



2021 Handbook

Mentoring Basics

Best Practice Resources

About ATMP

The Alabama Teacher Mentor Program (ATMP) is a voluntary program open to local education agencies (LEAs) statewide in the state of Alabama. The Alabama Legislature provides the line-item funding for the ATMP on an annual basis. The ATMP provides LEAs with the structure to implement high-quality support to all new teachers in all schools with the focus to improve teacher effectiveness and reduce the rate of attrition and teacher turnover. The ATMP provides training and technical assistance to LEAs upon request. Also, the ATMP disseminates surveys to mentors and mentees for the purpose of gathering perception data used for evaluating program effectiveness.

The Alabama Teacher Mentor Program (ATMP) is located in the Office of Teaching and Leading Division of the Alabama State Department of Education. Questions regarding the program may be directed to Dr. Patience N. Oranika, Alabama Teacher Mentor Program.

Contact Us

Alabama State Department of Education

Office of Teaching and Leading

5202 Gordon Persons Building

P.O. Box 302101

Montgomery, AL 36104

Tel: (334) 694-4714

Fax: (334) 694-4983

Email: poranika@alsde.edu

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Cover photo: Jefferson County Schools

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Welcome

Patience Oranika, Ed.D, Office of Teaching and Leading

Welcome to the Alabama Teacher Mentor Program (ATMP), one of the many statewide initiatives designed by our State Department of Education to provide support for educators.

During the 2020 school year, the ATMP partnered with the education nonprofit [New Teacher Center \(NTC\)](#) to design a mentoring program pilot in eight schools representing the State Board of Education membership districts. Our decision to partner with NTC was based on its nationally recognized, research-based instructional mentoring model, which has been proven to increase teacher retention, accelerate new teacher practice, and improve student learning.



The pilot was designed to provide a foundation for building capacity across the state to cultivate, sustain, and retain early career teachers by leveraging the expertise of experienced colleagues. After a spring 2021 pilot launch of NTC professional learning with school leaders and mentors in the pilot sites, district liaisons will participate in additional training opportunities beginning in August 2021 and extending throughout the school year. This handbook is designed to capture the essence of this support and provide a roadmap for other schools and districts statewide interested in providing high-quality mentoring programs for their beginning teachers as they welcome them into the profession. Background on the ATMP and the context for this most recent pilot are outlined in the [Introduction](#).

I would be remiss if I did not acknowledge here the fortitude and dedication demonstrated by participants — school leaders, mentors, and beginning teachers — in all the pilot sites. As the COVID-19 pandemic forced educators and staff at every level of our education system to find new ways to serve students, the teachers and mentors in our pilot program went from in-person teaching to virtual and in some cases, hybrid, teaching modalities, encountering new challenges every day in meeting student needs. Under these circumstances, as one school leader put it, everyone, in essence, became a new teacher. Through it all, however, as the photographs from the pilot included throughout this handbook attest, mentors and teachers leaned in to their commitment to each other and their students, demonstrating boundless ingenuity to get the job done, including, even, holding outdoor meetings with participants sitting in the trunks of their vehicles! Kudos also to the school leaders without whom none of our efforts could be actualized at the local level. Hats off to you all!

The growth of the number of educators participating in the ATMP from fewer than 2,000 educators four years ago to more than 6,400 educators at the end of the 2020-21 school year is a testament to the buy-in of district-level leaders, including principals of the participating school systems and charter schools. Thank you for selecting the best of the best in your faculty to support each novice teacher in your school district and building. As we operationalize the lessons learned from the 2021 pilot about

what it takes to implement high-quality mentoring, we hope this handbook is a useful resource in enhancing your program. We also extend an invitation to districts across the state to reach out with questions about how we can help you best serve new teachers and mentors in your schools.

This work is not for the faint of heart. The teaching profession carries with it the awesome responsibility of curating student learning and shaping future generations. That is why we are grateful to all the newcomers to our noble profession and for all our dedicated and resilient mentor teachers, who are the backbone of this program. We commend you for all that you do.



