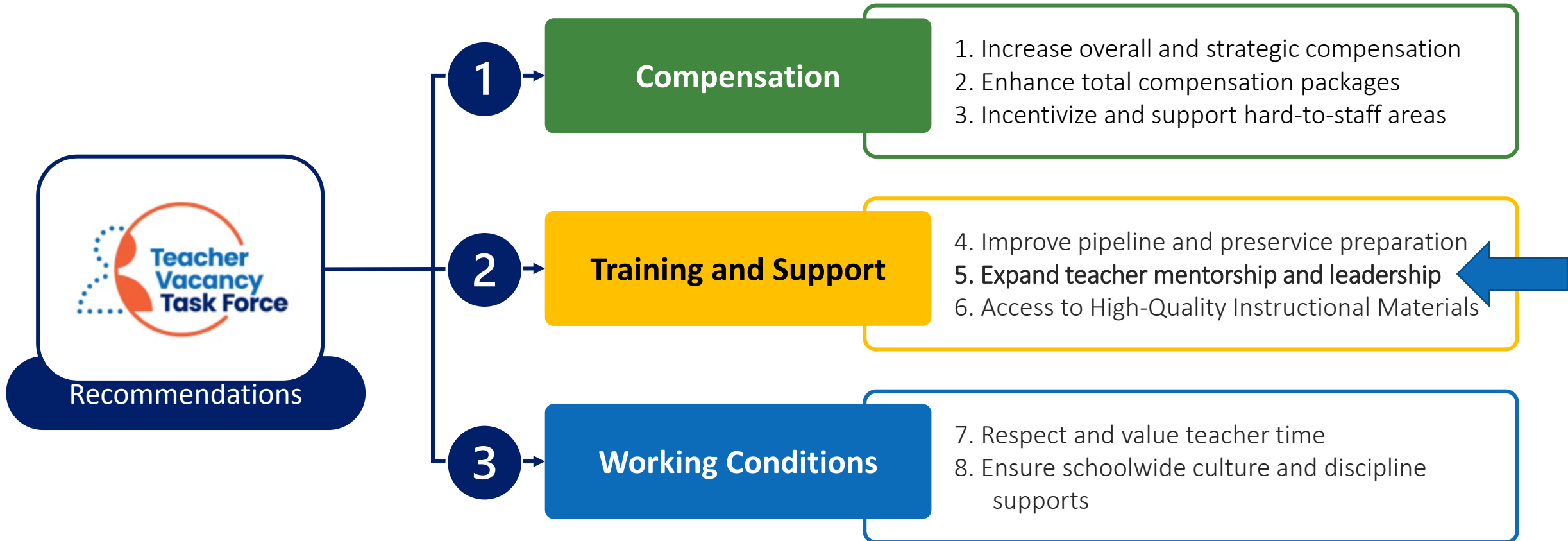




# **New Teacher Mentoring & Mentor Program Allotment**

# The Teacher Vacancy Task For recommended expanding training and supports for new teacher mentoring



# MPA mentored beginning teachers have significantly higher retention when compared to similar non-MPA mentored peers

## Beginning Teacher One Year Retention Rates Cycle 2 SY21-22

MPA Mentored	Control Group
87.1%	82.8%

When we control for factors\* affecting retention such as certification and pay, we see a **+4%** retention boost for MPA mentored beginning teachers



## Implications for scaling up MPA

Statewide we had **~49,000** beginning teachers in SY21-22

If we maintain a retention boost of...

**+4%**

Statewide, we would reduce the number of new teachers hired by...

**1,960**

Sources: PEIMS, Winter Class Roster, and TEA Accountability SY2022. N=581 MPA mentored beginner teachers and 581 matched control group. \*Matching characteristics include pay, certification, experience, subject taught, race/ethnicity, district type, district size, campus size, campus student demographics, campus accountability rating.

# Intentional mentor selection, training, and assignment creates a strong mentor program foundation



## Mentor Selection

- Recruit and select teachers who demonstrate strong instructional practices, interpersonal skills, leadership skills



## Mentor Training

- Ensure mentor teachers receive high-quality, research-based training before and throughout the school year



## Mentor Assignment

- Match mentors to beginning teachers in the same grade levels or content areas

# Intentional scheduling and a focus on high-leverage instructional practices are necessary for program success



## Scheduling

- Designate specific times during the school day for mentoring activities to occur
- Provide release time, or a reduced teaching load, for mentors and beginning teachers
- Ensure mentoring activities occur on a roughly weekly basis

## Mentor Competency Categories

- Ensure training is aligned to best mentorship practices; monitor program implementation
  - Effective mentoring partnerships
  - Instructional coaching cycles
  - Data-driven instruction, including student work analysis
  - Lesson planning or preparation, including internalization of high-quality instructional materials
  - Effective learning environment

# Rio Grande City Grulla ISD, Superintendent Adolfo Peña



## District Snapshot

- A-rated in school year 2021-22
- 9,000 students, 96% economically disadvantaged, rural

## New Teacher and Mentoring Snapshot

- Started participating in MPA in school year 2022-23
- 58 new teachers in 2022-23
- 38 new teachers in 2023-24
- Started school year 2023-24 with 2 vacancies

# Rio Grande City Grulla ISD

## MPA Outcomes

- 94% (55/58) of beginning teachers retained after first year of MPA implementation

TEA Annual MPA Survey of Rio Grande City Grulla ISD teachers	Beginning Teachers Agree	Mentor Teachers Agree
The mentor teacher helped increase your <b>overall effectiveness</b> as a teacher	90%	100%
The mentor teacher had a <b>positive impact on student learning</b> in beginning teacher's classroom	93%	100%
<b>Mentor training</b> effectively prepared you to serve as a mentor	n/a	100%
<b>Meetings</b> with my mentor teacher were helpful	93%	n/a



# Q&A

## Superintendent Adolfo Peña



MPA approved  
training providers  
are posted to the  
MPA website

Approved  
Providers Program  
Information Packet



ESC, Region 1



Texas Center for Educator  
Excellence, Region 18



ESC, Region 20



THE PROFESSIONAL LEARNING ASSOCIATION  
Learning Forward



National Institute for  
Excellence in Teaching



New Teacher Center



Resources for Learning  
/ Scaffolded Solutions™