CTAPP

Center for Transforming
Alternative Preparation Pathways

Teacher Preparation Model

The **Center for Transforming Alternative Preparation Pathways (CTAPP)** exists to ensure that all educators have access to a high-quality alternative preparation pathway. We believe that improving the quality of alternative certification programs in the state of Texas will improve academic outcomes for Texas students.

By partnering with Texas-based alternative certification programs (ACPs), CTAPP provides high-quality technical assistance to support the implementation of a rigorous, equitable teacher preparation model aimed at improving the quality of educators in Texas classrooms.

Mission

In response to the need for more teacher candidates across the state, CTAPP is ready to help transform alternative teacher preparation pathways to be high-quality, sustainable programs operating at scale.

CTAPP strives to accomplish ambitious outcomes with its educator preparation program partners. These outcomes include, but are not limited to the following:

Programming builds teacher candidate competency to meet the needs of Black, Latinx, and low-income students

Programming demonstrates commitment to using data for continuous improvement

Programming ensures teacher educators are effective

Programming is responsive to PK-12 school systems the communities they serve

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Overview

CTAPP's CTAPP's Teacher Preparation Model is a research-based framework established under the belief that partnering with educator preparation programs to transform preparation and support of novice teacher candidates will create a pipeline of diverse, high-quality teachers, prepared to serve the communities in which they will teach.

CTAPP's model commits to providing high-quality educator preparation programming at scale through:

- High-Quality Curriculum and Coursework
- Intensive Pre-service Program
- Mentorship
- Data Reflection and Management
- Teacher Educator Quality and Development
- Common Instructional Rubric
- High-Impact Touchpoints for Quality Coaching
- Partnership Management and Collaboration

In partnership with educator preparation programs, CTAPP provides support to improve the quality of teacher preparation for alternatively certified novice teachers across the state. In turn, this yields high-quality preparation for the next generation of Texas educators and ensures that pre-Kindergarten through 12th grade Texas students receive the equitable education that all students deserve.

High-Quality Curriculum and Coursework

Teacher education coursework and curriculum has shifted from "a predominant focus on specifying the necessary knowledge for teaching toward specifying teaching practices that entail knowledge and doing" (McDonald, Kazemi, & Kavanagh, 2013). The aim of this shift is to better prepare novice teachers by increasing teachers' ability to use theory in practice. The outcome of raising the quality of teacher preparation programming by focusing on fundamental teaching practices is to "improve the learning opportunities available to students of color, low-income students, and English language learnings" (McDonald, Kazemi, & Kavanagh, 2013). CTAPP's model directly addresses the aforementioned that restrict students' access to learning opportunities by defining high-quality coursework and curriculum as programming that is practice-focused and aligned to researched-based teacher learning outcomes.

Practice-Focused

CTAPP believes high-quality coursework and aligned curriculum are **practiced- focused** or focused on core teaching practices and adult learning theory. By implementing a practice-focused curriculum "prospective teachers would learn to use specific, high-leverage practices to teach specific, high-leverage content" (Ball, 2011). The institution of a practice-focused programming requires coursework to be aligned to the cyclical structure offered by Teacher Education by Design. This framework incorporates a learning cycle comprised of 4 segments as described in Figure 1.

The implementation of The Learning Cycle has proven to be an impactful teacher learning experience by engaging teachers in the work of learning and executing theory and practice simultaneously while receiving ongoing feedback to make improvements and adjustments.

