



# Our Learning Objectives for Today:

- Understand the purpose and benefits of mentorship for new teachers.
- Comprehend the funding provisions under Title II, Part A of the, Every Student Succeeds Act (ESSA).
- Understand the goals and outcomes of using these federal funds for mentorship.
- Learn about the state-specific requirements for mentorship programs.
- Collaborate with peers to develop program components and strategies.

# Agenda

1. Mentorship for New to Career Teachers
2. Title II, Part A Goals and Outcomes
3. ESSA Title II, Part A – Mentoring Allowances
4. New Mexico Requirements for Mentorship Programs
5. Participation Activity
6. Conclusion and Q & A

# Definitions

## DEFINITIONS:

- A. **“First-year teacher”** means a teacher in their first year of teaching in a New Mexico public school as a teacher of record, holding a New Mexico teaching license. Public school districts and charters may, at their discretion, extend this definition to include teachers in their first year as teacher of record in their school who may have had prior teaching experience in another school.
  
- B. **“Designated mentor”** means a level 2 or level 3 teacher who:
  - (1) has earned an effectiveness rating of highly effective or exemplary as determined by the state’s educator effectiveness evaluation system, NMTEACH, as outlined in 6.69.8 NMAC, for at least one of the two most recent years;
  
  - (2) is a nationally board certified teacher and has earned an effectiveness rating of effective as determined by the state’s educator effectiveness evaluation system, NMTEACH, as outlined in 6.69.8 NMAC, for at least one of the most recent two years; or
  
  - (3) is assigned by the department in situations where no qualifying mentor is available.

[6.60.10.7 NMAC - Rp, 6.60.10.7 NMAC, 7/1/2019]

# Mentorship - New to Career Teachers

## Purpose of Mentorship:

- Support and guide new teachers in their transition.
- Foster professional growth and development.
- Enhance teaching effectiveness and job satisfaction.

## Benefits for New Teachers:

- Access to experienced educators' insights and expertise.
- Increased confidence in classroom management and instructional strategies.
- Accelerated professional and personal growth.



# Title II, Part A - Goals and Outcomes



- Improve teacher retention rates
- Foster a supportive and collaborative teaching environment
- Enhance student learning outcomes through better-equipped teachers



# ESSA Title II, Part A Mentorship Allowances

- Enhance teacher quality and effectiveness
- Support professional development for educators
- Retain educators



## Allowable Uses of Funds:

- Stipends for Mentors
- Training for Mentors
- Resource Allocation
- Collaborative Activities
- Substitutes for Observation and Feedback



[ESSA Section 2301 - Supplement, not Supplant Provision](#)

# Mentorship Reimbursements

Category	Required Documentation
<b>Identification Information</b>	- Name of the Teacher- License- School- Subject- Grade Level- Stipend Amount (Section 8 of the TIIA Application)
<b>Documentation of Mentoring Activities</b>	- Records of observations- Mentoring schedule- Procedures and other relevant activities
<b>Approved Mentor/Teacher Leader Job Description</b>	- Job description for the mentor or teacher leader (if applicable) attached in Section 14 of the TIIA Application
<b>Proof of Title II, Part A Federal Program Director Authorization</b>	- Documentation from the TIIA application
<b>Time and Effort Documentation</b>	- Compliance with 2 CFR 200.430(i) for both teachers and substitute teachers if paid out of Title II-A funds



# Mentorship Reimbursements cont'd

Category	Required Documentation
Compensation for Mentors	- Payment details for mentors; stipend
Professional Development Costs	- Documentation of expenses for training mentors and new teachers, including workshops, seminars, and other professional learning activities
Administrative Costs/Indirect Costs	- Documentation related to the administration and coordination of the mentorship program
Materials and Resources	- Documentation of funds spent on materials, resources, and tools needed to support the mentoring activities
Evaluation and Reporting	- Costs associated with evaluating the program's effectiveness and reporting the results to the relevant authorities
Substitute Teachers	- Payment logs for substitute teachers to cover the time mentors and new teachers spend in training and mentoring activities

