

AN OVERVIEW OF THE ALABAMA TEACHER MENTOR PROGRAM



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THE “WHY” OF THE ALABAMA TEACHER INDUCTION & MENTOR PROGRAM

General Overview

In 2004, the Alabama Legislature passed a resolution establishing the Alabama Teacher Mentor Program.

Nationwide, it is estimated that anywhere from 10% to 50% of new teachers leave the teaching profession by the fifth year of entering the profession.

The State of Alabama now more than ever is poised to mitigate the problem through teacher **induction, mentoring, recruitment and retention.**



THE “WHY” OF THE ALABAMA TEACHER INDUCTION & MENTOR PROGRAM CONT.



The ATMP was set up to provide a framework for LEAs in their effort to mitigate teacher attrition due to a lack of mentoring support.

State Context

Alabama, like states across the nation, is experiencing teacher shortages especially, in hard-to-staff rural counties and hard-to-staff areas including special education, mathematics, science, English language arts, and career and technical education.



ATMP VISION & MISSION



Vision

We believe that formal, comprehensive induction and mentoring programs accelerate the successful transition of new teachers into the teaching profession. The bedrock of quality education for **all students** lies in providing exceptional instruction.



Mission

We support the **recruitment** and **retention** of skilled teachers by leveraging the expertise of veteran teachers to mentor novice teachers.



Who is a mentee teacher?

Class B
Class A
Class AA

Bachelor's
Equivalent
Technical
Education
Degree Equivalent
Career & Technical
Certificate

Career & Technical
Temporary
Certificate
Emergency
Certificate
Provisional
Certificate in a
Teaching Field

Interim
Employment
Certificate
Temporary Special
Education
Certificate
Career & Technical
Temporary
Certificate

A mentee is a first and or second-year teacher without prior teaching experience. The district liaison is responsible for the accuracy of the data.



Who is a mentee teacher?

Conditional
Certificate in a
Teaching Field

Degree Equivalent
Career & Technical
Certificate

Early Childhood
Development
Certificate

Emergency
Certificate in a
teaching field

Emergency
Certificate in a
teaching field

Interim
Employment
Certificate in a
teaching field

Interim
Employment
Certificate in a
teaching field

Temporary Special
Education
Certificate:
pursuing the
Special Education
Certificate pathway

A mentee is a first and or second-year teacher without prior teaching experience. The district liaison is responsible for the accuracy of the data.



Who is a mentor teacher?

- A teacher with a minimum of three years of successful teaching experience

A teacher whose evaluations demonstrate:

- Effective instruction and pedagogical standards
- Strong formative and summative practice
- Attention to diversity and equity
- Continued professional learning
- Adult learning
- Effective interpersonal and leadership skills
- Utilization of technology in the learning environment

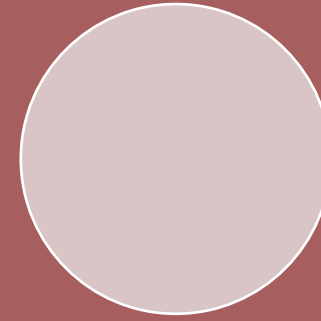
MENTOR: MENTEE RATIO



An academic teacher may be assigned only one mentee.



A CTE teacher may mentor no more than two mentees.



A retired teacher may mentor up to five mentees



ATMP FUND ALLOCATION

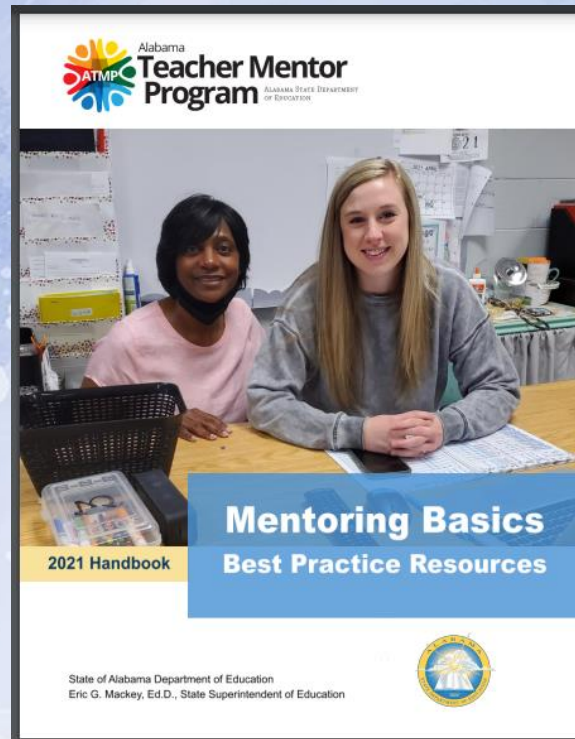
The ATMP disburses to LEAs a \$1200 stipend for each mentor with an assigned mentee