Research-Based Teacher Learning Outcomes

High-quality coursework and curriculum are aligned to a set of research-based core practices of teaching. CTAPP references the Texas Teacher Evaluation and Support System (T-TESS) as a metric for research- based teacher outcomes. The T-TESS is broken into four domains (Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities). Extensive research has gone into the creation of these buckets which are widely used to assess teacher performance (Texas Education Agency, 2019).
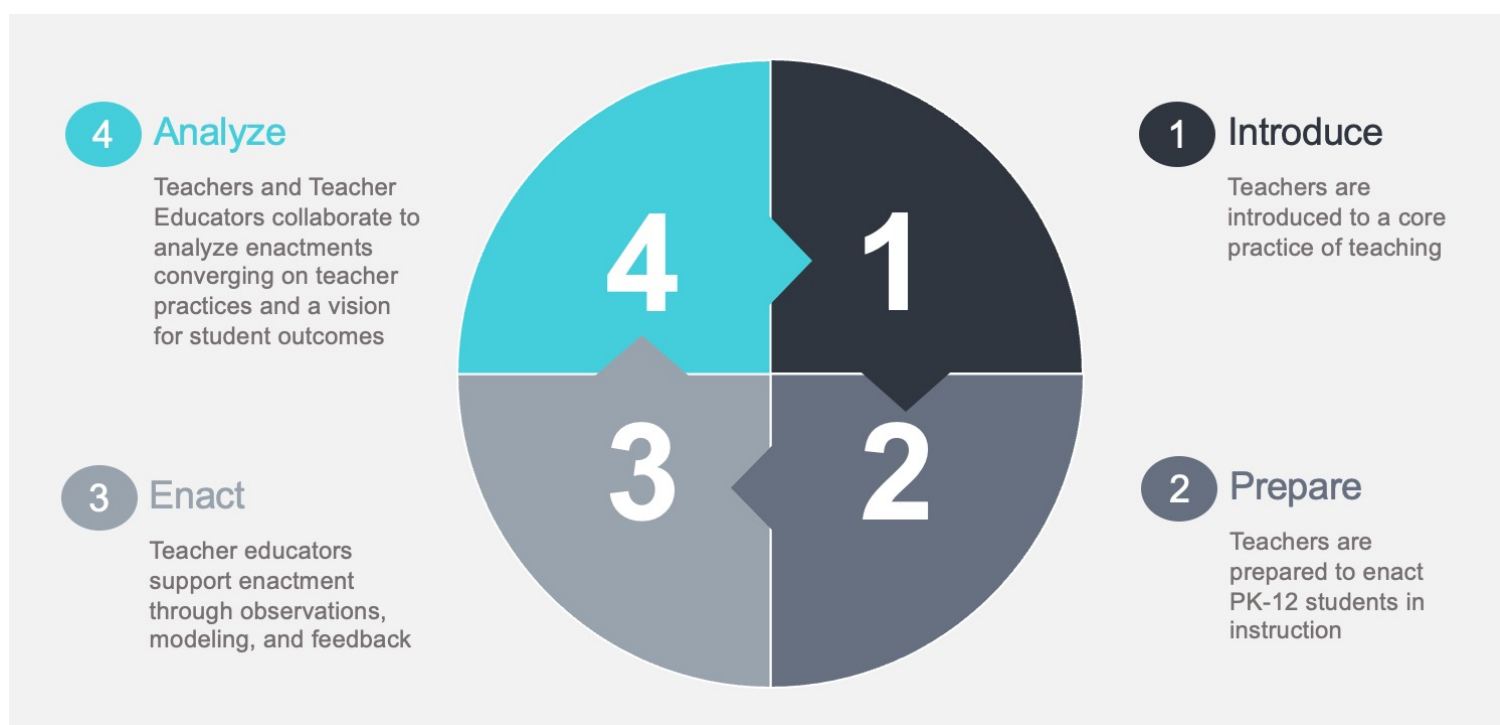
In consideration of coursework and curriculum for novice teachers, the T-TESS domains and their 16 dimensions should be tiered based on the trajectory of a novice teacher to ensure that teachers develop foundational skills (e.g., behavior management and lesson planning) prior

to implementing more rigorous ones (e.g., differentiation). A scope and sequence should incorporate the tiered elements of the instructional rubric, organizational goals, and a timeline to inform all learning experience for teacher candidates, form their onboarding/orientation sessions, to independent assignments, to the one-on-one coaching touchpoints between teacher and teacher educator (YesPrep, 2018).

FIGURE 1

The Learning Cycle codified by Teacher Education by Design (Teacher Education by Design, 2017)

4 Analyze
Teachers and Teacher Educators collaborate to analyze enactments converging on teacher practices and a vision for student outcomes

3 Enact
Teacher educators support enactment through observations, modeling, and feedback

1 Introduce
Teachers are introduced to a core practice of teaching

2 Prepare
Teachers are prepared to enact PK-12 students in instruction

Intensive Pre-Service Program

It is commonly noted that teachers' effectiveness improves with experience, "but even though all teachers improve on average, teachers tend to stay as relatively effective or ineffective as they were when they started teaching" (Aldeman, Mitchel, & Bellwether Education Partners, 2016). It is with this notion CTAPP asserts that the implementation of an intensive pre-service program will have one of the greatest impacts on a novice teacher's initial classroom effectiveness by providing a gradual and guided introduction to foundational knowledge and skills necessary for entering the classroom. CTAPP defines an intensive pre-service program as a professional learning experience taking place within 6 months prior to the start of the service year. More specifically, the intensive nature of the program requires the inclusion of the following:

Opportunities to Practice Foundational Skills

The sole purpose of a pre-service is to prepare novice teachers for the knowledge and skillsets they will need upon entering the classroom for the first time. Adapted from the T-TESS, the foundational skills of teaching in Texas can be broken down into five domains: culture, planning, instruction, professionalism, and diversity, equity, and inclusion (DEI). Pre-service offers professional development opportunities for teachers to be introduced to each domain and their core practices, plan for the implementation, practice execution, and receive feedback (reference Figure 1 for The Learning Cycle).

Application of Instructional Materials

In his research to conceive what makes an effective teacher, Chard (2013) offers the notion that "content knowledge has to be backed up with experience in designing instruction that conveys content most effectively, enabling students to achieve mastery." In other words, for teachers to accurately determine and support students' misunderstandings, they must have a thorough understanding of their content through the exposure of instructional materials coupled with pedagogical best practices. Pre-service ensures novice teachers are introduced to a variety of instructional materials prior to the start of the school year. Pre-service provides an opportunity for novice teachers to be exposed to the Texas Essential Knowledge and Skills (TEKS) and/or Texas pre-K guidelines, district curriculum, and district/ state assessments aligned to their grade- level and content. The continued use of these materials before entering the classroom aids in increasing content knowledge and its connection to instructional planning and delivery.

Collaboration with Partnership Districts.

