

Mentor Program Allotment Cycle 4
2025 - 2026

Funding Dates:

- 2025-2026 School Year
- Possible funding for 2026-2027 and 2027-2028 contingent upon district compliance with MPA requirements and availability of funds

Amount of Funds:

- \$2,000 per teacher
- Approved for up to 40 teachers
- \$80,000 in total funds
- We will receive payments through Foundation School Fund (FSP) beginning September 2025

Funds use:

- Implement a mentorship program for classroom teachers
 - Who can participate?
 - Less than two years of teaching experience in the profession
 - Beginning Teachers that are new to the subject or grade level they teach
 - *Beginning teacher (BT) = a classroom teacher in Texas who may or may not yet hold a certificate issued under TEC, Chapter 21, Subchapter B and has less than two years of teaching experience in the subject or grade level to which the teacher is assigned.*
- Funds may only be used for providing:
 - Mentor teacher stipends
 - Scheduled release time for mentor teachers and the classroom teachers to whom they are assigned for meeting and engaging in mentoring activities; and
 - Mentoring support through commissioner-approved providers of mentorship training.

Mentor Teachers:

- *Eligible mentors = an individual who serves or has served as a teacher in Texas who provides effective support to help BTs successfully transition into the teaching assignment. The term teacher may include a superintendent, principal, supervisor, classroom teacher, school counselor, or other school district employee who provides direct instructional support to other teachers.*

Mentor Teachers (continued):

- LEA (Local Education Agency) must prioritize the selection of current classroom teachers as mentors using clear selection criteria, protocols, and hiring process that align with requirements of TAC, §153.1011, and TEC, §21.458, and retain documentation of such processes locally; and select mentors who:
 - complete a research-based mentor and induction training program approved by the commissioner;
 - have at least three complete years of teaching experience with a superior record of assisting students and achieving improvement in student performance. LEAs may use the master, exemplary, or recognized designations under TEC, §21.3521, to fulfill this requirement;
 - demonstrate interpersonal skills, instructional effectiveness, and leadership skills;
 - have expertise, to the extent practicable, in effective instructional practices specifically for the grade levels and subjects to which the BT is assigned; and
 - For mentors who do not currently serve as teachers, have experience as a classroom teacher in the past three years.
- Mentorship Training Requirements:
 - LEA must provide two separate training pathways
 - Training for mentor teachers aligned to mentoring competencies
 - Training for any appropriate district and campus leaders (DCLs) aligned to DCL competencies
 - *District and Campus Leaders = any appropriate employees who provide direct instructional support to BTs, including principals, assistant principals and instructional coaches*
 - **Mentor Teachers and any appropriate DCLs must be trained before the beginning of the school year and at a minimum once per semester.**
 - Any new mentor assigned to a BT who is hired after the beginning of the school year should receive mentor training by the 45th day of employment of the BT
 - LEA employees that complete one year of MPA training are not required to participate in any additional MPA training.
 - Recommended that these employees continue to receive some form of training and support which may look like a differentiated “returner” training as well as coaching support.
 - LEA should track, document and retain mentorship training attendance.
- Mentoring assignments:
 - Assign *no more than two BTs* to a mentor who serves as a teacher of record for, on average, *four or more hours* per instructional day.
 - Assign *no more than four BTs* to a mentor who serves as a teacher of record for, on average, *less than four hours* per instructional day.

Mentor Teachers (continued):

- Meetings between mentors and beginning teachers
 - LEA must provide time during the school day for mentors and BTs to engage in mentoring activities
 - Mentors will meet with each BT assigned not less than 12 hours each semester
 - Observations of the mentor or other highly effective teachers by the BT being mentored or observations of the BT being mentored by the mentor count toward the 12 hours each semester
- Progress monitoring and compliance reporting
 - Surveys: TEA will administer two surveys yearly that include BTs, mentors, participating campus administrators, and MPA program managers.
 - Annual Compliance reports will be required to be submitted to TEA by the LEA's MPA program manager.
 - Failure to comply with these requirements after receiving an allotment may result in TEA rescinding eligibility of a LEA's current or future MPA funding

Training:

- Requirements of mentorship trainings
 - Mentor Teacher Training - anchored in competencies cross these five categories: effective mentoring partnerships, coaching cycles, data-driven instruction, lesson preparation, and learning environments
 - District and campus leader training - 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
 - Training must take place for mentors and DCLs who work with or supervise BTs before the start of the school year and at least once per semester.
 - Mentors must receive, at minimum, 14 hours of mentor training and 4 hours of coaching
 - DCLs must receive, at minimum, 8 hours of training throughout the year
 - Splendora ISD chose to partner with the approved provider (AP) National Institute for Excellence in Teaching (NIET) for our mentor training program
 - APs are required to provide mentor training and DCL training synchronously
 - NIET is providing a proposal for 10 days of support (email from Saul Hinojosa, NIET on 1.16.25)