Photos, left to right: Jefferson County Schools, Birmingham City Schools, Elmore County Schools

State Board of Education

DISTRICT 1



Jackie Zeigler

3071 Teal Court
Mobile, AL 36695
jzeigler3071@gmail.com
(251) 605-5139
Term Expires January 2021

DISTRICT 2



Tracie West

250 Cary Drive
Auburn, AL 36830
traciewest3@gmail.com
(334) 524-0880
Term Expires January 2023

DISTRICT 3



Stephanie Bell

3218 Lancaster Lane
Montgomery, AL 36106
stephaniewbell@gmail.com
(334) 272-2777
Term Expires January 2021

DISTRICT 4



Yvette M. Richardson, Ed.D.
Vice President

604 Sherwood Circle
Fairfield, AL 35604
yvetterichardson348@gmail.com
(205) 923-7262
Fax: (205) 923-6104
Term Expires January 2023

DISTRICT 5



Tonya S. Chestnut, Ph.D.

P.O. Box 302101
Montgomery, AL 36130
tonyaschestnut@gmail.com
(334) 327-8648
Term Expires January 2024

DISTRICT 6



Cynthia McCarty, Ph.D.

P.O. Box 407
DeArmanville, AL 36257
csmccarty60@gmail.com
(256) 310-6048
Term Expires January 2023

DISTRICT 7



Belinda McRae

P.O. Box 302101
Montgomery, AL 36130
Belinda9921@gmail.com
(205) 487-9008
Term Expires January 2024

DISTRICT 8



Wayne Reynolds, Ed.D.
President Pro Tem

14114 Muirfield Drive
Athens, AL 35613
drwaynereynolds@aol.com
(256) 509-4822
Term Expires January 2023



Gov. Kay Ivey
President

State Capitol, 600 Dexter Avenue
Montgomery, AL 36130
<http://governor.alabama.gov>
(334) 242-7100
Fax: (334) 353-0004



Eric G. Mackey, Ed.D.
Secretary and Executive Officer

50 North Ripley
Montgomery, AL 36104
www.alsde.edu
(334) 694-4900
Fax: (334) 694-4990

Alabama Achieves

Please see the introduction from Eric G. Mackey, Ed.D., State Superintendent of Education, and an overview of [Alabama Achieves: A New Plan for a New Decade](#) (2020) in the pages that follow as context for the work of the Alabama Teacher Mentor Program.

#AlabamaAchieves

Every Child. Every Chance. Every Day.



ALABAMA
Achieves
A Strategic Plan For A New Decade

THE ALABAMA STATE DEPARTMENT OF EDUCATION





The Alabama State Department of Education
P. O. Box 302101 · Montgomery, AL 36130
334-694-4900 · www.alsde.edu

Eric G. Mackey, Ed.D., State Superintendent of Education
May 2020

Alabama Achieves: A New Plan for a New Decade

Introduction from the Superintendent

Every Child, Every Chance, Every Day is not only our department's motto, but a guiding philosophy about the work that we undertake on behalf of the 725,000 children who cross the thresholds into our public schools every day. Our guiding philosophy is that *every child* should be afforded every chance to succeed in school and, thus, make wise choices every day leading to success in career, family, and life after high school. Indeed from the first day of kindergarten, all that we do in K-12 schools is designed to empower students through education, to open new opportunities and widen horizons, and, ultimately, to help them to use knowledge and experience to make wise decisions. Our aspiration is that with our support, all children will seize the opportunities, rise to the challenges, and overcome any barriers in their way.