Pre- service is an ideal time for EPP and partnership district stakeholders to work together to provide clarity of campus expectations, begin co-ownership of novice teacher development, and witness the implementation of the pre-service curriculum. Facilitating a stakeholder collaboration opportunity provides districts with an opportunity to observe and provide feedback to novice teachers on their ability to internalize the district curriculum, write a lesson plan, and facilitate foundational culture and instruction skills learned during pre-service. This is one of the first opportunities for districts and novice teachers to begin forming a relationship and practicing the observation-feedback cycle that will likely occur on campus. The stakeholder collaboration opportunity also provides district partners with a snapshot detailing the needs of their incoming cohort of novice teachers promoting proactivity in their approach and support of individual teachers.

Each of these components work together to create an intensive pre-service experience as prescribed by the Texas Administrative Code in §228.33.

Mentorship

Research suggests that mentorship programs for novice teachers are vital for their development and continuation in the field. When districts focus on mentor selection, assignment, and professional development, novice teachers and mentors experience high-quality growth in the area of mentors, mentees and instruction for students (Youngs, 2007). CTAPPs model requires the collaboration between EPP and districts (TAC §228.20(b)) to identify an on-campus mentor teacher to support novice teachers. Mentor teachers are collaborative in their approach as they reflect the qualities of strong campus and instructional leaders while motivating, inspiring, and leading novice teachers (Clarke, Killeavy, & Ferris, 2015). Novice teachers benefit from such support by receiving ongoing campus-level and instructional support with opportunities to observe, reflect, and adjust practices.

The most widely used structure of mentorship, an apprenticeship model, provides teachers and mentors with informal touchpoints and minimal reflection opportunities where the competence level of the mentor does not increase alongside the professional growth of the novice teacher (see Figure 2) (The Alberta Teachers' Association, 2017). In contrast, CTAPPs model for mentorship is built on the premise that the novice teacher reaches the competency of the mentor growing beyond the baseline along with the mentor (see Figure 3).
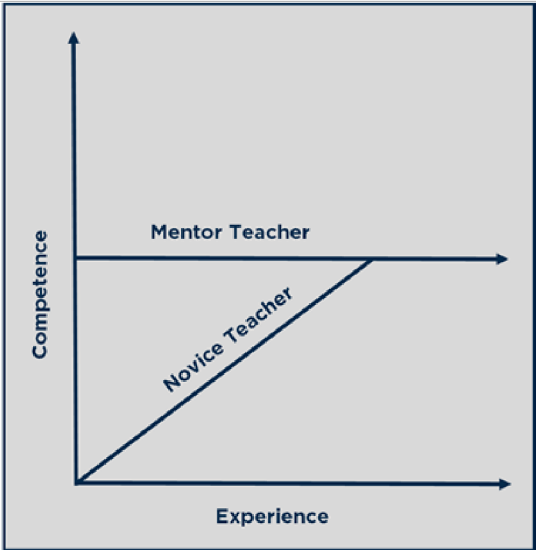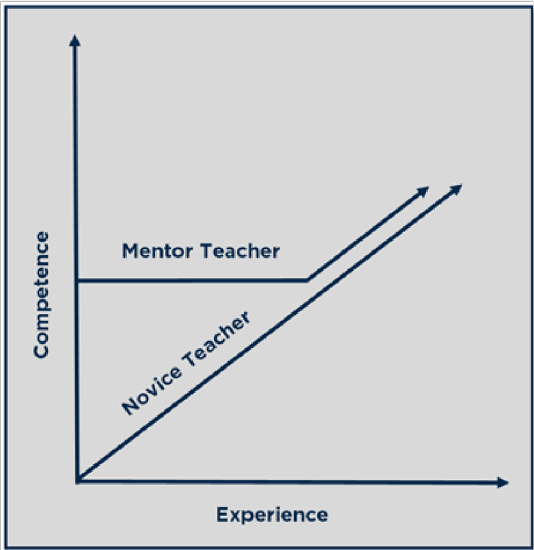

FIGURE 2

FIGURE 3

Professional Growth and Competence

New heights of professional growth and competence can be achieved when the development of the mentor and the novice teacher are considered while implementing a mentorship program. To meet the needs of the mentor and the novice teacher, CTAPP has converged on the following six criteria (see below) adapted from WestEd (2007) and the Texas Teacher Mentoring Advisory Committee (2015) for a successful mentorship program that is rooted in the dual development and training of mentors and novice teachers with alignment to Texas Education Code (TEC) and Texas see Appendix A for code alignment).

Stakeholder Collaboration

- EPP collaborates with districts to ensure alignment of mentor teacher selection criteria, matching assignments, and training

- EPP and district partners work together to identify incentives for mentor teachers

- EPP requests districts to provide evidence of a school schedule that permits mentors and novice teachers with time to meet during the school day and observe each other's classrooms

- EPPs request ongoing feedback from district administrators and mentor program delivery, design, and overall effectiveness

Mentor Selection

- A common criterion for selecting mentors for novice teachers is established

- Mentors should demonstrate the following:
  - Interpersonal skills
  - Instructional effectiveness
  - Leadership
  - Work experience
  - Content and grade-level expertise

- Potential mentors complete an application that includes recommendations from colleagues

- EPP selects mentors with input from district stakeholders based upon the identified criteria

Mentor Assignment

- Mentors and novice teachers are matched (to the degree possible) according to grade level, content area, and proximity

- The mentoring assignment should be a maximum two-year term

- Mentoring begins the first day of employment for novice teacher candidates

- A procedure exists such that, in the even matches do not work, a new match is made