The mentor **MUST** be paid \$500 at the end of each semester

The remaining \$100 per semester is paid to the LEA to cover fringe benefits



Program Guidelines



Click [HERE](#) to
access the ATMP
Handbook.



ATMP WEBPAGE

- Reports
- Resources
 - Presentations
 - Standards of Effective Mentoring Program
 - Roles and Responsibilities of the District Liaison
 - Monthly Guidelines
 - Mentoring Confidentiality Agreement
 - Submissions
 - Important Dates
 - Archived
 - *This webpage is under revision*



Roles and Responsibilities of the District Liaison

- Successfully complete the Alabama Teacher Mentor Training provided by the ALSDE
- Communicate with the ALSDE staff
- Coordinate mentor training and support:
 - A. Initial training for all mentors in their school system prior to the beginning of the school year.
 - B. Follow-up training for mentors as suggested by the ALSDE.
 - C. The Alabama Quality Teaching Standards and assist them in using these standards for personal reflection, self-assessment, and improvement planning—and in the mentoring of their new teachers.



ACCOUNTABILITY MEASURES

- LEAs must validate the mentor-mentee list
- Mentors are to log a **minimum of 2.5 weekly** contact hours with mentees
- Mentors and mentees are to complete the ATMP First and Second Semester Surveys.
- Mentors complete the Alabama Core Mentor Observation Tool at least twice a year
- LEAs are to create a district-level ATMP Plan
- LEAs are to submit teacher retention data to the ATMP
- Participate in ATMP meetings every other month
- LEAs must maintain the aforementioned documents for auditing purposes

***The Alabama State Department of Education will not release stipends without meeting the accountability measures.**



REQUIRED ACTIONS

Action	Responsible Party	Frequency	Due
Alabama Core Mentor Observation Tool	Mentors	Twice a Year: First and Second Semester	December 1 & May 31
ATMP First and Second-Semester Surveys	Mentees	Twice a Year: First and Second Semester	December 1 to December 15, & May 15 to May 31
ATMP First and Second-Semester Mentor Surveys	Mentors	Twice a year: First and Second Semester	December 1 to December 15, & May 15 to May 31
ATMP District Plan	District Liaisons	Once a Year	December 15

REQUIRED ACTIONS

Action	Responsible Party	Frequency	Due
ALACTE Survey for Employers of New Teachers	Administrators who supervise mentees. The survey is sent to the district liaison by the ALSDE for dissemination to the administrators. The administrators do not complete surveys for teachers not trained by an Alabama Educator Preparation Provider (institution).	Once a year	March 1 to March 31

REQUIRED ACTIONS

Action	Responsible Party	Frequency	Due
ALACTE Survey for In-Service Teachers	Mentees trained by an Alabama Educator Preparation Provider (institution) The survey is sent to the district liaison by the ALSDE for dissemination to the mentees. The survey is not open to individuals who trained outside the state.	Once a Year	March 1 to March 31
New Teacher Retention Data	District liaison and or the school system's human resource manager	Once a Year	June 15

Important Due Dates

- October 20
- November 30
- December 1–15
- December 15
- December 15
- January 31
- March 1
- March 31
- May 15
- May 31
- May 31
- June 15
- Submit the Mentor-Mentee list for the first semester
- Sign the MoA via DocuSign
- Launch the ATMP Mentor-Mentee First-Semester Surveys
- Deadline to complete the first-semester Alabama Core Mentor Observation Tool
- Submit the LEA Mentoring Plan Deadline to complete the ATMP First-Semester Mentor-Mentee Surveys
- Deadline to submit the updated second-semester mentor-mentee list
- Launch the ALACTE Surveys
- Deadline to complete the ALACTE Surveys
- Launch the ATMP Mentor-Mentee Second-Semester Surveys
- Deadline to complete the ATMP Mentor-Mentee Second-Semester Surveys
- Deadline to submit the second-semester Alabama Core Mentor Observation Tool
- Deadline for submitting the Teacher Retention Data



