

Mentor Program Allotment: Cycle 2 LEA Application Guidelines

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Mentor Program Allotment at a Glance

Authorizing Legislation

House Bill 3 (HB 3), passed by the 86th Texas Legislature in 2019, amended statute that previously existed on new teacher mentoring and created the Mentor Program Allotment (MPA).

HB 3 includes both funding for the MPA (§48.114) and requirements to access those funds (§21.458).

The MPA is a new, optional program for local education agencies (LEAs) and open-enrollment charter schools. If LEAs choose to follow the best practices in [TEC §48.114](#), [TEC §21.458](#) and 19 [TAC §153.1011](#), they could qualify for MPA funds. Refer to the Application and Review Process section of this document for more information.

Purpose of MPA

The MPA provides LEAs, including open-enrollment charter schools, the opportunity to build or sustain beginning teacher mentor programs with the primary goals of increasing beginning teacher retention and effectiveness.

Data shows that beginning teachers make up the greatest share of the Texas teacher workforce, with year 0 and year 1 teachers making up approximately 6-7% percent each while year 7 and above make up about 3% or less each (PEIMS, 2018-19). Research from The New Teacher Project has found that, on average, beginning teachers are less effective than their more tenured/experienced peers (TNTP, 2015). Additionally, reports have found that beginning teachers are placed on Title I campuses more often than non-Title I campuses, and are more likely to teach on Title I campuses in the upper quartile of economic disadvantage (Texas Equity Toolkit, 2016-19). The high number of beginning teachers, their relative effectiveness, and their disproportionate placement in high poverty schools suggests that supporting this group of educators should be a top priority.

In the effort to support beginning teachers, research indicates that multi-year mentoring programs lead to improvement in student performance, teacher effectiveness, and teacher retention (Ingersoll & Strong, 2011) demonstrating great promise in implementing mentoring programs. However, teachers who teach in a high poverty school are less likely to be assigned a formal mentor and work with a mentor in the same school, grade, or subject (Kardos & Johnson, 2009). The MPA is intentionally structured to address some of these issues.

Eligible Cycle 2 District Applicants

Texas LEAs who are committed to meeting the requirements in TEC §21.458, TEC §48.114, and 19 TAC §153.1011 are eligible applicants. The term “LEA” in this document includes both districts and open-enrollment charter schools. LEAs that were approved in Cycle 1 must re-apply for Cycle 2. Approval in Cycle 1 does not guarantee approval for Cycle 2.

Funding Beginning Teachers for MPA

If awarded Cycle 2 MPA funding, LEAs may use those funds to implement a program for classroom teachers who have less than two years of teaching experience overall. LEAs may choose to provide mentoring to beginning teachers that are new to the subject or grade level they teach. However, Cycle 2 MPA funding is only calculated based on the number of beginning teachers with less than two years of

experience overall. Refer to the Funding Formula section for more information on how much funding is allotted per beginning teacher.

Eligible Mentors

Any beginning teacher in Texas that generates an allotment through the MPA must be assigned a mentor that is a current classroom teacher and meets the other mentor teacher requirements of TEC §21.458 and 19 TAC §153.1011. LEAs may choose to hire retired teachers to mentor beginning teachers, but beginning teachers mentored by retired teachers will not be eligible for funding through the Mentor Program Allotment.

Application Requirements

In the MPA application, LEAs must provide attestations or rationale statements indicating how the LEA will comply with TEC §48.114 (Appendix B), TEC §21.458 (Appendix C) and 19 TAC §153.1011 (Appendix D).

Program Requirements

Through LEA notification letters and the MPA Verification of Participation Form, LEAs commit to the following:

- implementing a mentor program as described in the LEA’s MPA application;
- using MPA funds on the campuses (all or subset) that were indicated in the LEA’s MPA application;
- abiding by TEC §48.114, TEC §21.458, and 19 TAC §153.1011, regardless of whether the LEA adjusts its calendar;
- completing an end of year MPA compliance report; and
- administering an end of year mentor and beginning teacher survey provided by TEA.

Timeline

The chart below indicates relevant MPA deadlines and dates. TEA will post similar timelines for each school year. Application documents can be downloaded from the [MPA website](#).