- The number of novice teachers assigned to mentors is practical and manageable

Mentor Training

- EPP provides mentor training prior to the start of the school year

- Ongoing mentor training session are provided throughout the school year as needed

- Mentor training includes:
  - Best instructional practices
  - Coaching skills
  - Instructional delivery
  - Adult learning theory
  - Conflict resolution techniques
  - Establishing positive classroom culture
  - Student engagement

- Mentor and novice teacher pairs are provided with on-site coaching and support throughout the year

Mentor Roles and Responsibilities

- An orientation session is held for mentors and novice teachers to outline roles and responsibilities

- EPPs provide mentors with a log to track:
  - Professional development and training attendance (on and off campus)
  - Meetings with novice teachers detailing:
    - ✓ Feedback
    - ✓ Action Steps
    - ✓ Support Given

- Mentors and novice teachers meet a minimum of once a week for at least 45 minutes or 12 hours a semester

Program Evaluation

- Evaluation of the mentor program focuses on participant satisfaction mentor and novice

teacher, training sessions, and assesses instructional growth in the teaching practices of novice teachers and mentors.

- The impact of mentor training on supporting mentors to successfully fulfill their roles is assessed

- A survey of novice teachers' needs is conducted and used to evaluate how well the mentor program serves those needs

- Mentor teachers self-assess their performance as mentor teachers and coaches.

- EPP engages in an ongoing mentor program evaluation process that provides opportunities to identify key program evaluation questions, data sources, baseline data requirements, and relevant evaluation strategies and tools

- All gathered date is analyzed and used to continually revise and improve mentorship programming

High-Quality Mentors and Novice Teachers

The implementation of each of these criterion work together to yield an increased likelihood of success for mentorship programs. Strategic planning around each of these will contribute to the development of high-quality mentors and novice teachers.

Data Reflection and Management

Texas Administrative Code (TAC) §228.40(e) requires educator preparation programs to "continuously evaluate the design and delivery of the EPP components based on performance data, scientifically-based research practices, and the results of internal and external feedback assessments." In alignment to the TAC, CTAPP's model demonstrates that §228.40(e) can be effectively executed if EPPs consistently solicit feedback from a variety of stakeholders to improve both program design and delivery as well as teacher candidate support through regularly assessing program quality and analyzing data through The Educator Preparation Program Excellence Rubric (TEPPER). EPPs meeting this standard as outlined in the TEPPER will include a strategic improvement planning process for internal review of progress towards program goals grounded in annual program data and a programming adjustment structure used to facilitate ongoing progress monitoring to achieve program and partnership annual goals (See Table 1 for CTAPP's recommended sources for data collection).

TABLE 1

CTAPP's Sources for Data Collection, *CTAPP Data Plan*
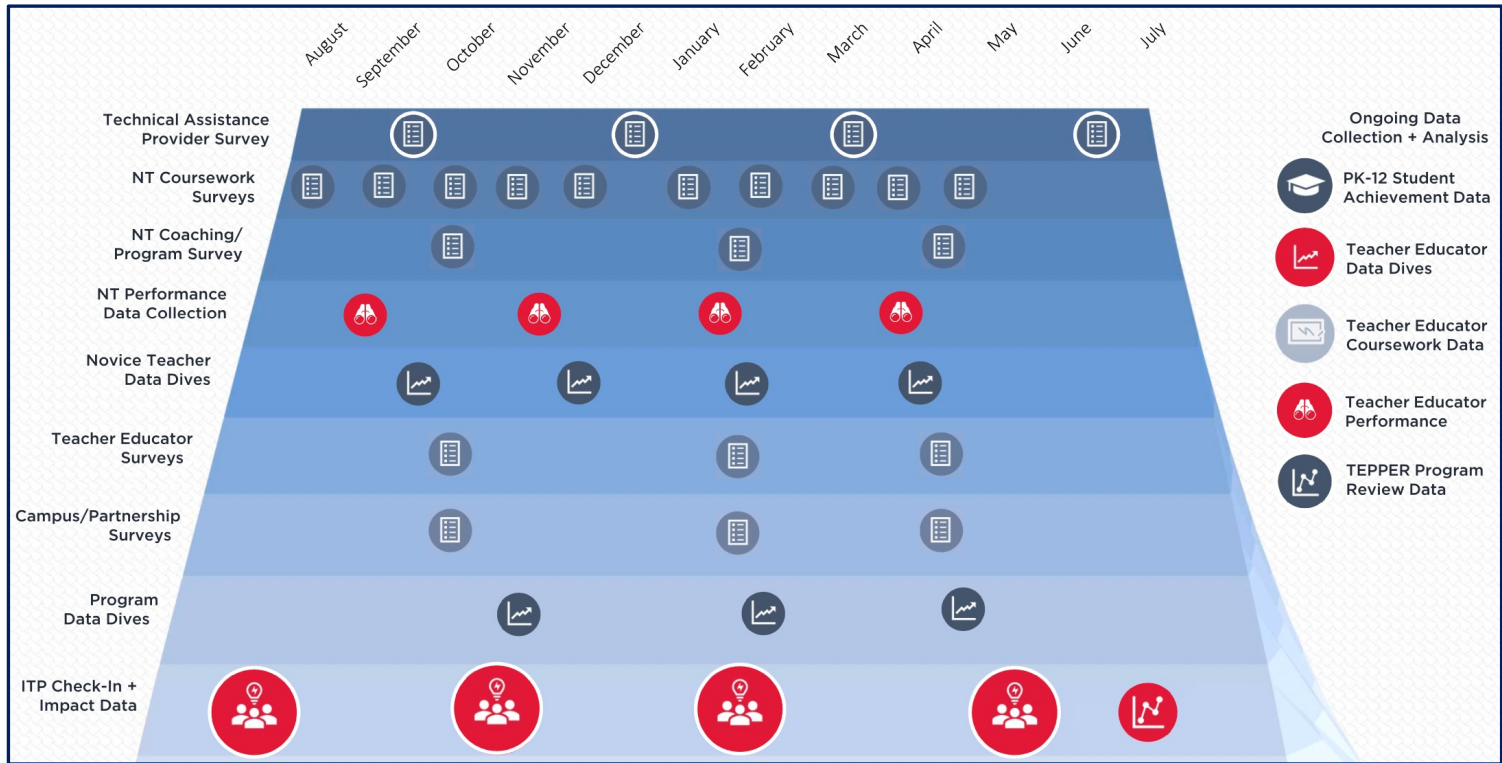
Teacher Educator Quality and Development