Program Components

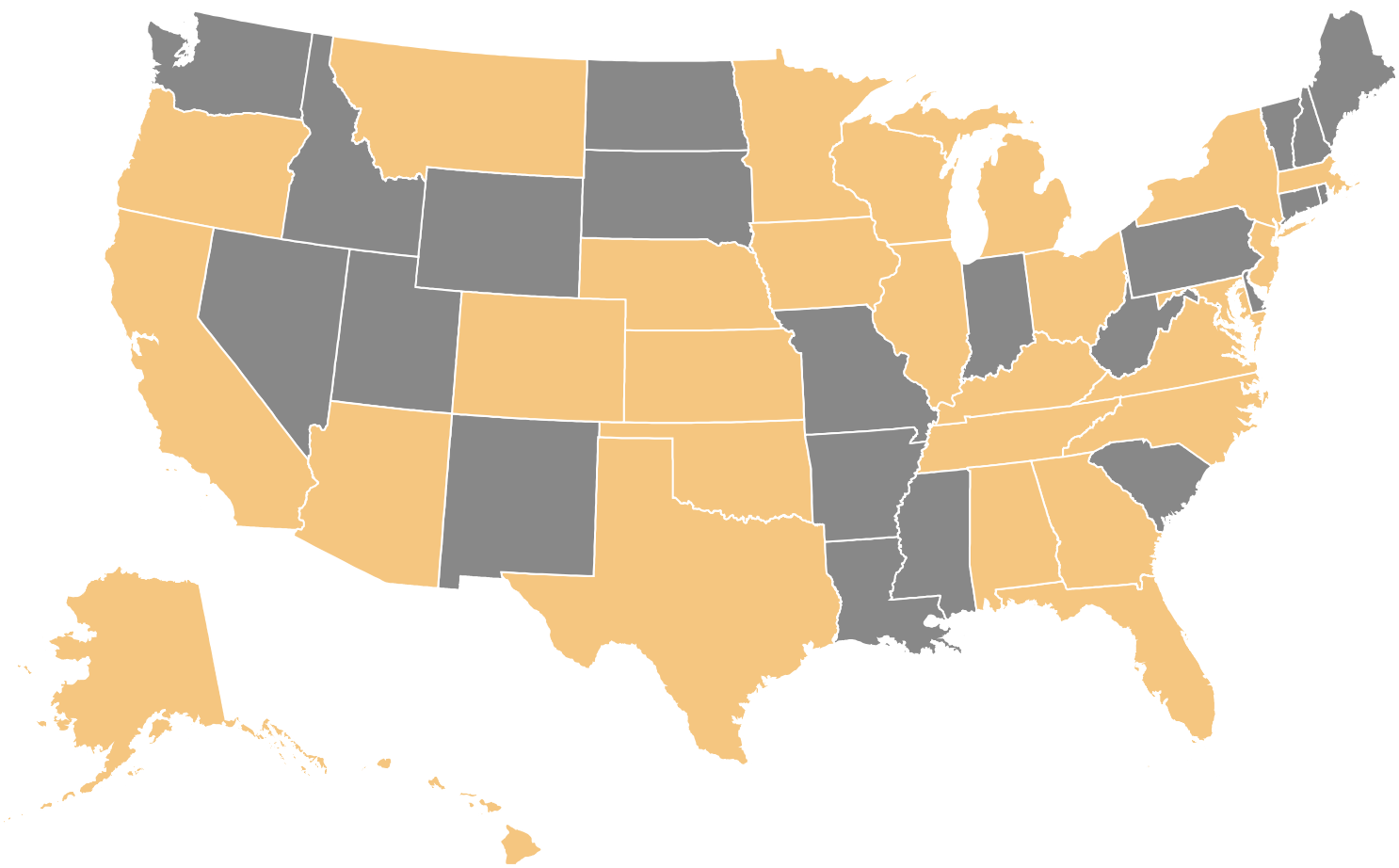


Partnership with the New Teacher Center (NTC)



