Release Time or Reduced Teaching Load

3. Describe how the LEA will ensure the mentor and beginning teachers will be supported in meeting their time requirements (12 hours per semester) for mentoring during the regularly contracted school day in a way that ensures their entitled planning and preparation requirements captured in [TEC §21.404](#). In the description, include the frequency with which the mentor teacher and beginning teacher will meet to engage in mentoring activities.

4. Describe how the LEA will track progress in meeting the mentor and beginning teacher time requirements for mentoring activities. Additionally, describe with whom and how the LEA will follow up when concerns appear.

*This space intentionally left blank*

## Section D: Mentor and Induction Training Program

*In this section, the applying LEA must describe the mentor and induction training program it will provide for mentors and appropriate staff in the 2020-21 school year. LEAs are encouraged to review the Commissioner-Approved Mentor & Induction Training Programs section of the MPA Guidelines for more information.*

### Training Provider

5. In the 2020-21 school year, will the LEA provide mentor training that was created internally (e.g., by LEA staff) or externally (e.g., by an education service center or vendor)?

- Our LEA will provide mentor training created internally OR
- Our LEA will provide mentor training created externally.

If the training was created externally, list the name of the external **partner**:

If the training was created externally, list the name of the partner's mentor **training program**:

### Training Specifics

6. Briefly describe how the LEA will track attendance to ensure all required individuals attended the training. Describe what will happen if required attendees are absent.

### Attachment B: Scope and Sequence of Mentor and Induction Training Program

7. Attach the scope and sequence of the mentor and induction training program as Attachment B. The scope and sequence of the training program should include the components below. Check each component to indicate its inclusion in Attachment B.

- The content (i.e., training topics) covered must meet the requirements of TEC §21.458 and proposed new 19 TAC §153.1011.
- The cadence of training must meet the requirements of TEC §21.458 and proposed new 19 TAC §153.1011. Specifically, the cadence includes at least one training before the start of the school year and follow-up training at least once per semester.
- Who needs to attend the training and how the content is tailored to different audiences. The attendees must include, at minimum, the mentor teacher, principal/assistant principal, and other individuals who support the mentor teacher.

**Research Basis of the Mentor and Induction Training Program**

8. List and briefly describe the research that was considered when designing the LEA’s mentor and induction training program and its scope and sequence (see question #7). The research basis could include content covered that is specific to mentoring and induction or general research related to professional development or tenets of adult learning theory. If the mentor and induction training program was created externally, the LEA may consult with the external provider to develop this response.

## Section E: 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 2020-21 school year, in accordance with TEC §21.458 and the proposed new 19 TAC §153.1011.

Beginning Teacher is abbreviated as BT

Mentor Teacher is abbreviated as MT

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

- agree to serve as a MT for at least one school year;
- complete a research-based mentor and induction training program;
- complete a mentor training program provided by the district;
- have at least three complete years of teaching experience;
- have a superior record of assisting students, as a whole, in achieving improvements in performance; and
- demonstrate interpersonal skills, instructional effectiveness, and leadership skills.

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

- each MT will be assigned to a BT no later than the 30<sup>th</sup> 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.

11. **Training.** The applying LEA assures that it will:

- provide mentor training for each MT assigned to a BT;
- provide mentor training to any appropriate district and campus employees, such as principals, assistant principals, and instructional coaches, who work with BTs or supervise them;
- ensure MTs and appropriate district and campus employees are trained before the beginning of the school year;
- provide supplemental training that includes mentorship best practices to MTs and any appropriate district and campus employees throughout the school year, which would include at minimum, once per semester;
- provide training for the MT assigned to the beginning teacher by the 45<sup>th</sup> day of employment of the BT, if that BT is hired after the beginning of the school year;
- provide mentor training that prepares them to cover the following topics\* with beginning teachers
  - an orientation to the context, policies, and practices of the school district including the MT's roles and responsibilities; campus-wide student culture routines, campus curriculum and curricular resources including formative and summative assessments and lesson planning resources; and campus policies and practices related to lesson planning;
  - data-driven instructional practices;
  - instructional coaching cycles, including coaching regarding conferences between parents and the BT;
  - professional development; and
  - professional expectations.

*\*For examples of topics, please reference the table at the end of this application.*

12. **Mentor Roles and Responsibilities.** The applying LEA assures that its MTs will:

- meet with each BT assigned to him/her not less than 12 hours per semester, in accordance with TEC §21.458 and proposed new 19 TAC §153.1011, and cover the following topics\* in their meetings:
  - orientation to the context, policies, and practices of the school district including the MT's roles and responsibilities; campus-wide student culture routines, campus curriculum and curricular resources including formative and summative assessments and lesson planning resources; and campus policies and practices related to lesson planning;
  - data-driven instructional practices;
  - instructional coaching cycles, including coaching regarding conferences between parents and the BT;
  - professional development; and

➤ professional expectations.

*\*For examples of topics, please reference the table at the end of this application.*

13. **Time for Mentoring Activities.** The applying LEA assures that it will:

- provide time during the regularly contracted school day for meetings between MTs and the BTs they mentor, which must abide by the mentor and beginning teachers’ entitled planning and preparation requirements in TEC §21.404; and
- schedule release time or a reduced teaching load for MTs and BTs to facilitate mentoring activities, including observations or participation in supportive coaching.

14. **Use of MPA Funds.** The applying LEA assures that it will:

- spend MPA funds on mentor stipends, release time, or mentor training only.

15. **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 the proposed new 19 TAC §153.1011 to be considered for future MPA funds; and
- submit all information requested by the Agency through periodic activity/progress reports, which will occur not more than once yearly.

\* Mentoring topics and examples

Mentoring Topics	Examples
campus-wide student culture routines	<ul style="list-style-type: none"> <li>• <i>explicit behavioral expectations</i></li> <li>• <i>restorative practices</i></li> <li>• <i>routines/procedures that maximize learning time</i></li> </ul>
campus policies and practices related to lesson planning	<ul style="list-style-type: none"> <li>• <i>lesson planning frameworks or templates</i></li> <li>• <i>connections to curricular resources</i></li> <li>• <i>expectations for lesson plan completion</i></li> </ul>
data-driven instructional practices	<ul style="list-style-type: none"> <li>• <i>protocols to analyze student work samples</i></li> <li>• <i>expectations and the processes to design targeted reteach plans based on gaps in student mastery</i></li> <li>• <i>calendars, scope and sequence, and/or unit plans that indicate dates of interim assessments and responses to data</i></li> </ul>
professional development	<ul style="list-style-type: none"> <li>• <i>district-wide professional development opportunities</i></li> <li>• <i>campus-based professional development opportunities</i></li> <li>• <i>individualized professional development opportunities</i></li> <li>• <i>access to instructional coaching</i></li> </ul>