One of the most influential factors of student success is the quality and development of the teacher. It should come as no surprise that the quality and development of the teacher educator is also a contributing factor to student achievement. CTAPP defines teacher educator as a full-time instructional coach or field supervisor hired by the EPP who specializes in supporting and developing novice teachers through ongoing coaching interactions to improve instructional practices and student outcomes. An investigative study performed on teachers transitioning to the role of teacher educator revealed that novice teacher educators rely primarily on their "experiences as teachers to inform their decisions as teacher educators" which produced significant challenges in their ability to provide differentiated and diverse support to teacher candidates (Dinkelman, Margolis, & Sikkenga, 2006). This study revealed a need for the development of teacher educators' competence as practitioners suggesting that this common problem of practice can be mitigated through one-on-one support, self-study, reflection, and data analysis. CTAPP's teacher preparation model maintains that these suggested elements can be best accomplished through the incorporation of ongoing professional development, managerial collaboration and support, and multiple feedback measures. It is CTAPPs belief that these components have direct impact on the improvement of teacher educators' coaching and facilitation of professional development.

Professional Development

As previewed in the aforementioned study, it is essential for teacher educators to be equipped with the skillset to provide ongoing support for novice teachers. Professional development for teacher educators should be a common experience including onboarding for novice teacher educators, ongoing team meetings, common instructional rubric norming, and CTAPP teacher educator trainings.

Onboarding provides novice teacher educators with the foundational knowledge and skills to fulfill the role (e.g., introduction to roles and responsibilities, tools and organizational skills to carry out responsibilities, coaching cycle techniques, etc.)

Ongoing Team Meetings are ongoing meetings held to develop teacher educators on:

- Novice teacher data analysis
- Teacher educator performance on the quality and development of coaching and facilitation of professional development
- Partnership initiative updates, collaboration opportunities, and best practices

Common Instructional Rubric Norming provides teacher educators the opportunity to align their scoring to ensure the common instructional rubric is applied consistently across novice teachers.

Managerial Collaboration and Support

Research on the induction of teacher educators performed by Hodkinson and Taylor at UK University observed that in addition to team teaching, co-teaching, and various forms of communication between colleagues, "mentoring and supervision were found to constitute strong formal learning opportunities" (Van Velzen, Van der Klink, Swennen, & Yaffe, 2010). In CTAPP's model, the mentorship of teacher educators comes in the form of managerial collaboration and support. It is from our experience that we believe self-study occurs when the teacher educator is provided the opportunity to collaborate on problems of practice, receive feedback on their performance, reflect on their progress, develop new skills, and refine old ones. These opportunities are facilitated by the manager of the teacher educator in the form of regular check-ins with the teacher educator, co-observations of novice teachers alongside the teacher educator,

and field shadowing to observe the teacher educator's facilitation of observation debriefs with novice teachers.

Multiple Feedback Measures

CTAPP's model requires the incorporation of performance evaluation tools to monitor the

continuous improvement of teacher educators. These tools should articulate a vision of excellence for all facets of the teacher educator role in the form of a rubric to guide development. CTAPP offers The Field Supervision Rubric, which assesses the quality and development of coaching and Coursework and Facilitation Rubric, which "conveys the essential elements a facilitator should embody" (YesPrep, 2018). Both rubrics provide a criterion of success for teacher educators and managers to utilize to set, track, and analyze goals aligned to the knowledge and skillset needed to promote quality teacher educator development.
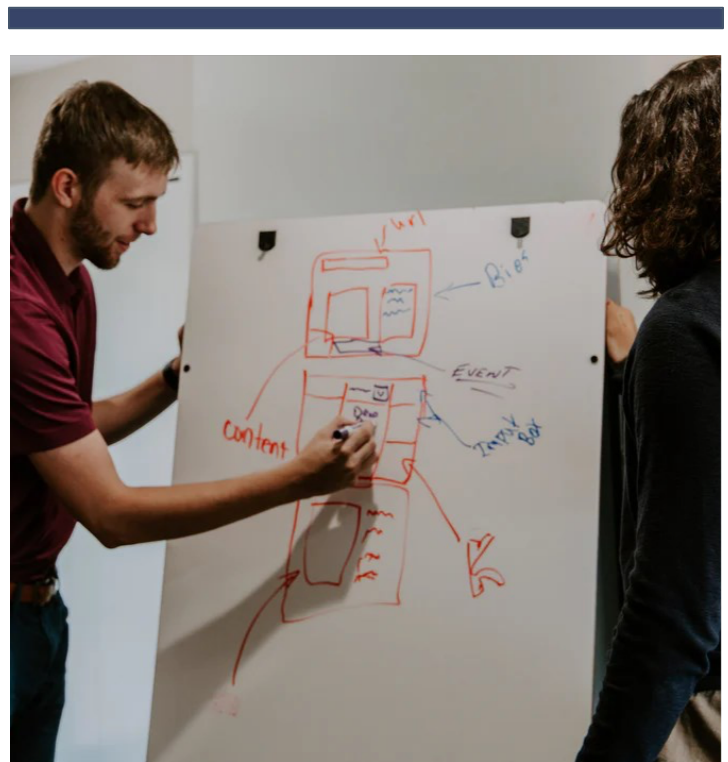
Common Instructional Rubric