NTC works nationwide to accelerate educator effectiveness

FY23 Total Reach



4.75M

students

285,000

teachers

29

states

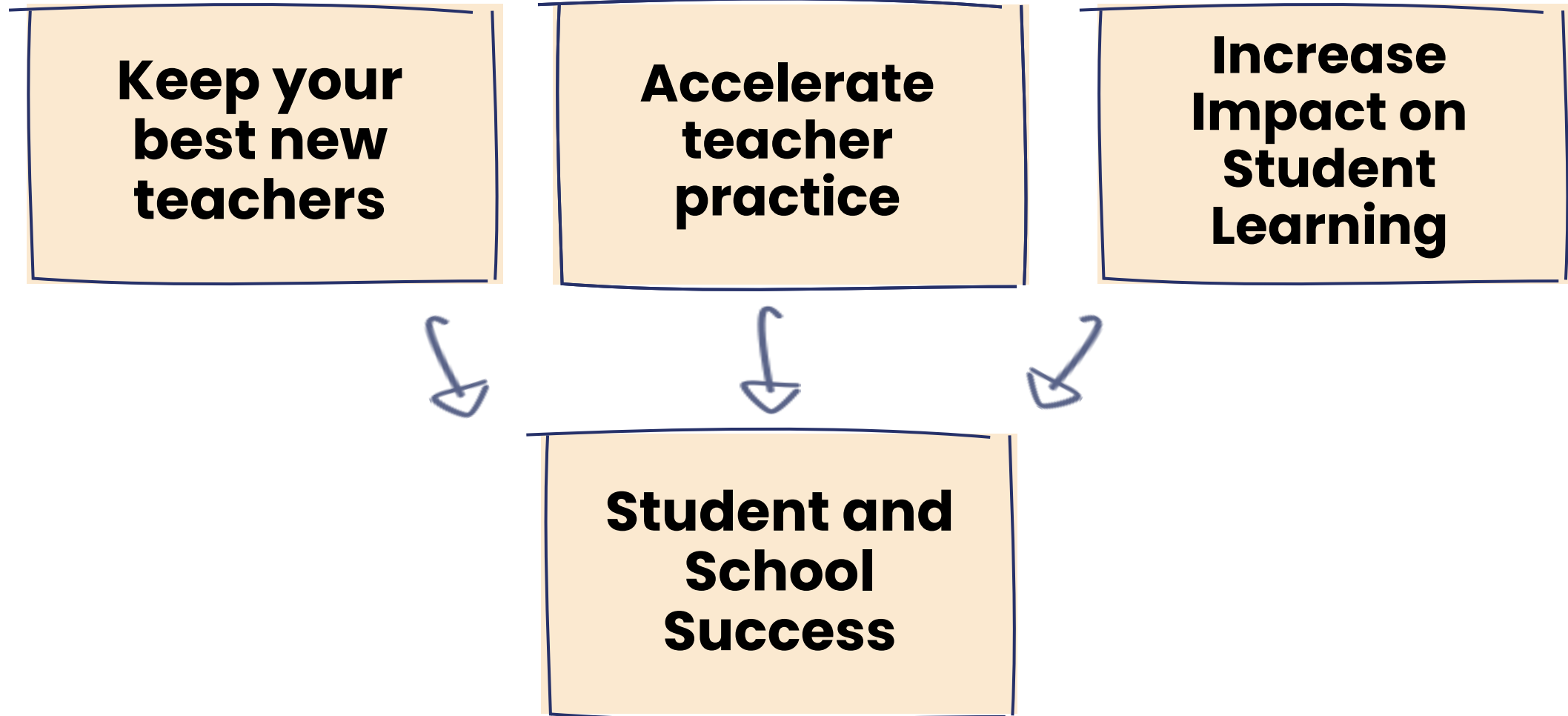
1,000+

school districts

9,400+

schools

Induction Program Goals



Why NTC: Results

NTC's coaching model has been evaluated through a randomized control trial, which is a rigorous experimental design known as the “gold standard” in education research. NTC's coaching model has been proven to accelerate teacher practice and narrow the achievement gap.

Students of NTC-supported new teachers in grades 4–8 gained up to **5 months of additional learning**.

Outside observers documented **significant shifts in teacher practice** in terms of student engagement and the use of assessment in instruction.