Date	Timeline Item
November 2, 2020	MPA application window opens, and LEAs may apply
November 18, 2020	Deadline to submit written questions by 11:59 p.m. (CST)
December 2, 2020	Frequently Asked Question (FAQ) responses posted to the MPA website
December 18, 2020	MPA applications due by 5:00 p.m. (CST)
February 2021	TEA notifies LEAs of MPA application approval
Spring 2021	LEAs submit a Verification of Participation form with superintendent’s signature
September 2021	MPA funding begins flowing to LEAs for the 2021-22 school year
SY 2021-22	LEAs implement mentor programs during the 2021-22 school year
Summer 2022	Deadline for LEAs to submit end-of-year compliance report
September 2022	Funding is reconciled during September settle-up

Frequently Asked Questions (FAQs) Submission

All questions about the MPA Application must be submitted in writing to the MPA email inbox via mpa@tea.texas.gov by November 18, 2020. This ensures that no prospective applicant obtains a competitive advantage by acquiring information unknown to other prospective applicants. The

questions and their answers (in the form of FAQs) will be published on the [MPA website](#) on December 2, 2020. Any questions received after the specified date will not be answered by TEA so that all applicants have equal opportunity to review all FAQs before submitting their application.

Program Contact

Please contact the MPA team via MPA@texas.tea.gov with any questions related to the Mentor Program Allotment. The following TEA staff member may also be contacted with questions:

Ruth Ye, Teacher Mentorship and Leadership Specialist

Educator Support

Ruth.Ye@tea.texas.gov

Phone: (512) 463-9001

Campus Implementation

Participating LEAs can use MPA funds to implement a mentor program at all schools or at a subset of schools within the LEA. If an LEA opts to implement the mentor program at a subset of schools, the LEA must indicate on the application on which campuses it intends to use MPA funds. For example, an LEA may choose to pilot a new mentoring program that meets the requirements of MPA on only its highest-needs campuses. Or, another LEA that anticipates it will hit the funding cap for MPA may choose to use MPA funds on a subset of campuses.

If an LEA chooses to use MPA funds on only some of its campuses, the average percentage of economically disadvantaged students across that subset of campuses will be used when assigning priority points. In such cases, an LEA must complete a **Campus Implementation List (Attachment C)**. Refer to the Priority Point Assignment section for more information.

Funding Formula

Cycle 1 MPA state funding was capped at \$3 million. This included appropriated funds from fiscal years 2020 and 2021, since no MPA funding flowed to LEAs in 2020 while the program was being built out.

TEA does not anticipate changes to Mentor Program Allotment appropriations for the upcoming biennium. If no changes are made, TEA anticipates there will be \$1.65 million available for the MPA for each year of the upcoming biennium (school years 2021-22 and 2022-23). However, this is dependent upon final appropriations from the 87th Texas Legislature.

Given this timeline, TEA will issue MPA application approvals and notifications of tentative allotment amounts in February 2021. Following the close of the 87th Legislative Session (June 2021), TEA will confirm final LEA funding amounts. Cycle 2 allotments will begin flowing to LEAs in September 2021 according to their monthly Foundation School Program payment schedule.

If approved for funding, LEAs will receive an allotment per beginning teacher (BT) with less than two years of teaching experience overall with a cap of 55 BTs per LEA. TEA will determine LEA-specific funding based on the information that LEAs provide in the application, including their estimated number of BTs and the provider of mentor training.

The following chart is a breakdown of the Cycle 2 funding formula.

Provider of mentor training	LEA	MPA Approved Provider	MPA Approved Provider with coaching and implementation supports
Funding per BT	\$1,500	\$2,000	\$2,500
Number of BTs funded	55	55	55
Allotment cap per LEA or charter network	\$82,500	\$110,000	\$137,500

Allotments will be capped at 55 BTs per school district, open-enrollment charter school, or charter network, per the formula listed above. Charter networks with multiple open-enrollment charter schools (each with an individual CDN) are eligible to receive a total allotment not to exceed the funding for 55 BTs. The term LEA is used throughout these guidelines and application documents, which refers to both school districts and open-enrollment charter schools.

The Cycle 2 funding formula is based on an analysis of LEA-related and approved provider mentor program costs. Adjustments from the Cycle 1 funding formula were made to account for the expanded approved provider list for mentor training and the possible inclusion of implementation and coaching supports.

The Texas Education Code allows for mentor programs to support teachers who have less than 2 years of experience in the same grade or subject to which they are assigned. However, due to limited state funds and high attrition rates of teachers who are new to the profession, the commissioner formula prioritizes funding for teachers that are new to the profession.