# “How can using Title II, Part A funds for a Mentorship Program ensure student success?”

## Implementation of Strategies

1. Comprehensive Induction Programs
2. Evidence-Based Practices
3. Collaborative Learning Communities
4. Ongoing Professional Development
5. Clear Communication
6. Focus on Student Achievement
7. Supportive Leadership

# Mentors – Critical to New Teachers

- Reduce Attrition
- Enhance Teaching Skills
- Build Confidence
- Promotes Professional Growth



# Selection of Effective Mentors

## Professional Competence and Experience:

Mentors should have a strong track record of effective teaching, a deep understanding of student learning standards, and a repertoire of instructional strategies to meet the needs of diverse learners.

## Attitude and Dispositions:

Mentors should exhibit a strong commitment to the profession, a willingness to serve as role models, and a positive attitude towards sharing information and ideas with colleagues.

## Communication Skills:

Effective mentors should have excellent communication skills to provide clear and constructive feedback to new teachers.

## Interpersonal Skills:

Mentors should be able to build strong, supportive relationships with new teachers, fostering a positive and collaborative environment.

## Knowledge of Assessment:

Mentors should be proficient in using both formative and summative assessments to gauge student learning and adjust instruction accordingly.

# Innovative Methods for Training New Teachers

## Professional Development Workshops

- **Interactive Training:** Engaging workshops focused on practical teaching strategies and classroom management.
- **Expert Speakers:** Sessions led by experienced educators and industry experts to provide fresh insights.



## Mentorship Programs

- **One-on-One Support:** Personalized guidance from experienced mentors.
- **Ongoing Feedback:** Regular meetings and feedback to help new teachers improve.



## Collaborative Learning Communities

- **Peer Collaboration:** Groups of teachers working together to share ideas and solve problems.
- **Professional Learning Communities:** Focused groups on specific subjects, grade levels, or teaching strategies.



# Innovative Methods for Training New Teachers

## Cont'd

### Online Professional Development

- **Flexible Learning:** Access to online courses and webinars that fit teachers' schedules.
- **Diverse Topics:** A wide range of subjects from classroom technology to advanced pedagogy.



### Access to Online Instructional Coaching

- **Virtual Coaching:** Guidance and feedback through online platforms.
- **Real-Time Support:** Immediate support and resources to address classroom challenges.



### Peer Observation and Feedback

- **Observation Opportunities:** Learning new techniques by observing peers in action.
- **Constructive Feedback:** Structured feedback sessions focusing on strengths and areas for improvement.



### Induction Programs

- **Comprehensive Orientation:** Programs that help new teachers acclimate to the school environment and culture.
- **Support Network:** Building a network of support among new teachers, mentors, and administrators.

NMAC 6.60.10





# New Mexico Requirements - Mentorship Programs

## New Mexico Administrative Code 6.60.10.8

### - Submission Requirements:

- Public school districts, charter schools, or state educational institutions must submit a proposed teacher mentorship program.

### - Alignment and Support:

- The program must align with and support the institution's long-range plan for student success.

### - Competency Requirements:

- Programs must align with the state's educator effectiveness evaluation system (NMTEACH/Elevate NM) and other department regulations and guidance.

[NMAC 6.69.8](#)

# Requirements for Teacher Mentorship Programs

**6.60.10.8 REQUIREMENTS FOR TEACHER MENTORSHIP PROGRAMS:** All mentorship programs must receive initial approval from the director prior to the first year of implementation and each year thereafter. To receive approval, public school districts, charter schools, or state educational institutions shall submit a proposed teacher mentorship program that aligns with and supports the public school district's, charter school's, or state educational institution's long range plan for student success. Teacher mentorship programs shall align with all competencies outlined in the state's educator effectiveness evaluation system, **NMTEACH**, in accordance with 6.69.8 NMAC, and all other competencies outlined in department regulation and guidance. The proposal shall describe how this mandatory teacher mentorship program for first-year teachers addresses the following.

