Texas Education Agency Mentor Program Allotment
Scoring Guide
Cycle 3 Application for SY 2022-25

Overview

This scoring guide is rooted in the statutory requirements of the Mentor Program Allotment (MPA) and is intended to provide guidance in filling out the LEA application. For each section of the application, Required Components are outlined to help you determine the minimum criteria for approval. Common Pitfalls to Avoid provide additional clarification by describing responses that do not fully meet MPA requirements and may impede successful implementation. All applications will be reviewed based on the extent to which they meet the requirements below.

Scoring:

An LEA will score 1 point for any complete response that meets the requirements of this scoring guide. An LEA will score 0 points if a response is incomplete or does not abide by the listed requirements. To be awarded an allotment, LEAs must qualify for funding based on their priority points and available state funds, and score a total of 1 point on their application if they are partnering with an MPA Approved Provider or 2 points if they are using an LEA-created mentor training. Please refer to the MPA Guidelines for more information.

Scored Sections

LEAs will be scored for certain sections based on their mentor training provider.
- **Option 1 LEAs**: LEAs using an LEA-created mentor training.
- **Option 2 LEAs:** LEAs partnering with an MPA Approved Provider.

Application Component	Scored for Option 1 LEAs	Scored for Option 2 LEAs
Qualtrics Submission	Completion of Qualtrics	Completion of Qualtrics
Scope & Sequence (Attachment A)	Scope & Sequence and Research & Evidence Base for LEA-created mentor training	Scope & Sequence for partnering MPA Approved Provider

Scoring Breakdown

All items are assigned a point value of 1 or 0 based on criteria description above.

Section	Points
Application (Qualtrics Submission)	1
Scope & Sequence (Attachment A)	1
Campus Implementation List (Attachment B)	N/A
Total required points for approval	**2**

Application (Qualtrics Submission) Scoring

Section	Required Components	Common Pitfalls to Avoid
Research or Evidence Base of Mentor Training (Only for LEAs using an LEA-created mentor training program)	*Refer to the training topics and best mentorship practices table 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). • Provides context for how the research or the evidence base influenced both the content and the design and delivery of the mentor training program • Provides context for how the research or the evidence base leads to effective training and use of best mentorship practices* • Demonstrates clear alignment to the Scope & Sequence (Attachment A) 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) • Cites and describes sources of research or the evidence base that influenced the mentor training	• Cites sources that cannot be viewed or accessed for review • Fails to describe how the research or the evidence base influences the mentor training • Provides context on the history of the training or general research on why mentoring matters, but does not clearly describe how it influenced the content or design and delivery of the training • Addresses topics and best mentorship practices*, but does not provide compelling or clear context for how the research or the evidence base influenced the training • Does not clearly demonstrate alignment to the Scope & Sequence in content, design, and delivery of the training
Assurances	*This section will not be scored.* *LEAs must agree to meet the MPA requirements to be eligible for MPA funding.*	*This section will not be scored.* *LEAs must agree to meet the MPA requirements to be eligible for MPA funding.*
All Other Responses	*This section will not be scored.* *Responses are for data collection purposes and will be checked for completion only.*	*This section will not be scored.* *Responses are for data collection purposes and will be checked for completion only.*

Scope & Sequence (Attachment A) Scoring for Option 1 LEAs

Required Components	Common Pitfalls to Avoid

*Refer to the training topics and best mentorship practices table
 	
• 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:
 	
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
 	
• Describes Measures of Success that:
    o Are specific to the training session
    o Occur in a timely manner (i.e., at the end of the training session)
    o Evaluate mentors' skill development
 	
• Demonstrates alignment across objectives, mentor teacher practice, and measures of success for each training session
 	
• Covers and aligns to all five required training topics* and most of the best mentorship practices* over the course of the year
 	
• Describes the LEA-created mentor training program and outcomes in detail
 	
• Demonstrates how the training will effectively develop the mentor teachers' knowledge, skills, and mindsets
	• Lacks sufficient time and opportunities for mentor teachers to meaningfully practice in trainings
	
	• Fails to demonstrate how mentor teachers will meaningfully practice (e.g., mentor teachers reflect on rather than actively practice skills)
	
	• Only describes Measures of Success that:
	    o Relate to the mentor training or program as a whole (e.g., student performance measures demonstrate impact of the program rather than the specific training session)
	    o Occurs separately from the training (e.g., observation or walk-through data collected sometime after training and may not be directly correlated to the session)
	    o Evaluates mentors' perceptions, knowledge, or progress (e.g., activity logs, training attendance)
	
	• Fails to demonstrate alignment of mentor teacher practice and measures of success to the training objectives
	
	• Fails to cover and align to all five required training topics* or dedicate sufficient time to meaningfully cover all the topics in preparing mentor teachers
	
	• Lacks sufficient detail in describing the training program and outcomes, and demonstrating their effectiveness in preparing mentor teachers
	
	• Fails to describe how the training will effectively develop the mentor teachers' knowledge, skills, and mindsets

Required Components	Common Pitfalls to Avoid
• 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	• Does not include at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester • Fails to indicate the minimum total time of 18 hours for mentor training • Fails to provide sufficient clarity on training duration (i.e., training is offered November 1-3, but duration is only provided for November 1) • Fails to demonstrate alignment to best mentorship practices* in the training objectives • Exclusively or heavily focuses on training for mentees with mentors in attendance instead of training for mentors and those supporting mentees • Includes incomplete or blank components

Scope & Sequence (Attachment A) Scoring for Option 2 LEAs

Required Components	Common Pitfalls to Avoid
• 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 • Prior to application submission, commits to communicating and partnering with Approved Provider	• Includes incomplete or blank components (e.g., LEA-specific information, training dates)

Campus Implementation List (Attachment B)

The Campus Implementation List is only for LEAs intending to implement MPA on a subset of campuses. It will not be included in the final score.

*Table of Training Topics and Best Mentorship Practices

Training Topics	Best Mentorship Practices
1. **Effective Mentoring Partnerships**	- 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.
2. **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.
3. **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.
4. **Lesson Planning**	Support BTs in developing or preparing lessons that are TEKS-aligned, culturally responsive, differentiated, and use research-based techniques.
5. **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.