Priority Point Assignment

If LEA interest and eligibility exceeds the state funding amount, priority points will be assigned based on LEA need. Priority will be given based on four factors, using the data most recently available at the time of this publication: (1) the LEA's size based on student enrollment, (2) the LEA's rural status, (3) the percentage of the LEA's students qualifying as economically disadvantaged, (4) whether the LEA was required to submit an ESSA Equity Plan for school year 2020-21.

There are a few cases in which an LEA has no reported data in for each category of priority points. In these instances, TEA will assign the LEA 0 priority points. The LEA priority point list for Cycle 2 can be found on the [MPA website](#). Data for the priority point list will be taken from TEA's District Directory ([AskTED](#)), TEA's [Student Program and Special Populations Reports](#), and classifications by TEA and the National Center for Education Statistics (NCES).

Priority Points Table:

LEAs may be assigned a maximum total of 29 priority points. The [LEA Priority Point List](#) can be found on the [MPA website](#).

LEA-Specific Data	Priority Points Breakdown	Possible Priority Points
Student Enrollment	<p><1,599 = 7 points</p> <p>1,600-2,999 = 6 points</p> <p>3,000-4,999 = 5 points</p> <p>5,000-9,999 = 4 points</p> <p>10,000-24,999 = 3 points</p> <p>25,000-49,999 = 2 points</p> <p>50,000 and over = 1 points</p>	<p>1 to 7 points</p> <p>If no data is available for an LEA, it will receive 0 points</p>
Rural Status*	<p>LEAs that qualify as rural = 5 points</p> <p>LEAs that do not qualify as rural = 0 points</p>	<p>0 or 5 points</p> <p>If no data is available for an LEA, it will receive 0 points</p>
Percentage of Students that are Economically Disadvantaged**	<p>0.1 point for each percentage point of the LEA's average of economically disadvantaged students</p> <p>For example, 5.47 points would be assigned to an LEA with an average economically disadvantaged student population of 54.7%.</p>	<p>0 to 10 points</p> <p>If no data is available for an LEA, it will receive 0 points</p>
Requirement to create and submit an ESSA Equity Plan for school year 2020-21***	<p>LEAs that were required to submit an LEA equity plan for school year 2020-21 = 7 points</p> <p>LEAs not required to submit an ESSA Equity Plan for school year 2020-21 = 0 points</p>	<p>0 or 7 points</p> <p>If no data is available for an LEA, it will receive 0 points</p>

* TEA will average the percentage of economically disadvantaged student demographics from the schools listed on Attachment C of the application if the applying LEA will only use MPA on a subset of campuses within the LEA.

** TEA will average the percentage of economically disadvantaged student demographics from the schools listed on Attachment C of the application if the applying LEA will only use MPA on a subset of campuses within the LEA.

*** Refer to the [LEA Priority Point List](#) for LEAs that were required to create and submit an ESSA Equity Plan for school year 2020-21.

Uses of Funding

Approved LEAs will be funded an allotment for each beginning teacher who participates in a mentor program and whose mentor teacher meets the requirements of TEC §48.114, TEC §21.458 and 19 TAC §153.1011. Per TEC §48.114, the allotment may only be used for mentor stipends, scheduled release time for the mentor and beginning teacher to engage in mentoring sessions, and mentor support through providers of mentor training.

In the application, LEAs will submit how many beginning teachers it anticipates having in the 2021-22 school year and numbers from previous years. LEAs may designate how the MPA funding will support a subset of campuses and/or a subset of beginning teachers.

Funding is intended to reduce LEAs costs for building or sustaining effective research-based beginning teacher mentor programs. LEAs may consider other sources of funding, such as Title II A or School Improvement Grants, to further support their mentor program goals and implementation. When considering other sources of funds, LEAs must abide by the relevant supplement, not supplant rules for each source of funds.

Mentor Training

Mentor teachers that participate in MPA must complete a research-based mentor training program approved by the commissioner. LEAs may implement a mentor training program that was created internally by an LEA (i.e., by LEA staff) or partner with an MPA Approved Provider. If LEAs opt to use their own mentor training program, LEAs will require commissioner approval through the MPA application.