- A. Individual support for first-year teachers from designated mentors shall be aligned to all competencies outlined in the **NMTEACH** system and also include, at a minimum:
  - (1) instructional material development in alignment with department-approved standards;
  - (2) culturally and linguistically responsive, as defined by the department, lesson planning and lesson design appropriate for all diverse learners, including English learners and students with disabilities;
  - (3) development and administration of formative and benchmark student academic assessments;
  - (4) individual instructional conferences with students;
  - (5) individual conferences with parents and families, specifically to discuss student achievement, assessment scores, and college and career readiness; and
  - (6) classroom observation protocol.
- B. Structured and evidence-based training activities for designated mentors, which shall include the following, at a minimum:
  - (1) identifying and addressing the needs of first-year teachers;
  - (2) developing mentorship relationships;
  - (3) evaluating mentees using observation domains outlined in **NMTEACH**; and
  - (4) documenting teacher growth aligned with the **NMTEACH** system and rubrics.
- C. Structured process for selection of designated mentors shall include:
  - (1) selection criteria and process; and
  - (2) criteria of evaluation for the efficacy of the mentor.
- D. Compensation provided to designated mentors, as determined by the relevant public school district, charter school, or state educational institution. Pursuant to Section 22-10A-4 NMSA 1978, a level 3-A license is the highest level of teaching licensure for those teachers who choose to advance as instructional leaders in the teaching profession and undertake greater responsibilities such as curriculum development, peer intervention and mentoring. LEAs may increase compensation for level 3-A license teachers.
- E. Mentor quality, specifically guaranteeing that all designated mentors will be a level 2 or level 3 teacher who:
  - (1) has earned an effectiveness rating of highly effective or exemplary as determined by the state's educator effectiveness evaluation system, **NMTEACH**, as outlined in 6.69.8 NMAC, for at least one of the two most recent years;
  - (2) is a nationally board certified teacher and has earned an effectiveness rating of effective as determined by the state's educator effectiveness evaluation system, **NMTEACH**, as outlined in 6.69.8 NMAC, for at least one of the most recent two years; or
  - (3) is assigned by the department in situations where no qualifying mentor is available.
- F. Requirements to complete a mentorship program.
- G. Programming that is at least one year in length and includes provisions whereby support for an additional one or two years may be provided to teachers who do not successfully complete the first-year teacher mentorship program and continue to be employed in the public school district, charter school, or state educational institution.

[6.60.10.8 NMAC - Rd. 6.60.10.8 NMAC. 7/1/2019]

[TII-A Sample and Resources Folder](#)

[New Mexico Administrative Code 6.60.10.8](#)

# Program Completion & Annual Reporting in NOVA

## PROGRAM COMPLETION

### Minimum Requirement

- 1-year teacher mentorship program

### Eligibility

- Level 2 License

### Determination of Success

- Successful completion made by the public school district or charter school

## CURRENT REPORTING

### Data Maintenance & Surveys Administration

- Each LEA must maintain teacher evaluations

### Department Annual Report

#### Data Compilation and Analysis

- Nova Reporting - 80<sup>th</sup> day

# Participant Activity

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What plans has your district or school implemented to meet the requirements of NMAC 6.60.10 Mentorship Programs for [new] Teachers?

# Conclusion

- Importance of Mentorship for new-to-career teachers
  - ✓ Higher retention rates
  - ✓ Improved student outcomes
  - ✓ Supportive and collaborative educational environment
- **Call to action:** How will participants apply these concepts in their own schools or districts?

# Resources

- ESSA Title II, Part A ([20 U.S.C. § 6601](#) et seq.)
- New Mexico Administrative Code: [6.60.10](#)
- [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#)
- Title II-A Google Drive – [TII-A Sample and Resources Folder](#)
- [Canvas Course on Title II-A](#)

# Questions?





# *Title II Staff Contact Information*

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