

6 REASONS to select TxCEE for your Mentor System Implementation



1 3 YEARS OF COMMITMENT

MPA funds provide funding for 3 years (2025 - 2028) of training and support (no reapplication necessary).

2 TIME IS MONEY. SAVE BOTH WITH TxCEE.

You have a lot on your plate, let us take care of your mentoring needs. We begin this by walking side-by-side with you through the MPA application process.

3 WE PARTNER WITH YOUR PRIORITIES

We work with your district to ensure that support aligns and incorporates with your district systems and procedures

4 WE DO OUR RESEARCH

Research based systems and tools to support your leaders and mentor teachers that are designed to meet TEA requirements

5 WE PROVIDE SUPPORT VIRTUALLY ANYWHERE

Virtual support options minimize cost and allow flexibility for educators during their already busy schedules

6 WE ALIGN WITH YOUR TEACHERS

We meet educators where they are by aligning trainings & support with Moir's First Year Teachers' Attitudes Towards Teaching (Moir, 1999).

The TxCEE Mentoring Program

TxCEE provides systems solutions by educators; for district and campus leaders as well as the Mentor Teachers. Unless you've been a successful educator, it can be hard to understand the challenges and needs of educational professionals.

The TxCEE Mentoring Program utilizes a multi-tier system of support that is designed to empower the mentor teacher with the knowledge and skills needed to build efficacy in their beginning teacher by listening and communicating rather than simply giving advice or sharing expertise (Bryk et al., 2015; Costa & Garmston, 2016; Knight, 2011; Robbins, 2015). This system includes foundational training, one-on-one individualized coaching, job shadowing, monthly newsletters, feedback/reflection sessions, and virtual learning communities. Training begins with building district and campus leader understanding of the model and the principal-mentor relationships as well as the mentor selection and assignment process. Training continues for mentors at their Summer Institute where they engage in practicing the

strategies and protocols they will use with their beginning teachers. Monthly, mentors will receive additional training through virtual sessions designed to build their knowledge and skills to support their beginning teachers in applying effective instructional practices. For leaders, five sessions focused on the leader competencies will provide support for building, supporting, and refining the mentoring program.


This training progression allows for differentiated, sustained learning for mentor and beginning teachers. Along with the ongoing training, Mentors receive one-on-one coaching from TxCEE that models the support they provide to their beginning teachers. This includes coaching that is aligned to goals they set based on TxCEE's Mentor Teacher Success Indicators.

Through TxCEE's ongoing support for leaders, we are able to build capacity and the ability for districts to support their mentoring program beyond the MPA grant.



Learn more at www.txcee.org/mentoring

Additional Resources



Mentor Success Indicator Rating Descriptors

Indicator	Developing	Proficient	Accomplished	Outstanding
Coaching	• Effectively uses a variety of coaching techniques to support the mentee's growth and development.	• Effectively uses a variety of coaching techniques to support the mentee's growth and development.	• Effectively uses a variety of coaching techniques to support the mentee's growth and development.	• Effectively uses a variety of coaching techniques to support the mentee's growth and development.
Instructional Leadership	• Effectively uses a variety of instructional leadership techniques to support the mentee's growth and development.	• Effectively uses a variety of instructional leadership techniques to support the mentee's growth and development.	• Effectively uses a variety of instructional leadership techniques to support the mentee's growth and development.	• Effectively uses a variety of instructional leadership techniques to support the mentee's growth and development.
Professional Development	• Effectively uses a variety of professional development techniques to support the mentee's growth and development.	• Effectively uses a variety of professional development techniques to support the mentee's growth and development.	• Effectively uses a variety of professional development techniques to support the mentee's growth and development.	• Effectively uses a variety of professional development techniques to support the mentee's growth and development.
Relationship Development	• Effectively uses a variety of relationship development techniques to support the mentee's growth and development.	• Effectively uses a variety of relationship development techniques to support the mentee's growth and development.	• Effectively uses a variety of relationship development techniques to support the mentee's growth and development.	• Effectively uses a variety of relationship development techniques to support the mentee's growth and development.

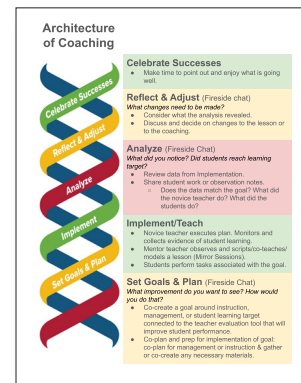
© 2018 Support of Texas High School Leaders by TACE | 312.432.2017 | info@tace.org | www.tace.org

Mentor Teacher Success Indicators

[Click image to download](#)

Architecture of Coaching

[Click image to download](#)



References

- Bryk, A. S., Gomez, L., Grunow, A., & LeMahieu, P. (2015). Learning to improve: How America's schools can get better at getting better. Harvard Education Publishing.
- Costa, A. L., & Garmston, R. J. (2016). Cognitive Coaching: Developing self-directed leaders and learners (3rd Ed.). Rowman & Littlefield Publishers.
- Foster, E. (2022). Study explores mentoring's connection to new teacher retention. Retrieved from <https://learningforward.org/journal/nurturing-new-teachers/study-explores-mentorings-connection-to-new-teacher-retention/>.
- Knight, J. (2011). What good coaches do. Educational Leadership, 69(2), 18-22.
- Moir, E. (1999). The stages of a teacher's first year, In Sherer, M. (Ed). Better beginnings: Supporting and mentoring new teachers. ASCD, 19-23.
- Robbins, P. (2015). Peer coaching to enrich professional practice, school culture, and student learning. Alexandria, VA: ASCD. Not Needed:
- Sanders, W., & Rivers, J. (1996). Cumulative and residual effects of teachers on future student academic achievement Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center. Retrieved from http://www.bulldogcia.com/Documents/Bulldog_CIA/Articles/sanders_rivers.pdf
- Scharton, H. (2018, February 20). Taking on teacher attrition. School News retrieved from <https://www.eschoolnews.com/2018/02/20/taking-teacher-attrition/>
- Sherman, R., Tibbetts, J., Dobbins, D., & Weidler, D. (2001). Management competencies and sample indicators for the improvement of adult education programs. Building Professional Development Partnerships for Adult EducatorsProject. Washington, DC: Pelavin Research Institute.