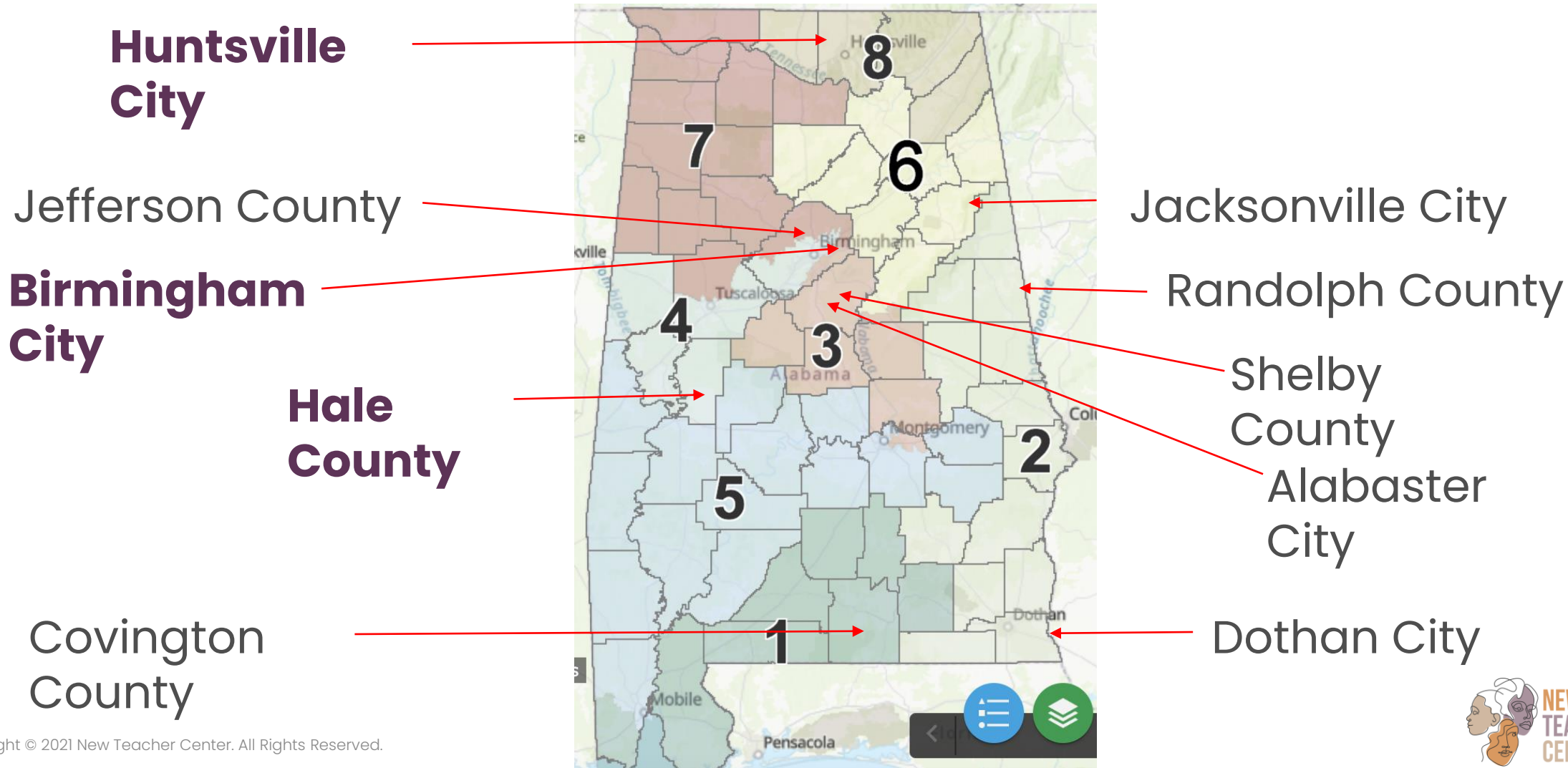
At the highest level of implementation, the NTC-supported teacher retention rate **increased by 30 percent**.