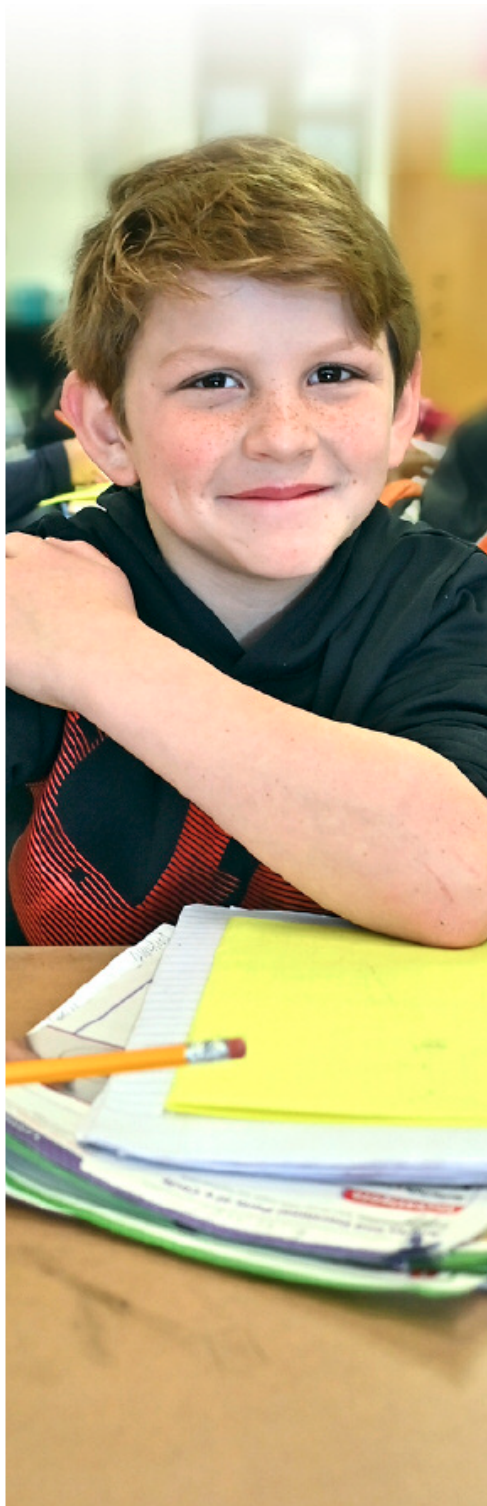
Along the way, we know children need to be exposed to a rigorous, challenging curriculum based on clear standards for learning. We know many of them will need extra help and tailored instruction, but all of them can benefit from personalized learning. We want all students to become accomplished readers who read for knowledge, read for pleasure, and read for growth in other academic subjects. We want them to achieve the heights of literacy as communicators through reading, writing, and speaking. We also want all students to become skillful mathematicians, capable of manipulating numbers and variables in order to solve complex problems. Mathematics is the language of science, computer science, and engineering. Numerate students can choose among an array of educational and career options in an increasingly technical world.

Even though the proverbial “3 Rs” are basic to a strong education, we recognize that the school experience is about so much more than just “reading, writing, and arithmetic.” We want all students to graduate into the world where they will be active and committed citizens and workers. As graduates, we want them to be people of high character – engaged, informed, involved in their communities and civic minded. We want them to respect others and to understand our foundations of representative democracy, rule of law, free enterprise, and separation of powers.

These are bold steps forward, but we believe that not only is it achievable, it is paramount to our work. Nevertheless, the diversity and complexity of our modern society introduce unique challenges to our students. Therefore, as the Alabama State Department of Education, we are committed to offering unique supports to our local schools and school systems so students in every school are taught by effective teachers who have the content knowledge and instructional skills to guide students to achieve at the highest levels. We will make every effort to ensure that these students benefit from safe, secure, and supportive learning environments.

The challenges we face in education are great, but the opportunities are many. Every time we consider the challenges, we are also reminded of the students whose lives are impacted in such powerful ways through our schools every day. As you review this comprehensive strategic plan, you too will be reminded of the faces of those children. They are, after all, the only reason we commit ourselves to achieving these lofty goals.



**Our Vision Statement:**

In the knowledge-based economy of the future, a dynamic, healthy, and prosperous Alabama will increasingly rely on the education of its population. The first step to realizing that vision is a high-performing system of public schools that challenges all children with world-class expectation for understanding English and its rich literature, mathematics, history, and the requirements of a democracy, the sciences, and the arts. Such a system demands educators with a deep understanding of the subject being taught, a personal allegiance to continuous self-improvement, and a commitment to helping all children find the success in school and in their lives thereafter.