MPA Approved Mentor Training Providers

LEAs may choose to partner with an MPA Approved Provider in providing mentor training. TEA has approved the following external providers of mentor training:

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

LEAs that use any of these Approved Providers for mentor training must still complete the full MPA application and would likely want to collaborate with these entities on relevant parts of the application. LEAs will need to provide supplemental information (e.g., tentative training dates) in their Cycle 2 MPA District Application and must meet the required components as outlined in the Scoring Guide.

Additionally, LEAs will need to attest in their application to having agreed upon the use of one of the following service types: training only or training with coaching and implementation supports. Approved Mentor training programs have been approved by the commissioner and, including those that offer implementation supports, have a demonstrated track record of effectiveness. These training programs cover the five required training topics and best mentorship practices as outlined in the application. Programs that offer implementation supports along with training may offer direct LEA supports,

individual coaching provided to the LEA leadership or specifically to mentors, and other types of tailored supports. Each provider’s program information and a description of implementation supports can be found on the [MPA website](#).

Beginning in Cycle 3, LEAs may also apply for MPA funds using a Training of Trainer (ToT) model given that they have already implemented the Approved Provider’s mentor training program for at least a full year. This helps ensure a gradual release of the training with scaffolded supports. LEAs interested in eventually moving towards a ToT model may consult the program information found on the [MPA website](#).

LEA-Created Mentor Training Programs

Trainings that are created internally by an LEA will require commissioner approval through the MPA application. LEA-created mentor trainings must be research or evidence-based and demonstrate content, design, and delivery using the [Scope & Sequence template](#) (Attachment B) and reflect the required components outlined in the [Scoring Guide](#). Refer to the [Day 2 of 3 Scope & Sequence model](#) for clarity on the required components and a deeper understanding of successful mentor training. This model represents a six-hour day (Day 2) of a three-day training.

LEA-created mentor training must occur for a minimum total of 18 hours. This minimum is based on analysis of high-quality mentoring programs to meaningfully cover and practice knowledge, skills, and mindsets.

In addition to minimum duration of training, the Scope & Sequence must provide explicit opportunities for mentors to practice using effective feedback models like the “See It, Name It, Do It” (Paul Bambrick-Santoyo) framework briefly outlined below. Refer to Appendix E for a more detailed one-pager on the “Living the Learning PD Cycle.”

See It, Name It, Do It framework

See it	Activities that lead participants to the right conclusion mostly on their own
Name it	Lead participants to identify keys to the action and combine with formal language
Do it	Put the principles into practice

Application and Review Process

Application Overview

In the MPA application, LEAs will describe how they will abide by the requirements of TEC §21.458, TEC §48.114, and 19 TAC §153.1011. LEAs may re-apply for MPA funds yearly.

The following components of the application are due by 5:00 p.m. (CST) on December 18, 2020.

Component	File Type	File Name	Directions
Application (Attachment A)	Word	MPA-Cycle2-InsertLEA-A	Complete and upload as Attachment A to Qualtrics.
Scope & Sequence (Attachment B)	Word	MPA-Cycle2-InsertLEA-B	Complete and upload as Attachment B to Qualtrics.
*Campus Implementation List (Attachment C)	Excel	MPA-Cycle2-InsertLEA-C	*Only required for LEAs intending to implement MPA on a subset of campuses: Complete and upload as Attachment C to Qualtrics.
Qualtrics	N/A	N/A	LEAs will use this link to answer a few questions and upload the required attachments.

Application Steps

LEAs interested in submitting an MPA application will follow the steps below.

- Step 1: Download all necessary attachments from the [MPA website](#) and save to your computer using the appropriate file naming conventions as shown above.
- Step 2: Complete and save attachments of the application.
- Step 3: Respond to the questions in Qualtrics and upload necessary attachments.
- Step 4: Submit the Qualtrics application.

Application Submission

Upon [Qualtrics](#) submission, applicants will receive a confirmation email with a summary response and a unique survey link with the ability to update the submission. LEAs should review their application upon submission and limit edits made to the application leading up to the deadline.

LEAs are encouraged to submit before the deadline in case any technical issues arise. TEA experiences a high volume of LEA inquiries in the days leading up to the application and cannot guarantee that it will be able to respond to all emails within a business day.

If a duplicate submission (a submission within the same LEA) is submitted, then the earlier entry will automatically be deleted. If an application has been submitted in error, please contact TEA at MPA@tea.texas.gov.