ATMP/NTC EXPANSION PROJECT

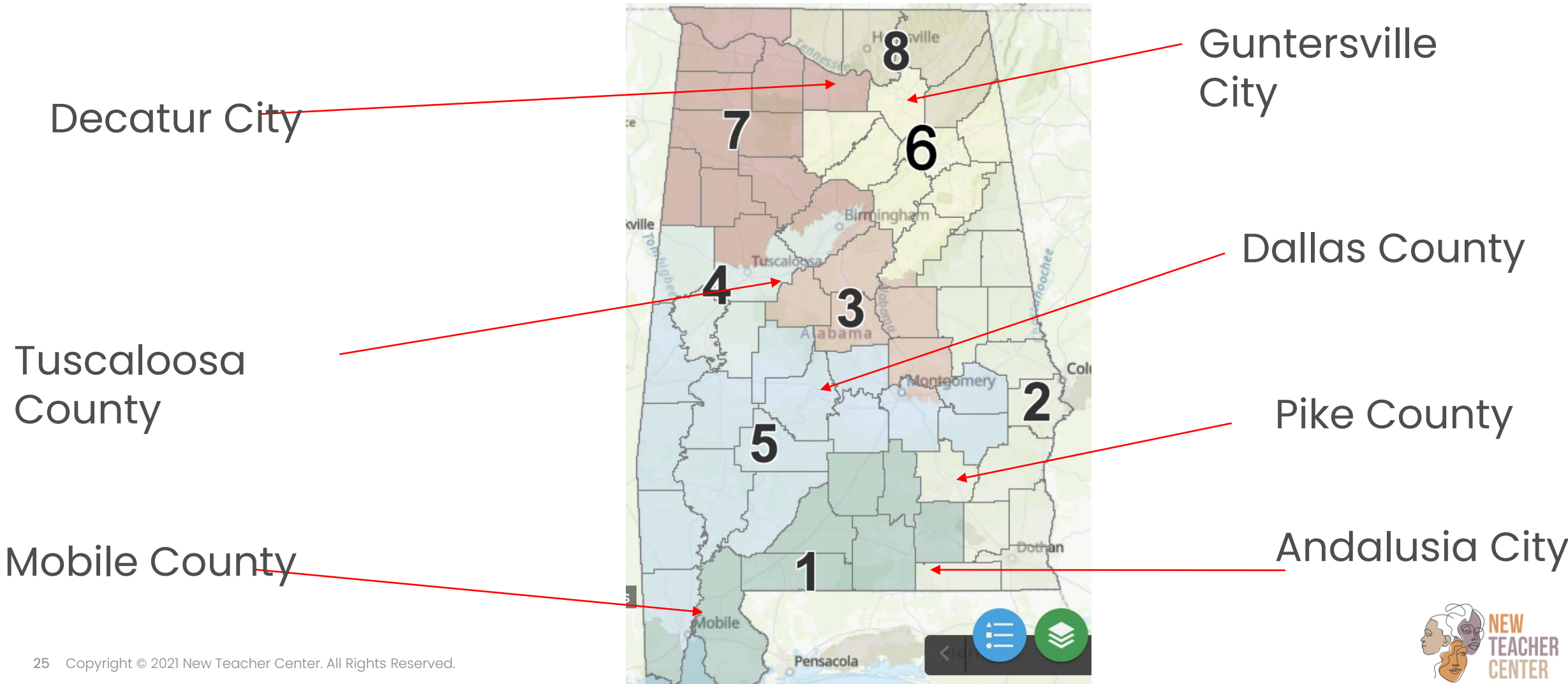
Building Capacity,
Standardization,
Equity, and
Sustainability



Expansion Cohort I Sites (2022-2023)



Expansion Cohort II Sites 2022-2023



Expansion Project Components

Expansion LEA Liaisons

- Co-facilitated delivery of the Foundational Institute for Mentors
- Co-facilitated Virtual Forums
- Consultation for Program Implementation
- Virtual Coaching with NTC

Expansion Mentors

- Foundational Institute for Mentors
- Virtual Forums
- Virtual Coaching Calls
- Differentiated Support
- Tool Usage in Kiano

“ACCESS FOR ALL” PROFESSIONAL LEARNING SERIES (DURATION: 90 MINS.)

December 7, 2023

[Zoom Link](#)

Meeting ID: 974 2965 8230

Passcode: 5941 4932

Session 1: Culture Matters

- Explain the various components of culture and its significance in classrooms across K-12 schools
- Explore how our own culture affects our teaching and classroom environment

February 8, 2024

[Zoom Link](#)

Meeting ID: 966 7820 3484

Passcode: 1134 6397

Session 2: Supporting Social-Emotional Learning (SEL)

- Understand and define Transformational SEL
- Understand how SEL shows up in the use of our coaching framework and tools
- Identify teacher practices that support SEL and entry points for coaching

"ACCESS FOR ALL" PROFESSIONAL LEARNING SERIES (DURATION: 90 MINS.)