It is our collective vision and plan to promote and support such an equitable, accountable, and just system.

Our Mission:

It is the Mission of the Alabama State Department of Education to be an agency of innovation, creativity, service, and accountability in order to support local schools and school systems as they undertake the important work of educating children in communities across this state.

Our Motto:

Every Child. Every Chance. Every Day.



Academic Growth and Achievement

Increase student outcomes in all academic areas with a focus on reading and mathematics.

College, Career, and Workforce Ready

Engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or workforce.

Safe and Supportive Learning Environment

Provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in every school.

Highly Effective Educators

Ensure highly effective educators are equipped with the content knowledge and teaching skills to address the needs of all learners in every school.

Customer-Friendly Services

Build a collaborative environment at the Alabama State Department of Education that provides, fast, reliable customer service for citizens, state leaders, and local education agencies.

Executive Summary

Alabama Achieves: A New Plan for a New Decade is Alabama's roadmap to answering many questions that continue to challenge our schools. We recognize academic achievement and the resulting positive student success aptly describe the student experience for many thousands of students in many hundreds of schools across the state. Nevertheless, we also recognize some schools lag behind their peers in academic achievement and even in the highest performing schools, some students face major challenges to learning. The inequities of achievement are largely affected by inequities in well-qualified teachers, resources, professional development, family and community supports, and a myriad of other quality issues.

Alabama Achieves addresses five overarching Strategic Priorities, or areas in which the Alabama State Department of Education will work to support local schools and school systems in the new decade and beyond. Without question, during this time many new opportunities and challenges will come our way, and as a living document, this plan will have to be adjusted to the prevailing needs of our schools. Our Strategic Priorities are designed to be broad and encompassing:

Academic Growth and Achievement – We will increase student outcomes in all academic areas with a focus on reading and mathematics. By providing high-quality academic standards, professional development, data analysis tools, and other resources, we will support our local schools and school systems to powerfully impact the lives of young people every day.

College, Career, and Workforce Ready – We will engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or the workforce. Utilizing cutting-edge research, professional development, and partnerships, we will make sure that students have expanded options and opportunities in every corner of the state.

Safe and Supportive Learning Environments –

We will work with our local school systems and their communities to provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in every school. We are committed to whole-child wellness and realize that we must embrace the need to provide optimal learning conditions to every community in the state.

Highly Effective Educators – We will ensure our schools are staffed with highly effective educators who are equipped with the content knowledge and teaching skills to address the needs of all learners in every school. At this onset of this decade, we face an unprecedented educator workforce shortage. We recognize the importance of working with our traditional models located within in-state educator preparation programs at institutions of higher education as we also seek out new alternative approaches to teacher recruitment, education, and development. We also know ongoing, high-quality, embedded professional development, and instructional coaching are additional keys to growing teacher and principal effectiveness.

Customer-Friendly Services – Build a collaborative environment at the Alabama State Department of Education that provides fast, reliable customer service for citizens, state leaders, and local education agencies. Unlike the others, this priority revolves around an internal look at the Department to make it a stronger and more pliable agency, responding quickly and efficiently to the needs of our local school systems, business and industry, and other needs of our citizens.

Finally, we are committed to measuring our progress toward goals associated with these strategic priorities. We will be transparent and accountable to our students, parents, policymakers, and citizens, tracking progress and reporting data on key measures back to the Alabama State Board of Education and the public.

Introduction

Alabama Teacher Mentor Program (ATMP)

Background

Nationwide, teacher turnover remains a persistent challenge for the field with anywhere from 10% to 50% of new teachers leaving the teaching profession by the fifth year in the classroom.* This problem is exacerbated in Alabama due to teacher shortages in rural counties and other hard-to-staff areas.

To address the issue, on June 10, 2004, the Alabama Legislature passed a resolution providing authorization for the State Department of Education to establish the Alabama Teacher Mentor Program (ATMP). The decision was based on the belief that the bedrock of a quality education for all students lies in providing exceptional instruction, with emphasis on recruiting, retaining, and investing in the professional growth of skilled teachers. The legislation reflected the research indicating that formal, comprehensive induction and mentoring programs accelerate the successful transition of new teachers into lifelong educators. Providing initial and ongoing support to new teachers is especially critical in reducing the turnover rate and keeping quality educators in the classroom and the profession.