The instructional coach plays a dynamic role in assessing teaching proficiency and ensuring that novice teachers and administrators obtain reliable and meaningful information from the teacher evaluation process. "By providing evidence-based feedback, instructional coaches help teachers and administrators make decisions that support efforts to improve instructional quality and student performance" (Texas Education Agency, 2019). For feedback to be most effective, it must be accurate and consistent (Hattie & Temperley, 2007). It is with this assertion that CTAPP's model requires the implementation of a common instructional rubric to assess novice teachers' progression. A common instructional rubric provides focus for backwards planning novice teacher outcomes, addressing tiered foundational skills that build on one another, and creating an environment of growth and mastery led by the instructional coach (YesPrep, 2018).

For an instructional rubric to effectively meet the needs of an educator preparation program, it must include the following adapted from Approaches to Evaluating Teacher Effectiveness (Goe, Bell, & Little, 2008):

- Research-based developmental domains
- Tiering system based on novice teacher
- trajectory
- Levels of performance (e.g., not yet met,
- proficient, meeting, exceeding)
- Common, descriptive language
- Consistent levels of continuity
- Reliable measurements of teacher
- effectiveness

As an alternative, CTAPP offers the T-TESS as a common instructional rubric that meets each of these requirements and can be utilized to assess

and provide feedback on novice teacher performance over time (see *High Quality Curriculum and Coursework* for more information on the T- TESS as a metric for research-based teacher outcomes).

The Model	Alignment

"…provides focus for backwards novice teacher outcomes, addressing tiered foundational skills that build on one another, and creating an environment of growth and mastery…"

High-Impact Touchpoints for Quality Coaching

Supporting novice teachers is crucial to achieving successful campus- and student-level outcomes. For those who work to develop novice teachers, the central question for teacher educators remains unchanged: How do we accelerate novice teacher growth and development to impact students? CTAPP believes critical growth and development happens between Formal Observations, through interactions called High-Impact Touchpoints. These touchpoints represent an opportunity to reinforce areas of strength and refinement from Formal Observations, to model best practices for novice teachers, and to provide interim support and coaching. CTAPPs model defines quality coaching as frequent, differentiated, and application-driven High-Impact Touchpoints (HITs) facilitated by teacher educators.

Frequency

Cognitive scientist, Daniel Willingham, observes that people are more likely to learn faster and retain more information when problem-solving is presented in a "gradual and incrementally more complex way" (Lemov, Woolway, & Yezzi, 2018). When applied to coaching interactions with novice teachers, it can be concluded that frequency of coaching interactions combined with application-driven debriefs will yield novice teachers who are able to easily digest and implement new skills to increase teacher performance and student achievement. Similarly, CTAPP has adopted the philosophy that novice teachers reach optimal growth by receiving frequent HITs from their teacher educator over the course of their coaching interactions. While Formal Observations provide teacher educators with a snapshot of teachers' performance throughout the year, their infrequency can result in decreased teacher and classroom context and fewer

touchpoints for relationship-building and refining new strategies.

HITs should occur between mandated Formal Observations. More specifically, CTAPP's teacher preparation model proclaims that at least 5 HITs are performed by teacher educators within a given year (e.g., semester 1 includes 2 HITs and 3 formal observations and semester 2 includes 3 HITs and 2 formal observations). These HITs should be varied based on teacher or student needs and strategically tiered based on the trajectory of teachers' performance.

Differentiation

It is no accident that the classic touchpoint in coaching novice teachers is a classroom observation followed by a debrief. This formula typically addresses most pedagogical issues that may arise for novice teachers. However, synonymous to the belief that one size does not fit all when planning instruction for students, novice

teachers also require differentiated support that may be based on specific needs of the teacher or students, learning environment, teacher personality, or processing styles (Kise, 2006).

Traditional HITs closely mirror the structure of Formal Observations—a classroom observation (either planned or unannounced) followed by a debrief with the novice teacher. Alternative High-Impact Touchpoints represent a plethora of different approaches to coaching a novice teacher. These alternative methods to coaching often flip the observation-debrief cycle to prioritized the teachers" planning needs, which provides the teacher educator the autonomy to select a touchpoint that most closely matches the developmental needs of the teacher (YesPrep, 2018).

