Chapter 153, Subchapter BB, Professional Development

Chap.	Ext.	Issue	Desired Change	Rationale	Focus Group Comments	TEC	Agency Response
153		Mentoring Beginning Teacher = Grant	Not flexible enough for small school districts	Some schools only have one teacher per subject per grade	No additional comments	21.458	Neither the statue nor rule is limiting regarding flexibility for small schools and one teacher per subject.
153	1101	Beginning Teacher Induction and Mentoring Program (a)(6) Mentor teachers are not necessarily needed for teachers with a new specific assignments when they've been the profession for many years. (c)(1)the term "superior record" is too vague (e)The term "must" is too strong and may not be practical in all situations (f)(2) the funds should not be allowed only for "release time"	(a)(6) Should stay as "profession" (c)(1) To the extent practicable have a minimum of three year of teaching experience with a proficient to exceed rating on a district approved teacher evaluation instrument. (e) Duties of a mentor teacher, to the extent praticable, include: Delete, a mentor teacher must. (f)(2) delete the word "release"	(a)(6) the word assignment is too specific. (c)(1) the change describes the required quality more specifically (e) allows more flexibility for the campuses (f)(2) allows flexibility for use of funds to support new teachers.	No additional comments	21.458	Statutory change required. The changes to c(1) (e) and f(2) would require statutory change. Neither statute nor rule is limiting regarding (a)(6).
153	1011	This chapter allows for 1st year teachers only to have a paid mentor.	Would like to see this expand to a 2nd year where the 2nd year teachers receive a paid mentor.	Second year teachers for the most part become more focused on the curriculum and instruction. This would help retain good teachers to the district as well.	No additional comments	21.458	Rule includes 2nd year teacher. Additional years would require statutory change.

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153	1011	(c) Qualifications of a mentor teacher. To serve as a mentor teacher, a teacher must: (2) complete "a research-based mentor and induction training program approved by the commissioner." The issue is a lack of definition of "a research-based mentor and induction training program approved by the commissioner."	Clearly delineate program charateristics (i.e., state the essential elements of this training program.)	This change would enable the district to ensure compliance with the rule.	No additional comments	21.458	The definition for research based is included in the training program RFQ. Additional guidance will be provided in the FAQ.
153	1011	Definition 3 should read differently	Should say "classroom teacher who has less than 2 years teaching experience in the subject or grade level to which the teacher is assigned". Like it says in #2 Omit #3 in qualifications of a mentor teacher	If a teacher completes training provided by the commissioner, the district should not have to provide additional training.	No additional comments	21.458	Agree in part regarding the classroom teacher who has less than two years experience. The agency will update the FAQ to provide additional guidance. Disagree in regard to the request to omit #3 in mentor teacher qualifications. Statutory change is required.
153	1011	The current rule should be kept as is. It meets the enabling statute's requirement that the commissioner adopt rules for the distribution of grants as well as provides important standards/timelines regarding payment of stipends to Master Reading teachers.	No change.	Keeping the current rule as is serves the important function of meeting the enabling statute's requirement that the commissioner adopt rules for the distribution of grants as well as provides important standards/timelines regarding payment of stipends to Master Reading teachers.	No additional comments	21.458	No change requested.

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153	1013	The current rule should be kept as is. It meets the enabling statute's requirement that the commissioner adopt rules for the distribution of grants as well as provides important standards/timelines regarding payment of stipends to Master Math teachers.	No change.	Keeping the current rule as is serves the important function of meeting the enabling statute's requirement that the commissioner adopt rules for the distribution of grants as well as provides important standards/timelines regarding payment of stipends to Master Math teachers.	No additional comments	21.458	No change requested.
153	1011	Keep the current rule as is. The rule serves the important function of identifying key components of mentoring programs, including qualifications, assignment and duties of mentor teachers.	No change.	Keeping the current rule as is helps ensure consistency and quality in mentoring programs implemented by school districts under this program.	No additional comments	21.458	No change requested.
153	153 BB	Mentoring Beginning Teacher = Grant	Not flexible enough for small school districts	Some schools only have one teacher per subject per grade	No additional comments	21.458	Neither the statue or rule is limiting regarding flexibility for small schools and one teacher per subject.
153	1011 (f)	districts would like more flexibility in using the funds	add a (4) mentor teacher base salary (5) stipends for mentee teachers for attending shared professional development	more flexibility for districts	No additional comments	21.458	Statutory change required.

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153	1011(f)	BTIM grant requires administrator training in working with new teachers, however, this rule does not mention allocation of funds for training administrators. This results in a situation where training for administrators is required, yet grant funds may not be used for the required training.	Add an item, (f)(4), stating the following: may include professional development for administrators in supporting new teachers, adult learning theory, and supporting new teacher mentors	Will allow allocation of grant funds for required administrator training	No additional comments	21.458	Statutory change required.
153	1011	Beginning Teacher Induction and Mentoring Program (a)(2) New Teachers who have previous experience outside the specific subject or grade level to which they are now assigned, may not need mentoring.	(a)(2) delete “in the subject or grade level to which the teacher is assigned”	(a)(2) Providing a mentor for experienced teachers who don't need one is a waste of resources.	No additional comments	21.458	Neither the statue or rule is limiting regarding (a)(2).
153	1101	Beginning Teacher Induction and Mentoring Program (a)(6) Mentor teachers are not necessarily needed for teachers with a new specific assignments when they've been the profession for many years. (c)(1)the term "superior record" is too vague (e)The term "must" is too strong and may not be practical in all situations (f)(2) the funds should not be allowed only for "release time"	(a)(6) Should stay as "profession" (c)(1) To the extent practicable have a minimum of three year of teaching experience with a proficient to exceed rating on a district approved teacher evaluation instrument. (e) Duties of a mentor teacher, to the extent praticable, include: Delete, a mentor teacher must. (f)(2) delete the word "release"	(a)(6) the word assignment is too specific. (c)(1) the change describes the required quality more specifically (e) allows more flexibility for the campuses (f)(2) allows flexibility for use of funds to support new teachers.	No additional comments	21.458	Statutory change required. The changes to c(1) (e) and f(2) would require statutory change. Neither statute or rule is limiting regarding (a)(6).