# Mentor Program Allotment Overview

# Application Directions

All application materials will be released on June 20, 2023 and are linked within the Qualtrics application. Please follow the steps below to complete an application.

1. Read this document and the Application Review Criteria document.
2. Download, complete, and save all attachments listed below from the Qualtrics application form to your computer using the appropriate file naming conventions.
3. Upload all completed attachments to Qualtrics.
4. Check submission and update as needed using information from Qualtrics confirmation email.

| Attachment | Requirements | Purpose |
|---|---|---|
| Attachment A: Narrative Responses | Required for all applicants | Provides high-level overview of the applicant's mentoring program and its components |
| Attachment B1: Mentor Training Scope & Sequence | Required for all applicants | Includes all aspects of training that aD 42 Blet5 (gh)TJ0 0 Tw 5.475(t |

# Training Overview

MPA statute requires that training be provided to mentor teachers and any appropriate district and campus employees who work with or supervise beginning teachers. Starting with MPA Cycle 4, APs must differentiate training for (1) mentors and (2) district and campus leaders who work with or supervise beginning teachers.

Mentor teacher training is anchored in competencies across five categories: effective mentoring partnerships, coaching cycles, data-driven instruction, lesson planning, and learning environments. APs are required to provide this training synchronously and may opt to apply for additional mentor coaching support. The following pages provide details and additional requirements, such as specific content and duration of training.

District and campus leader training is aligned to separate competencies in five categories: program vision-setting; mentor recruitment, selection, and assignment; mentor training and support; master schedule and release time; and program sustainability. APs are required to provide this training synchronously and may opt to apply for additional district and campus leader implementation support. The following pages provide details and additional requirements, such as specific content and duration of training.

## Synchronous and Virtual Training Requirements

Mentor training, coaching, and implementation support may be offered virtually, in-person, or a combination of both upon district request. The following guidelines ensure that APs meet the needs of districts while also maintaining a high level of implementation.

**Synchronous**: refers to facilitators and participants gathering at the same time and (virtual or physical) place and interacting in "real-time."

**Asynchronous**: refers to participants accessing materials at their own pace and interacting with each other over longer periods.[1]

1. APs must deliver 100% of training synchronously (i.e., all participants must be in attendance either in-person or virtually while the facilitator is delivering the training in real time).
2. APs may provide asynchronous make-up sessions for absent participants.
3. APs may use asynchronous activities with the whole group only if they supplement content from synchronous sessions and should allow for feedback or response from facilitators.
4. APs are encouraged to offer in-person training when and where possible.
5. AP facilitators, if delivering content virtually, must engage in the following best practices:
    a. Establish core participant norms for virtual work.
    b. Define all plans for audience engagement (i.e., cold calling, breakout rooms, etc.).
    c. Provide clear instructions and checks for understanding for all activities.
    d. Share all materials via multiple modalities (through chat, resource folders, email, etc.).
    e. Push the audience's thinking to exemplary response.1 (llo1 Tw l1t)0.6 (h)-0. 9.5 (,)-1.4 ( e)0.7 ( f)-1 (a)-1.9 (s)

## Requirements for Mentor Training (Group 1)

### Evidence Basis: The Mentor Training...

1. Is based in research or evidence that influenced both the content[2] and design of the training.

### Design: The Mentor Training...

1. Includes clear, actionable, and observable objectives that are shared at the beginning and throughout the training (e.g., mentors will be able to script observation notes that meet 4/4 success criteria).
2. Includes performance tasks within the training that:
    a. Are specific to the training session.
    b. Occur during or at the end of the training session.
    c. Evaluate mentors' skill development.
3. Provides explicit opporlo3. lot a br  1 TloaluE1l0 Td( )Tj/TT0 1 Tf-0.002 Tw 0.962 0 Td(E)1.7 (v)-1.6a Tpl e Ment-3.55-4

b. Meeting frequently with BTs and use mentoring time effectively and efficiently[5].
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b. Supporting BTs in the development of a vision for classroom culture that clearly articulates to students (and parents) classroom routines, procedures, and expectations.
c. Building BT capacity in developing and implementing classroom routines and procedures that maximize instructional time by modeling and facilitating BT practice.
d. Building BT capacity to manage student behavior by implementing an effective behavior system, including routines and procedures.
e. Supporting BT skill development around classroom culture and learning environment through structures such as Professional Learning Communities, team meetings, mentoring meetings.

## Adjusting the Scope and Sequence After TEA Approval

The following outlines allowable and unallowable modifications to the training scope and sequence after TEA approval. Any modifications that do not fall within the allowable actions must be submitted to TEA for approval prior to May for the year preceding implementation.

