

Supporting & Retaining New Teachers: Texas Mentor Program Allotment Cycle 2 Funding Opportunity



CHALLENGE: KEEPING NEW TEACHERS IN THE PROFESSION

Keeping new teachers in the profession, and helping them to quickly and continuously grow and improve, has historically been a challenge. Now, the need for support is amplified as new teachers learn their craft in a hybrid or virtual environment. Research has found that multiyear mentoring and induction programs can alleviate many challenges that teachers face in their first two years in the classroom, leading to improvements in student performance, teacher effectiveness, and teacher retention.

SOLUTION: MENTOR PROGRAM ALLOTMENT

The Mentor Program Allotment is a Texas initiative to help districts pair beginning teachers with mentor teachers who have a history of success in improving student achievement. This opportunity provides \$1,800 per new teacher – including both teachers in their first or second year of teaching as well as those who are in their first or second year teaching a new subject area – to support mentor stipends, scheduled release time, and training.

The MPA is designed to help new teachers to rapidly improve their classroom practice, leading to student success and greater job satisfaction and retention. Long-term, mentor-based ongoing support for new teachers will not only make it more likely that first-year teachers are successful and stay in the profession, but this program also creates teacher leadership opportunities – which research has shown to be effective at improving student outcomes and improving retention rates.

PARTNERSHIP: DEVELOP YOUR MENTOR PROGRAM WITH NIET

In the first cycle of the MPA, the National Institute for Excellence in Teaching (NIET) partnered with 16 districts to support their MPA efforts, impacting over 300 new teachers. Through high-quality face-to-face and virtual training, the NIET team has collaborated with district and campus leaders to transform traditional mentoring programs into instructionally focused, capacity-building systems. Through MPA training with NIET, mentor teachers develop their coaching skills and become rooted in how to make data-driven improvements in instructional practice to support teacher growth, using T-TESS as a tool. These skills will benefit new teachers directly as well as build the capacity across the school to improve teaching and learning.

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NIET'S RESEARCH-DRIVEN APPROACH TO MENTORING PROGRAMS

As one of the TEA-approved training providers, NIET assists districts in developing systems and/or enhancing what is already in place to create an effective mentoring and induction program.

- Data-driven coaching cycles;
- Curriculum and pedagogy tools and resources for beginning teachers;
- Plan for long-term mentoring and coaching on your campus.

NIET's support helps districts to develop and implement:

- Expectations for the mentor role and guiding principles for the campus;
- Defining characteristics of high-quality mentoring and support;
- Core elements of instructional coaching in induction;

NIET's training covers five key areas of teacher leadership that research has proven to be effective: foundational leadership, instructional expertise, data-driven, collaborative partnerships, and professional advocate.

New Teachers Need Support. Mentors Can Help.

We can help your district to design or strengthen your mentor program, access MPA funds, and support new teachers to be successful.

Contact Stephanie Mosqueda at smosqueda@niet.org.

SIGN UP: FALL 2020 FUNDING CYCLE

- ✚ **Opportunity:** Work with NIET to develop or strengthen mentoring for teachers in their first or second year of teaching, or their first or second year teaching a new subject area. NIET is able to support districts as they design their program and submit their application.
- ✚ **Funding:** Districts may be awarded \$1,800 per beginning teacher, up to \$100,000.
- ✚ **Application Due:** The application window will open in late fall 2020.
- ✚ **Timeline:** Successful applicants will be notified in early 2021 and receive funding in time for the 2021-22 school year.