Review & Scoring Process

The MPA application will be reviewed using a criterion scoring process, based on requirements in both statute and proposed rule. Before completing an application, LEAs are encouraged to consult the [Scoring Guide](#) for specific item requirements that LEAs must include in their responses.

For each item scored, an LEA will receive zero points for a response that is either incomplete or does not meet requirements. One point will be awarded for a response that is complete and meets requirements. To be considered for funding, the applying LEA must score a minimum total of points: 4 points for LEAs using an LEA-created mentor training and 3 points for LEAs partnering with an Approved Provider. Refer to the [Scoring Guide](#) for a more detailed scoring breakdown.

Changes in LEA Implementation

Through a Verification of Participation form signed by superintendents, LEAs that receive funding attest to implement their mentor program as described in their MPA application. If changes need to be made through LEA implementation, LEAs must receive written approval from TEA. This process will be described in the MPA notification letter.

LEA may change the dates of their mentor training program without needing TEA approval if they meet the following conditions:

- The total mentor training time indicated on the application remains consistent
- Mentors still attend training before the school year begins and once per semester, at minimum
- The topics and content in the mentor training remain consistent with what was approved through the MPA application

If LEAs assign mentors that do not meet MPA requirements, LEAs will indicate this through their end-of-year compliance report. The beginning teacher with whom these mentor teachers were paired are ineligible to generate the allotment for the LEA. Only mentor and beginning teachers that meet MPA requirements will be considered when TEA determines final LEA funding amounts during the September 2022 settle-up process.

Compliance Reporting

LEAs will submit an end-of-year compliance report. In this report, LEAs must assure that they have met all the requirements of TEC §21.458, TEC §48.114, and TAC §153.1011 and attest to implementing the program as described in their application. To reconcile funding, LEAs will also be asked to indicate the final number of beginning teachers that were matched with a mentor teacher who met the requirements of the MPA.

Additionally, the LEA must administer an end-of-year survey, provided by TEA, to beginning teachers and mentor teachers. The survey will be used as part of the LEA's compliance report and will include questions related to MPA requirements, along with the mentor and beginning teachers' perceptions of the LEA's mentor program. The LEA must ensure a high completion rate for this survey.

For Cycle 2, LEAs will not be asked to submit mentor training logs or training artifacts in their compliance report. However, LEAs should retain any materials they used to implement and track MPA requirements in case of an audit.

Settle-up Process

If LEAs are unable to meet the MPA requirements they committed to in their LEA application and Verification of Participation form, any MPA funds paid out to the LEAs will be recovered by TEA during the settle-up process. Similarly, if the final number of beginning teachers that qualify for MPA funding differs from the number submitted in the LEA's application and TEA either underpaid or overpaid LEAs, the funding differences will be reconciled during the September 2022 settle-up process. LEA finance staff should be able to answer more specific questions.

Following each settle-up process, TEA pays out additional aid to any LEAs that were underpaid and recovers aid from LEAs that were overpaid, as required by the TEC, §48.272. Please note that the MPA funding cap per LEA will still apply.

Refer to the breakdown example below for clarification on the settle-up process.

1. Azalea ISD (AISD) estimates they will have 15 beginning teachers (BTs), with less than two years of teaching overall.
2. TEA determines AISD meets the review criteria for Cycle 2 (SY 2021-22 implementation).
3. TEA assigns priority points to Azalea ISD. The priority points are sufficient for AISD to receive funding.
4. TEA funds AISD a total of \$30,000 based on AISD's BT estimates.
5. At the end of the school year 2021-22, AISD reports to TEA that it only had 13 BTs.
6. Funding is reconciled during September 2022 settle-up. TEA recovers \$4,000 from AISD based on the adjusted BT counts (in this case, \$2,000 per BT).

Appendix

Appendix A: Mentoring Resources

TEA has compiled the following resources for LEAs to use in their beginning teacher induction and mentoring programs and for mentors to support their mentees. Each of these resources is free and optional to use. As a reminder, using Texas Teach Like a Champion alone is not sufficient in providing mentor training. Refer to the [MPA website](#) for more information on these resources.

