

Mentor Program Allotment: Cycle 3 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, 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 an optional program for local education agencies (LEAs), which refers to both school districts and open-enrollment charter schools. If LEAs choose to meet the requirements 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 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.

Context for MPA

In 2015, the Texas Teacher Mentoring Advisory Committee created a set of 10 recommendations anchored in best practices for teacher mentorship. These recommendations were largely adopted into legislation to incentivize implementation of mentorship best practices in Texas and are reflected in MPA statute and rule.

To be eligible for the MPA, LEAs must abide by requirements and will submit applications describing their process for the best practices listed below:

1. Mentor selection
2. Mentor assignment
3. Mentor training
4. Mentor roles and responsibilities
5. Program design and delivery
6. Funding

If implemented successfully, these best practices serve as key components of high-quality mentoring programs. As described throughout this document, the MPA funds LEAs to build or sustain such high-quality mentoring programs.

Eligible Cycle 3 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. Previous approval in Cycles 1 or 2 does not guarantee approval for Cycle 3. LEAs that were approved in Cycles 1 and 2 must re-apply for Cycle 3.

Funding Beginning Teachers for MPA

If awarded Cycle 3 MPA funding, LEAs may use those funds to implement a program for classroom teachers who have less than two years of teaching experience in the profession. LEAs may also choose to provide mentoring to beginning teachers that are new to the subject or grade level they teach. However, Cycle 3 MPA funding prioritizes teachers new to the profession and is only calculated based on the number of beginning teachers with less than two years of experience in the profession. 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 agree to meet assurances indicating that 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, participating LEAs will commit to the following:

- implementing a commissioner approved 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
- submitting all information requested by TEA through periodic activity/progress reports;
- completing an end of year MPA compliance report; and
- ensuring high completion of mentor and beginning teacher surveys provided by TEA up to two times per year.

Timeline

The chart below indicates relevant MPA deadlines and dates for Cycle 3. Application documents can be downloaded from the [MPA website](#).

Date	Timeline Item
January 10, 2022	MPA application window opens, and LEAs may apply
January 24, 2022	Deadline to submit written questions by 11:59 p.m. (CST)
February 2, 2022	Frequently Asked Question (FAQ) responses posted to the MPA website
February 18, 2022	MPA applications due by 5:00 p.m. (CST)
March 2022	TEA notifies LEAs of MPA application approval
Spring 2022	LEAs submit a Verification of Participation form with superintendent's signature

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 January 24, 2022. 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 February 2, 2022. 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

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

Ruth Ye, Teacher Mentorship and Leadership Specialist
Educator Support

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 in the application on which campuses it intends to use MPA funds. For example, an LEA may choose to implement 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 B)**. Refer to the Priority Point Assignment section for more information.

Funding Formula

If approved for funding, LEAs may be awarded for three years of continuous funding contingent upon (1) LEA compliance with MPA requirements and (2) availability of funds. According to rule ([TAC §153.1011\(d\)\(2\)](#)), failure to comply with MPA statute and rule after receiving an allotment may result in TEA rescinding eligibility of a district's MPA funding.

Cycle 3 allotments are determined per beginning teacher (BT) with less than two years of teaching experience in the profession, with a cap of 55 BTs per LEA. LEAs will provide their estimated number of

BTs and the provider of mentor training in their application. Based on this information and availability of funds, TEA will determine LEA participation and mentor program allotments.

Given this process for determining allotments, LEAs may not seek an increase to their original allotment for years 2 or 3 with the intention of expanding their program. In other words, LEAs who intend to implement a program in year 1 with a small subset of teachers or campuses and then expand their program in years 2 or 3 may not seek an increased allotment. However, if the LEA’s number of BTs with less than two years of experience in the profession increases or decreases from year to year, TEA will reconcile yearly funding amounts through the settle-up process. Refer to the Settle-Up Process section for more information.

The following chart is a breakdown of the Cycle 3 funding formula and depicts the allotment cap per LEA or charter network per year of Cycle 3 implementation. For example, if an LEA estimates having 20 BTs and using LEA-created mentor training, they may be awarded \$30,000 of MPA funding for the 2022-2023 school year.

Creator and 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
Maximum number of BTs funded	55	55	55
Allotment cap per LEA or charter network	\$82,500	\$110,000	\$137,500

For each year of Cycle 3, 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.

\$1.65 million is available for Year 1 of MPA Cycle 3 (2022-2023 school year). Funding in Years 2 (2023-2024 school year) and 3 (2024-2025 school year) is dependent upon final appropriations from the 88th Texas Legislature. Following the close of the 88th Texas Legislative Session, TEA will confirm LEA funding amounts for Years 2 and 3. Refer to the Settle-up Process section for more information.

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 three 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.

There are a few cases in which an LEA has no reported data for each category of priority points. In these instances, TEA will assign the LEA 0 priority points. The LEA priority point list for Cycle 3 can be found on the [MPA website](#).