April 11, 2024

[Zoom Link](#)

Meeting ID: 937 6096 9498

Passcode: 9213 6901

Session 3: SEL Signature Practices using CASEL

- Define, discuss, and understand CASEL's framework around SEL
- Discuss each of the competencies within the CASEL framework and discuss implications for leaders, teachers, and students in K-12 schools

June 6, 2024

[Zoom Link](#)

Meeting ID: 927 8078 6272

Passcode: 9603 3685

Session 4 Culturally Responsive Teaching

- Define what it means to be responsive to the identities and needs of all students
- Describe characteristics for culturally responsive teaching and strategies to use within a K-12 setting

“ACCESS FOR ALL” PROFESSIONAL LEARNING SERIES (DURATION: 90 MINS.)

August 8, 2024

[Zoom Link](#)

Meeting ID: 953 9005 0357

Passcode: 0321 0552

Session 5 Problem of Practice + Planning for 24-25 School Year (SY)

- Present problems of practice from the internal team to foster shared learning and collaboration
- Create a plan/support for launching the 24-25 SY with SEL embedded in our work

ATMP Program Effectiveness Survey Results

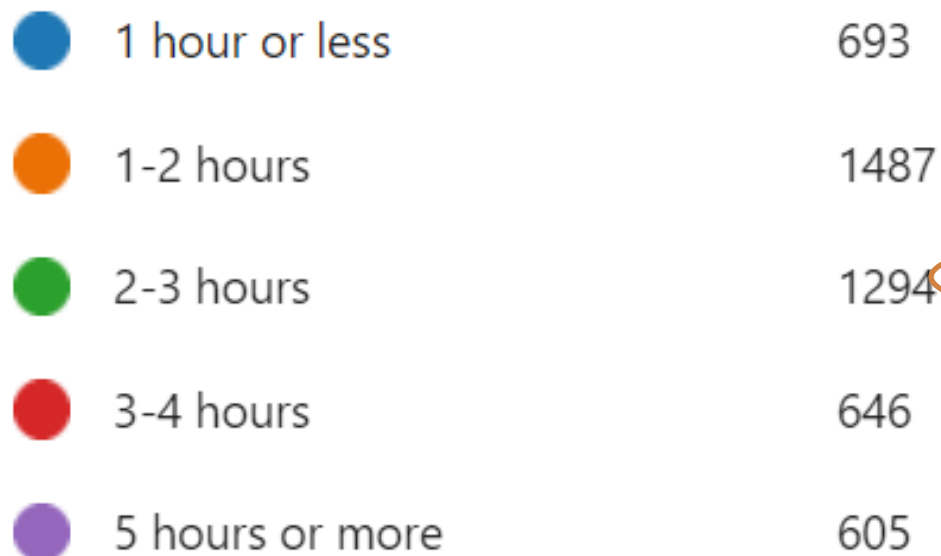


2022-2023 ATMP Mentor Post Survey Result

n=4,725

In a typical week, the total amount of time I spend with my mentee is

[More Details](#)



Recommended








2022-2023 ATMP Mentee Post Survey Response n=4,198

. How much time has your mentor spent with you each week?

[More Details](#)

 Insights

	1 hour or less	829
	1-2 hours	1167
	2-3 hours	913
	3-4 hours	582
	5 hours or more	707

Recommended




2022-2023 ATMP Mentor Post Survey Result

n=4,725

I have observed my mentee teaching in the classroom

[More Details](#)

 Insights

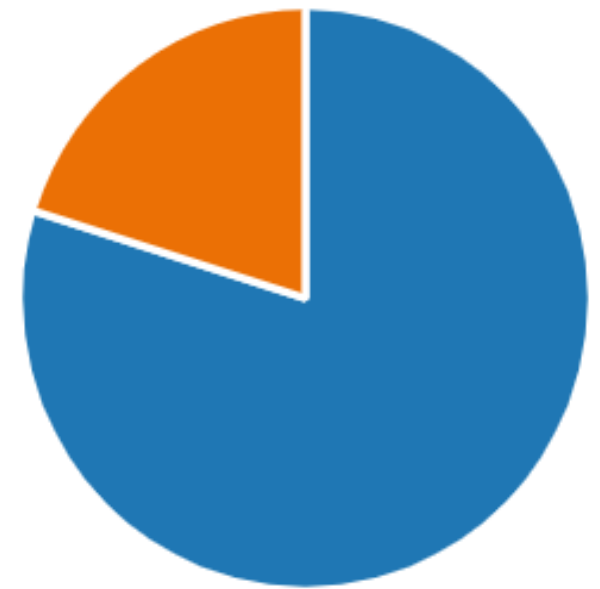
 Yes

3773

Best Practice

 No

952



2022-2023 ATMP Mentee Post Survey Response n=4,198

. Did your mentor observe you teaching in your classroom

[More Details](#)