LEA Resources

Resource Name	Source
Teacher Induction Program Standards	The New Teacher Center
Mentor Practice Standards	The New Teacher Center
Effective Schools Framework	Texas Education Agency
Texas Teach Like a Champion Online	TEA & Teach Like a Champion
Texas Teach Like a Champion Online Mentor Start Here Guide	TEA & Teach Like a Champion
TEKS Guide	Texas Education Agency

Mentor Resources

Resource Name	Source
Mentor Practice Standards	The New Teacher Center
Texas Teach Like a Champion Online	TEA & Teach Like a Champion
Texas Teach Like a Champion Online Mentor Start Here Guide	TEA & Teach Like a Champion
TEKS Guide	Texas Education Agency

Appendix B: Texas Education Code §48.114, Mentor Program Allotment

Sec. [48.114](#). MENTOR PROGRAM ALLOTMENT. (a) A school district that has implemented a mentoring program for classroom teachers who have less than two years of teaching experience under Section 21.458 is entitled to an allotment as determined under Subsection (b) to fund the mentoring program and to provide stipends for mentor teachers.

(b) The commissioner shall adopt a formula to determine the amount to which each district described by Subsection (a) is entitled.

(c) Funding provided to districts under this section may be used only for providing:

- (1) mentor teacher stipends;
- (2) scheduled release time for mentor teachers and the classroom teachers to whom they are assigned for meeting and engaging in mentoring activities; and
- (3) mentoring support through providers of mentor training.

Added by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 1.031, eff. September 1, 2019.

Appendix C: Texas Education Code §21.458, Mentors

Sec. [21.458](#). MENTORS. (a) Each school district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. A teacher assigned as a mentor must:

- (1) to the extent practicable, teach in the same school;
- (2) to the extent practicable, teach the same subject or grade level, as applicable; and
- (3) meet the qualifications prescribed by commissioner rules adopted under Subsection

(b).

(a-1) To be assigned as a mentor, a teacher must agree to serve as a mentor teacher for at least one school year. The assignment must begin not later than the 30th day of employment of the classroom teacher to whom the mentor teacher is assigned. A district must agree to assign a mentor to a new classroom teacher for at least two school years.

(b) The commissioner shall adopt rules necessary to administer this section, including rules concerning the duties and qualifications of a teacher who serves as a mentor and the number of classroom teachers that may be assigned to a mentor. The rules concerning qualifications must require that to serve as a mentor a teacher must:

- (1) complete a research-based mentor and induction training program approved by the commissioner;
- (2) complete a mentor training program provided by the district;
- (3) have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; and
- (4) demonstrate interpersonal skills, instructional effectiveness, and leadership skills.

(b-1) A school district must provide training to mentor teachers and any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher. The training must be completed by the mentor teacher and the district and campus employees before the beginning of the school year. The district shall also provide supplemental training to mentor teachers and employees during the school year. The training must include content related to best mentorship practices.

(c) Repealed by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 4.001(a)(10), eff. September 1, 2019.

(d) In adopting rules under this section, the commissioner shall rely on research-based

mentoring programs that, through external evaluation, have demonstrated success.

(e) Each year the commissioner shall report to the legislature regarding the effectiveness of school district mentoring programs.

(f) A mentor teacher must meet with each classroom teacher assigned to the mentor not less than 12 hours each semester. Observations of the mentor by the classroom teacher being mentored or of the classroom teacher being mentored by the mentor may count toward the 12 hours of meeting time required for the semester. Except as provided by Subsection (f-1), the mentoring sessions must address the following topics:

- (1) orientation to the context, policies, and practices of the school district;
- (2) data-driven instructional practices;
- (3) specific instructional coaching cycles, including coaching regarding conferences between parents and the classroom teacher;
- (4) professional development; and
- (5) professional expectations.

(f-1) Subject to approval by the agency, in determining the topics to be addressed in the mentoring sessions, a school district may create an appropriate curriculum that meets the district needs.

(g) A school district must:

- (1) designate a specific time during the regularly contracted school day for meetings between mentor teachers and classroom teachers assigned to a mentor; and
- (2) schedule release time or a reduced teaching load for mentor teachers and classroom teachers under this section to facilitate mentoring activities, including classroom observations or participation in supportive coaching.

Added by Acts 2006, 79th Leg., 3rd C.S., Ch. 5 (H.B. [1](#)), Sec. 4.07, eff. May 31, 2006.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 796 (S.B. [1290](#)), Sec. 1, eff. June 19, 2009.

Acts 2013, 83rd Leg., R.S., Ch. 1282 (H.B. [2012](#)), Sec. 8, eff. September 1, 2013.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 2.009, eff. June 12, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 4.001(a)(10), eff. September 1, 2019.