Priority Points Table:

LEAs may be assigned a maximum total of 22 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>

* LEAs categorized as a rural type by TEA with fewer than 5,000 enrolled students or LEAs categorized as rural by the National Center for Education Statistics (NCES) with fewer than 5,000 enrolled students. This definition of rural is used to calculate priority points.

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

LEAs that are not awarded in Cycle 3 will be eligible for additional priority points in Cycle 4.

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 teacher stipends, scheduled release time for the mentor and beginning teacher to engage in mentoring activities, and mentor support through providers of mentor training.

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 that is approved by the commissioner. LEAs may apply for MPA with a mentor training program scope and sequence that was created internally by an LEA (i.e., by LEA staff) or in partnership with an MPA Approved Provider. If LEAs opt to use their own mentor training program, they will require commissioner approval of the LEA-created scope and sequence 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 1
- 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 partner with any of these Approved Providers for mentor training must still complete a MPA application and would likely want to discuss certain elements of the application with these entities. LEAs will need to provide supplemental information (e.g., tentative training dates) in their Cycle 3 MPA LEA 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 coaching and 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 supports can be found on the [MPA website](#).

Implementation and Coaching Supports

Implementation and coaching supports are an additional service type that MPA Approved Providers may provide to MPA districts. If LEAs opt to partner with an MPA Approved Provider for training paired with implementation and coaching supports, the Approved Provider is required to provide these on a regular basis throughout the school year, for a minimum of eight separate occasions for each type of support.

Implementation supports may be provided to LEA or campus leadership to ensure that mentor program implementation is goal-oriented with an eye towards long-term sustainability. Implementation supports

must be provided on eight separate occasions throughout the year and may vary in length such as meetings or brief touchpoints, depending on the needs of the LEA. These may include supporting leadership with:

- Aligning on LEA or campus goals and how implementation of best practices advances towards those goals
- Scheduling release time to ensure mentor and beginning teachers are each able to meet the MPA requirement of 12 hours of mentoring activities per semester
- Scheduling meetings between mentor teachers and their beginning teachers
- Selecting and retaining mentor teachers
- Assigning mentor and beginning teachers
- Monitoring progress and adjusting course, based on data collection and analysis
- Planning for long-term sustainability

Coaching supports may be provided directly to mentor teachers, either one-on-one or through small groups, or to LEA or campus leadership who will in turn coach mentor teachers. All participating MPA mentor teachers who are receiving MPA training and coaching supports must receive coaching supports on eight separate occasions. Coaching supports may vary in length, depending on the needs of the mentor or leader receiving support and providing sufficient time for implementing the success criteria (e.g., high leverage action step, coaching protocol, explicit opportunities for practice). They are intended to close any gaps in implementing skills that were previously practiced in training. Successful coaching supports:

- Center around a clear, bite-sized high leverage action step that aligns to the most urgent gap in the mentor teacher’s practice
- Outline a clear mentor teacher coaching protocol that includes a follow-up plan
- Occur on a, roughly, monthly basis (eight separate occasions throughout the school year)
- Provide explicit opportunities for mentor teachers to practice using effective feedback models like the “See It-Name It-Do It” framework

LEA-Created Mentor Training Programs

Trainings that are created internally by an LEA will require submission of their mentor training scope and sequence through the MPA application. LEA-created mentor trainings must be research or evidence-based, practice-based and demonstrate content, design, and delivery using the [Scope & Sequence template \(Attachment A\)](#) 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.

As described in the Scoring Guide, the LEA-created scope and 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 see what success looks like
Name it	Lead participants to identify keys to the action that led to what was observed in the “See it”
Do it	Opportunities to practice the actions identified in the “Name it”

Additionally, the scope and sequence must describe measures of success that (1) are specific to the training session, (2) occur in a timely manner, and (3) evaluate mentors’ skill development. Each training session in the scope and sequence must demonstrate alignment across the training objectives, mentor teacher practice, and measures of success.

Application and Review Process

Application Overview

In the MPA application, LEAs will assure that 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 in future cycles.

The following components of the application are due by 5:00 p.m. (CST) on February 18, 2022.

Component	File Type	File Name	Directions
Qualtrics	N/A	N/A	LEAs will use this link to answer questions and upload any necessary attachments.
Scope & Sequence (Attachment A)	Word	MPA-Cycle3-LEAName-A	Complete and upload as Attachment A to Qualtrics.
*Campus Implementation List (Attachment B)	Excel	MPA-Cycle3-LEAName-B	*Only required for LEAs intending to implement MPA on a subset of campuses: Complete and upload as Attachment B to Qualtrics.

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: [Preview](#) Qualtrics questions.
- Step 4: Respond to the questions in Qualtrics and upload necessary attachments.
- Step 5: 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 rule. Before completing an application, LEAs are encouraged to consult the Scoring Guide for specific item requirements that LEAs must include in their responses.