 Insights

 Yes

3046

Best Practice

 No

1152








2022–2023 ATMP Mentor Post Survey Result

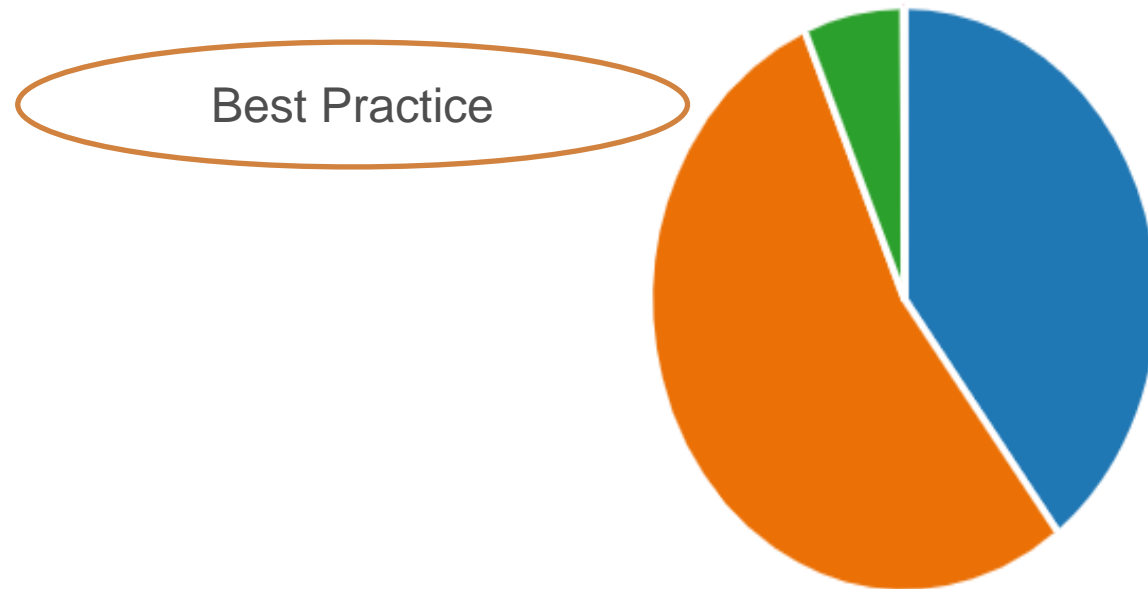
n=4,725

To what extent do you provide assistance to your mentee to support his or her effectiveness?

[More Details](#)

 Insights

	Extremely helpful	1874
	Helpful	2546
	Somewhat helpful	301
	Not helpful	4







2022-2023 ATMP Mentee Post Survey Response n=4,198

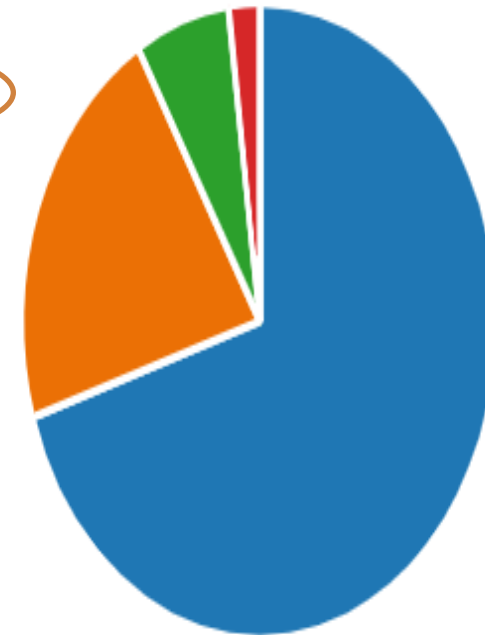
To what extent did the assistance provided by your mentor support you in classroom effectiveness?

[More Details](#)

 Insights

	Extremely helpful	2943
	Helpful	897
	Somewhat helpful	270
	Not helpful	88

Best Practice



IMPROVEMENT NEEDS



QUESTIONS



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