With Alternative High-Impact Touchpoints, teacher educator select from a myriad options—from integrating technology to enhance the teacher's reflection in the debrief to modeling concrete strategies in advance of the observation to increase a teacher's likelihood of success. Selecting an Alternative High-Impact Touchpoint depends on the teacher's readiness to engage in new protocols and on the skill- gap the field supervisor is seeking to close. Some Alternative High-Impact Touchpoints focus on soft skills and mindsets that commonly impede novice teacher growth, while other touchpoints narrow the focus to ensure the teacher acquires a tangible, new skill to use immediately in an upcoming lesson. A central tenet of a successful touchpoint is that novice teachers leave the interaction with clear criteria for how to implement their newfound skill(s) in a classroom setting, along with follow-up
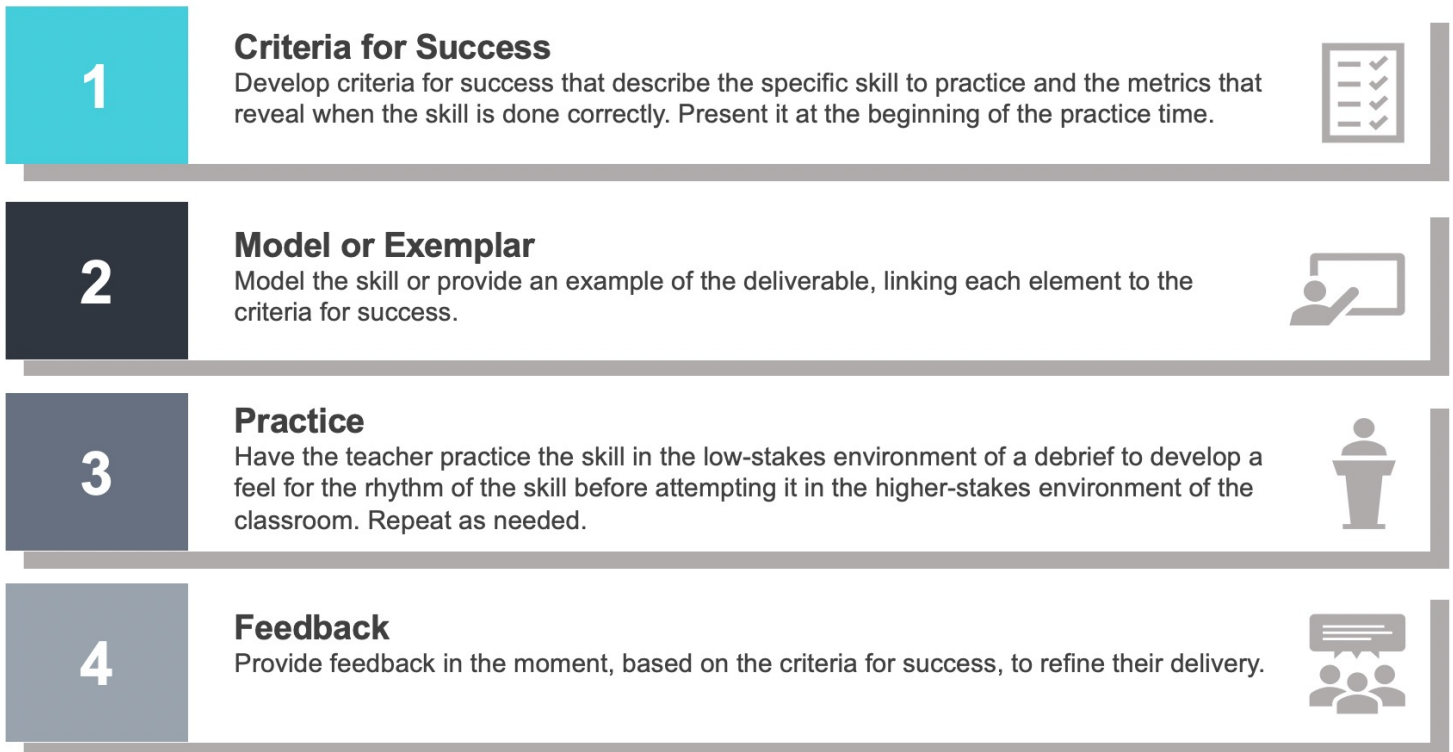
commitments from the teacher educator—including but not limited to determining a time to observe the skill(s) in action.

Application and Practice

The purpose of a teacher educator is not solely to evaluate teachers but also to develop them through quality coaching. Instructional improvement emerges only after the teacher educator has effectively defined the criteria for mastery to the novice teacher, grounded in a common instructional rubric (Bambrick-Santoyo, 2016). By grounding application and practice in a common instructional rubric, coaches and campus leadership have a shared vocabulary and understanding for excellence (see *Common Instructional Rubric* for criteria). CTAPP's model approaches this understanding by emphasizing the implementation of application and practice as a primary indicator of a successful debrief. As defined by Teaching Excellence: A field Guide for Coaching and Developing Novice Teachers (YesPrep, 2018), the four elements that make up the application and practice component of the debrief are a criteria for success, model/exemplar, practice, and feedback (see Figure 4).

FIGURE 4

The Four Elements of Application and Practice Defined by Teaching Excellence, *YesPrep (2018)*

1

Criteria for Success
Develop criteria for success that describe the specific skill to practice and the metrics that reveal when the skill is done correctly. Present it at the beginning of the practice time.