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 be asked to indicate the final number of beginning teachers that were matched with a mentor teacher who met the requirements of the MPA. LEAs will also be asked to submit information through the end-of-year compliance report such as the final amount of MPA funding used and how it was used.

Additionally, the LEA must administer surveys to beginning teachers and mentor teachers provided by TEA up to two times per year. The survey 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.

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 or review of previous participation. LEAs are encouraged to maintain training attendance records to ensure the LEA's and participating teachers' current and future compliance with MPA.

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. As stated in MPA rule ([TAC §153.1011\(d\)\(2\)](#)), failure to comply with MPA statute and rule after receiving an allotment may also result in TEA rescinding a district's future eligibility for MPA funding.

In the application, LEAs will submit how many beginning teachers it anticipates having in the 2022-23 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. 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 settle-up process.

The following table provides a timeline overview for funding, compliance reporting, and settle-up.

Cycle 3 Events	MPA funding begins flowing to LEAs for that school year	Cycle 3 LEAs submit end-of-year compliance report	TEA determines whether Cycle 3 LEAs met MPA requirements and funding is available for the following year	Funding is reconciled during September settle-up
Year 1 Implementation (2022-2023 SY)	September 2022	Spring 2023	Summer 2023	September 2023
Year 2 Implementation (2023-2024 SY)	September 2023	Spring 2024	Summer 2024	September 2024
Year 3 Implementation (2024-2025 SY)	September 2024	Spring 2025	Summer 2025	September 2025

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 each year.

Refer to the breakdown example below for an example of the settle-up process after Year 1 (2022-2023 SY) of Cycle 3 implementation.

1. In their application, Azalea ISD (AISD) estimates they will have 15 beginning teachers (BTs) with less than two years of experience in the profession and indicates they will partner with a MPA Approved Provider for mentor training.
2. TEA determines AISD meets the review criteria for Cycle 3.
3. TEA assigns priority points to Azalea ISD. The priority points are sufficient for AISD to receive funding.
4. Based on their estimate of 15 BTs and partnership with a MPA Approved Provider for mentor training, TEA funds AISD a total of \$30,000 for Year 1 (2022-23 SY) of Cycle 3 implementation.
5. At the end of Year 1 (2022-23 SY), AISD reports to TEA that it only had 13 BTs.
6. Funding is reconciled during September 2023 settle-up. TEA recovers \$4,000 (\$2,000 per BT) from AISD based on the adjusted BT count.
7. In the Spring of 2023, LEAs will be asked to submit a new estimate of BTs for Year 2 (2023-24 SY). Azalea ISD estimates they will have 15 beginning teachers (BTs) with less than two years of experience in the profession and indicate they will continue their partnership with the MPA Approved Provider for mentor training. Refer to Appendix F for allowable changes to mentor training program.
8. TEA determines AISD met MPA requirements and funding is available. AISD is funded for Year 2 (2023-24 SY) of Cycle 3 implementation with \$30,000 using the same funding formula and allotment cap of 55 BTs.

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. The Texas Education Agency (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 TEA rescinding eligibility of a district's current or 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 at least once per year. 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.

LIVING THE LEARNING PD CYCLE:

An Effective Approach to Leading Professional Development

Objective = Do it	<p style="text-align: center;">Determine your objective by what they will practice:</p> <p>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>
See It	<p style="text-align: center;">See it: a model of what the Do It will look like</p> <p>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
Name It	<p style="text-align: center;">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)
Do It	<p style="text-align: center;">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: Allowable Changes to Mentor Training Program

The following scenarios are allowable changes to the mentor training program that LEAs may make during Cycle 3 implementation. These changes do not affect the funding formula or a LEA's funding amount.

From	To	Review Process
Approved Mentor Training Provider	LEA-created mentor training	<p>Commissioner approval is required. LEA must submit their mentor training scope and sequence to TEA by:</p> <ul style="list-style-type: none"> December 2022 for Year 2 implementation (2023-24 SY) December 2023 for Year 3 implementation (2024-25 SY) <p>Changes submitted after the deadlines will not be reviewed.</p>
LEA-created mentor training	Approved Mentor Training Provider	<p>LEA must notify the MPA Approved Provider(s) and TEA of this change by:</p> <ul style="list-style-type: none"> February 2023 for Year 2 implementation (2023-24 SY) February 2024 for Year 3 implementation (2024-25 SY) <p>Changes communicated after the deadlines will require TEA approval.</p>
Approved Mentor Training Provider	Different Approved Provider OR Different Service Type	<p>LEA must notify the MPA Approved Provider(s) and TEA of this change by:</p> <ul style="list-style-type: none"> February 2023 for Year 2 implementation (2023-24 SY) February 2024 for Year 3 implementation (2024-25 SY) <p>Changes communicated after the deadlines will require TEA approval.</p>

During implementation, 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

Appendix G: References

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