Appendix D: 19 Texas Administrative Code §153.1011, Mentor Program Allotment

Sec. [153.1011](#). MENTOR PROGRAM ALLOTMENT. (a) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Beginning teacher--A classroom teacher in Texas who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned.

(2) Classroom teacher--An educator who is employed by a school district in Texas and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. The term does not include a teacher's aide or a full-time administrator.

(A) For a school district, a classroom teacher, as defined in this paragraph, must hold an appropriate certificate issued by the State Board for Educator Certification and must meet the specifications regarding instructional duties defined in this paragraph.

(B) For an open-enrollment charter school, a classroom teacher is not required to be certified but must meet the qualifications of the employing charter school and the specifications regarding instructional duties defined in this paragraph.

(3) Mentor teacher--A classroom teacher in Texas who provides effective support to help beginning teachers successfully transition into the teaching assignment.

(4) School district--For the purposes of this section, the definition of school district includes open-enrollment charter schools.

(5) Teacher of record--An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting and is responsible for evaluating student achievement and assigning grades.

(b) Program requirements. In order for a district mentor program to receive funds through the mentor program allotment, as described in Texas Education Code (TEC), §48.114, the program must be approved by the commissioner of education using the application and approval process described in subsection (c) of this section. To be approved by the commissioner, district mentor programs must comply with TEC, §21.458, and commit to meet the following requirements.

(1) Mentor selection. To qualify as a mentor teacher, a classroom teacher must:

(A) complete a research-based mentor and induction training program approved by the commissioner;

(B) complete a mentor training program provided by the district;

(C) have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance.

Districts may use the master, exemplary, or recognized designations under TEC, §21.3521, to fulfill this requirement; and

(D) demonstrate interpersonal skills, instructional effectiveness, and leadership skills.

(2) Mentor assignment. School districts must agree to assign no more than:

(A) two beginning teachers to a mentor who serves as a teacher of record for, on average, six hours per instructional day; or

(B) four beginning teachers to a mentor who serves as a teacher of record for, on average, less than six hours per instructional day.

(3) District mentor training program. A school district must:

(A) provide training to mentor teachers and any appropriate district and campus employees, such as principals, assistant principals, and instructional coaches, who work with a beginning teacher or supervise a beginning teacher;

(B) ensure that mentor teachers and any appropriate district and campus employees are trained before the beginning of the school year;

(C) provide supplemental training that includes best mentorship practices to mentor teachers and any appropriate district and campus employees throughout the school year, minimally once per semester; and

(D) provide training for a mentor assigned to a beginning teacher who is hired after the beginning of the school year by the 45th day of employment of the beginning teacher.

(4) District roles and responsibilities. A school district must designate a specific time during the regularly contracted school day for meetings between mentor teachers and the beginning teachers they mentor, which must abide by the mentor and beginning teachers' entitled planning and preparation requirements in TEC, §21.404, and the provisions of paragraph (5)(A) of this subsection.

(5) Meetings between mentors and beginning teachers. A mentor teacher must:

(A) meet with each beginning teacher assigned to the mentor not less than 12 hours each semester, with observations of the mentor teacher by the beginning teacher being mentored or observations of the beginning teacher being mentored by the mentor teacher counting toward the 12 hours each semester; and

(B) address the following topics in mentoring sessions with the beginning teacher being mentored:

(i) orientation to the context, policies, and practices of the school district, including:

(I) campus-wide student culture routines;

(II) district and campus teacher evaluation systems;

(III) campus curriculum and curricular resources, including formative and summative assessments; and

(IV) campus policies and practices related to lesson planning;

(ii) data-driven instructional practices;

(iii) specific instructional coaching cycles, including coaching regarding conferences between parents and the beginning teacher;

(iv) professional development; and

(v) professional expectations.

(c) Application approval process. Each year, TEA will provide an application and approval process for school districts to apply for mentor program allotment funding. Funding will be limited based on availability of funds, and, annually, the commissioner shall adopt a formula to determine the amount to which approved districts are entitled. The application shall address the requirements of TEC, §21.458, and include:

(1) the timeline for application and approval;

(2) approval criteria, including the minimum requirements necessary for an application to be eligible for approval; and

(3) criteria used to determine which districts would be eligible for funding.

(d) Ongoing verification of compliance with program requirements.