2

Model or Exemplar
Model the skill or provide an example of the deliverable, linking each element to the criteria for success.

3

Practice
Have the teacher practice the skill in the low-stakes environment of a debrief to develop a feel for the rhythm of the skill before attempting it in the higher-stakes environment of the classroom. Repeat as needed.

4

Feedback
Provide feedback in the moment, based on the criteria for success, to refine their delivery.

By including these four elements in CTAPP's coaching model, teacher educator are properly preparing novice teachers to reach their target goal, allowing novice teachers to have a better understanding of how to execute new skills.

Partnership Management and Collaboration

Currently, the enrollment rates of Educator Preparation Programs across the nation are under-enrolled while program completion rates are facing a significant decline (Partelow, 2019). Educator Preparation Programs and districts are tasked with the rigorous responsibility of ensuring that each student has a high-quality teacher on the first day of school. The current reality of education suggests that EPPs and districts cannot work in isolation if they plan on meeting the ever- evolving demand of ensuring all students have access to an excellent teacher while keeping up with the changing mandates of the teaching profession.

The Response — Mutual Partnership Between District and EPP

"As a result, a growing number of districts and teacher preparation programs have begun to form strong, bold, and mutually beneficial partnership to produce teacher candidates who better meet district needs. These partnerships, when done well, take significant time and resources on behalf of both organizations, but can also transform the work of partners, creating joint responsibility for the development of effective educators. And in addition to benefiting the institutions, such partnerships can create a seamless experience where new teachers grow, thrive, and advance student achievement" (Education First, 2016).

CTAPPs model emphasizes the need for partnership management and collaboration between EPPs and district stakeholders to engage, develop, maintain, and promote the priorities of the EPP in order to expand exceptional coaching, professional development, certification, partnership engagement, and program compliance that accelerates teacher effectiveness. In alignment, CTAPP offers the following goals for EPPs partnership strategy and approach with districts as outlined by Education First:

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Initiation

Step 1

Districts should understand their talent pipeline and discuss these needs with teacher preparation programs.

Step 2

Partners should set the initial vision and goals together, with a focus on relationship-building and trust.

Step 3

Partners should align on rubrics and key expectations for new teachers.

Step 4

Partners should commit to sharing and looking at data together to drive action.

Implementation

Step 5

Partners should commit to sharing and looking at data together to drive action.

Step 6

Partners should ensure coursework matches clinical experience and district language.

Step 7

Partners should communicate and meet frequently.

Step 8

Partners should collaborate on campuses together.

Continuous Improvement

Step 9

Partners should be open to change, and regularly step back to discuss progress and challenges.

Step 10

Partners should ensure that district needs drive shifts in EPPs' pipelines, structures, and systems and systems.

Incorporating formal, informal, and contractual partnership processes on both the district and campus levels of an organization promotes a sustainable and scalable educator preparation program and ensures optimal alignment between EPP and district support.

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Appendix A

6 Criteria of High-Quality EPP Mentoring Programs Aligned to TAC and/or TEC

Key Criteria	TEC and TAC Alignment
Stakeholder Collaboration	TAC §228.20(b) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools.
Mentor Selection	TEC §21.458 (b) and TAC §153.1011(c) state that in order to serve as a mentor teacher, he or she must have a minimum of three years of teaching experience with a superior record of assisting students in achieving improvement in student performance, completed a research-based mentor and induction training program approved by the Commissioner, and completed a mentor-training program provided by the district.
Mentor Assignment	TEC §21.458 (a) and TAC §153.1011(d) state that each school district may assign a mentor teacher to a beginning teacher. For a teacher to be assigned as mentor teacher, the teacher must: • to the extent applicable, teach in the same school; • to the extent applicable, teach the same subject or grade level as applicable; and • have completed a Commissioner-approved and district-approved mentor-training program.
Mentor Training	TEC §21.458 and TAC §153.1011 state that to become a mentor, one must complete a research-based training program approved by the Commissioner of Education and a district must provide mentor training.
Mentor Roles and Responsibilities	TAC §153.1011(e) states that mentor teachers must: • participate in beginning teacher orientation; • meet weekly with the beginning teacher; • maintain documentation of mentor/beginning teacher activities, • attend regularly scheduled campus mentor support meetings and trainings; • provide support to beginning teachers in collecting and analyzing student data, classroom management, curriculum planning, and other activities related to pedagogy and improved student achievement; • conduct observations and assessments of the beginning teacher; and • complete all requirements of the school district's beginning teacher and induction and mentoring program.
Program Evaluation	TEC §21.458(e) directs the Commissioner of Education to report to the Legislature regarding the effectiveness of school district mentoring program each year.

Stay Connected

The Center for Transforming Alternative Preparation Pathways (CTAPP) at Dallas College provides its technical assistance services to selected members of its Transformation Fellowship. These fellows receive three-years of transformation support plan, as well as funding to support financial sustainability for the new systems and structures co-created alongside CTAPP. CTAPP aims to disrupt inequities for PK-12 students, specifically those in historically marginalized or underserved low-income communities.

In order to learn more about CTAPP's work, or how you can become involved, please connect with us on one of the following platforms. We look forward to growing our footprint in Texas and to impacting positive outcomes for PK-12 students across the state.

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