

Organization: Education Service Center, Region 20



Program Name

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

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Website

<https://www.esc20.net/apps/pages/beginning-teacher-paraprofessional-substitute-teacher-support>

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.