(1) Each year, participating districts will be required to submit or participate in a verification of compliance with program requirements through a process to be described in the application form. The verification of compliance will include:

(A) an annual compliance report, submitted by the district, attesting to compliance with authorizing statute and commissioner rule. The report is to include the number of beginning teachers for whom the district used funds received under TEC, §48.114; and

(B) an annual survey of the district's beginning teachers and mentor teachers for whom funds were used under TEC, §48.114. The survey will be used to gather data on program implementation and teacher perceptions.

(2) Failure to comply with TEC, §21.458, and this section after receiving an allotment may result in negative impact on a district's future mentor program allotment funding.

(e) Allowable expenditures. Mentor program allotment funds may only be used for the following:

(1) mentor teacher stipends;

(2) release time for mentor teachers and beginning teachers limited to activities in accordance with this section; and

(3) mentoring support through providers of mentor training.

(f) District mentor program review. School districts awarded mentor program allotment funds must agree to submit all information requested by TEA through periodic activity/progress reports, which will occur not more than once yearly. Reports will be due no later than 45 calendar days after receipt of the information request and must contain all requested information in the format prescribed by the commissioner.

(g) Final decisions. Commissioner decisions regarding eligibility for mentor program allotment funds are final and appeals to the commissioner regarding such decisions will not be considered.

Appendix E: Living the Learning PD Cycle using the See It, Name It, Do It model

LIVING THE LEARNING PD CYCLE:

An Effective Approach to Leading Professional Development

<p>Objective = Do it</p>	<p>Determine your objective by what they will practice: Highest Leverage. <i>Practice the gap:</i> do the most important skills to increase proficiency Clear & Measurable. You can easily evaluate if they have accomplished the objective Bite-size. You can accomplish the objective in the time you have allotted</p>
<p>See It</p>	<p>See it: a model of what the Do It will look like See the model. Let them see the Do It in action (keep it short! <5 min):</p> <ul style="list-style-type: none"> • Video clip of teaching/leading • Written exemplar or case study • Live model <p>Target their focus. Ask questions <u>before</u> the activity to target what they should see:</p> <ul style="list-style-type: none"> • Focus on the positive: focus the question on observing the exemplary actions <ul style="list-style-type: none"> ○ What does [teacher/leader] do and say during _____? • Always visible: keep questions visible during the “See it” activity
<p>Name It</p>	<p>Name it: formal language to describe the “Do it”</p> <p>Think-Pair-Share:</p> <ul style="list-style-type: none"> • Give time to reflect (individual), share with partner (turn & talk) and share large group <p>Prompt. Focus on the key elements of the model:</p> <ul style="list-style-type: none"> • “What happened in [certain part of the teaching video]?” • “Why is that important?” “What’s the purpose of that action?” “What’s the value?” • “What would happen if we didn’t do that?” <p>Punch It:</p> <ul style="list-style-type: none"> • Wait until the end. Let participants do the cognitive work first; then name it with formal language: “So we’ve come to a core idea...” • Say the key line, pause, then say, “Think about the significance of this.” Then restate. • Limit the words: keep framework succinct and precise (3-5 bullets, one-pager)
<p>Do It</p>	<p>Do it: putting it into practice</p> <p>Plan before practice:</p> <ul style="list-style-type: none"> • Give participants time to script prompts/actions/activities before diving into practice • Leverage the Name It: encourage them to use their tools provided during the workshop <p>Provide a Clear What-to-Do:</p> <ul style="list-style-type: none"> • Name what main participant will do: review protocol timing, where she will practice, and what tools she will use • Name what the audience will do: cue cards, pre-prepared student work samples • (If group is large) Name what small group facilitators will do: feedback tips, what to look for <p>Practice:</p> <ul style="list-style-type: none"> • Practice the gap: practice what participants will struggle to master on their own • Monitor the room with exemplar in hand: ID common errors in implementation

Continuation of "See It, Name It, Do It" model

Do It (cont.)	Give feedback & do it again: <ul style="list-style-type: none">• Give large group feedback on common errors; model again if necessary• Peer-to-peer: use feedback cheatsheet to target feedback• Do it again: each person implements his feedback before moving on• Add complexity (e.g., student noncompliance) in subsequent practice rounds
Reflect	Reflect: Lock in the learning by writing it down Brief & written in one place: 1-2 minutes at a time, embedded throughout the PD
Repeat	Repeat the cycle as needed

Appendix F: References

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