Allowable scope and sequence modifications that do not require TEA approval:

1. Changing the *sequence* of training topics
2. Adding more training topics
3. Adding to the duration of each training

Unallowable scope and sequence modifications (may request approval from TEA prior to May for the year preceding implementation):

1.

## Requirements for District and Campus Leader Training (Group 2)

### Design: The District and Campus Leader Training...

ii. Outlines the school's instructional leadership team (ILT) structure and strategies to mitigate the risk of BTs receiving contradictory feedback and coaching.

iii. Outlines MT support provided by the ILT and APs.

f. Creating and implementing plans to retain MTs in their roles, including MT satisfaction tracking.

g. Implementing data collection and analysis systems to measure effectiveness of MT recruitment, selection, onboarding, and retention; planning and implementing next steps.

3. Trains DCLs to implement strong **mentor training and support ongoing mentor development** including...

a. Supporting mentor teachers in completing research-based training required by MPA through means such as...

i. securing and communicating training days far in advance.

ii. securing substitute teachers as needed.

iii. investing mentor teachers in the benefits of mentor training. ®

b. Observing mentoring activities, using specific tools and processes, which focus on application of mentoring competencies aligned to MPA requirements.

c. Coaching mentor teachers, in group or individual settings, on mentor competencies developed through training using specific protocols and tools.

d. Implementing data collection and analysis systems to measure mentors' progress towards goals; planni   goav967 -1.hr. 0.001 1.1 (w)1.1 (ar1(o)-3 (av967oBody ᴣ (ev)-8 (el)-1.5 (o)1-1.5 (i)-7 (c)1.n)-6 (t

## Implementation Support Requirements (Optional)

### Duration and Cadence: Implementation Support...

1. Has a regular cadence of no less than 5 hours throughout the school year, occurring at least twice per semester.

### Activities and Content: Implementation Support...

1. Follows a continuous improvement cycle

# Evidence of Impact

TEA has developed MPA goals in the following three areas, in alignment with research on the impact of beginning teacher induction and mentoring programs:

1. Beginning teacher effectiveness
2. Beginning teacher retention
3. Mentor teacher effectiveness, which drives beginning teacher effectiveness and retention

Evidence of a training program's impact is one of the requirements of the approval process, and applicants will provide data using attachments D1 and D2. There are four tiers of evidence that applicants may use to demonstrate evidence of program impact, which align to MPA goals. High-quality evidence that reflects a positive impact on mentoring results has stronger likelihood of approval.

## Tier 1: Improvements in Beginning Teacher Effectiveness

The evidence included in Attachment D1 demonstrates *comparative improvement* in the effectiveness of the

beginning teacher. The training provider may then have internal rubrics they use during district site visits to evaluate the mentor teachers' use of those coaching protocols. The training provider may also have a data tracking tool used to input (a) rubric ratings for the mentors' use of the coaching protocol, and (b) the total number of coaching conversations in which mentors and beginning teachers engage. Using this example, data aggregated using the tools could be submitted as Tier 3 evidence.

If the applicant submits evidence of impact for this tier, they must include sample trackers (as part of Attachment D2) that show the aggregate outcomes of the fidelity of implementation tools. TEA requires that the applicant also include sample, completed tools, such as rubrics, which help illustrate how the fidelity of implementation tools were used.

More information on the requirements of tiers of evidence can be found in the scoring guide.

## Tier 4: Perceptions of Program Effectiveness

## Ongoing Performance Management

To ensure continuous improvement with MPA, TEA will engage in data-driven conversations with APs periodically to examine bright spots and opportunities to scale mentor program best practices across the state. Additionally, these conversations will help surface implementation challenges, examine barriers, and develop solutions to ensure MPA success. In preparation for these conversations, APs are expected to collect evidence of impact and will be asked to submit this data to TEA at least twice yearly, in advance of check-in calls with TEA.

As a part of the approval process, APs must agree to continue monitoring evidence of impact using the data and processes described in its application Attachment A and D1. TEA refers to this as the AP performance management plan. If the applicant is going to modify any of its performance management plan (monitoring and responding to evidence of impact throughout an MPA cycle), it must include specific rationale for its changes in Attachment A. Additionally, the applicant must include in its application any tools that it will use to measure ongoing impact of their work in districts.

Consistent with Cycles 1-3 of MPA, TEA will administer end of year surveys to mentor and beginning teachers and share the data back with districts and APs. Starting in the 2023-24 school year, TEA intends to pilot the administration of a middle of year mentor teacher survey and share that data back with APs and districts.

TEA reserves the right to remove programs from the MPA Approved Provider list if it determines that the information, evidence, or data available to it indicates that the organization's program does not adequately train and support mentor teachers.