In addition to the research, the legislation was based on feedback and recommendations from the [Task Force on Teacher Quality](#) and backed by data gathered from an initial two-year pilot of a statewide induction and mentoring program. The Task Force also articulated a [code of ethics for mentors](#) that included nine standards of excellence for adoption as markers of exemplary induction and mentoring programs. Historical quantitative and qualitative data from the ATMP indicate that the program has been successful in providing support for new teachers across the state.

2021–22 Pilot

In 2021–22, the Alabama Office of Teaching and Leading partnered with the [New Teacher Center \(NTC\)](#) to conduct a pilot providing comprehensive professional learning for mentors to extend its statewide programming in support of approximately 3,000 incoming new teachers and 3,000 mentors across the state's 143 school systems.

* Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute. Retrieved from: <https://learningpolicyinstitute.org/product/teacher-turnover>.

Ingersoll, R. (2001). *Teacher turnover, teacher shortages, and the organization of schools*. Philadelphia, PA: CPRE Research Reports. Retrieved from https://repository.upenn.edu/cpre_researchreports/12

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2012). *How teacher turnover harms student achievement*. CALDER Working Paper No. 70. Washington, DC: American Institutes for Research. Retrieved from: <https://caldercenter.org/sites/default/files/Ronfeldt-et-al.pdf>



The **Alabama Model Teacher Mentor Pilot Program** is designed to build capacity and provide a model for effectively leveraging experienced educators as induction mentors for their early-career colleagues and improving student learning across new teachers' classrooms. The pilot will serve as a roadmap for developing a high-quality statewide teacher mentoring program within districts in alignment with Alabama teaching and learning initiatives.

Pilot Objectives

- Customize a model Teacher Mentor Program that demonstrates best practices for cultivating, sustaining, and retaining early career educators in Alabama
- Establish consistent selection guidelines and capacity building requirements for teacher mentors across the state, with clear guidance and resources for multiple stakeholders
- Provide contextualized advisement/support to participating LEAs during the pilot phase

About This Handbook

This handbook is designed to provide basic mentoring guidelines and best practice resources to local education agencies (LEAs) across the state of Alabama. It takes a fresh look at practices and components of high-quality mentoring programs. We also will continue to draw from the wisdom contained in the [2003 Teacher Induction and Mentoring Manual](#). (For more information, see [Acknowledgments](#).)

In addition to state-specific contextual information, this handbook provides an overview of key components of the pilot program and additional resources from our pilot partner, [New Teacher Center](#). Based on the 2021-22 pilot, this first revision of the Alabama Teacher Mentor Program handbook is designed to provide best practice resources to guide and support implementation of high-quality mentoring programs with a focus on key components and conceptual foundations of the pilot program model. For the purposes of the pilot, the target audience for this version of the handbook is mentors and school leaders supporting mentors. Please watch this space for additional content to be added in the coming year with particular emphasis on guidance for LEAs. Comprehensive standards and core capabilities for teaching, mentoring practice, and mentor program implementation and other information

Photos, left to right: Bring Your Own Breakfast Mentoring Meeting, Birmingham City Schools, Elmore County Schools

provided by our pilot partner are accessible in the [New Teacher Center Foundational Resources](#) section. We invite you to review these resources for possible adaptation for your local context.

Finally, also included in [Appendix A](#) of this handbook are contributions from various sections of ALSDE, including document descriptors as well as web links for additional information regarding related initiatives.

Acknowledgments

The task of updating the Alabama Teacher Mentor (ATMP) handbook took the collaborative efforts of many in the Alabama State Department of Education as well as others outside the agency. The ATMP acknowledges the support of ALSDE leadership for its commitment to this program. Special thanks to Dr. Eric Mackey, State Superintendent, Mr. Andy Craig, Deputy State Superintendent of Education Administrative and Financial Services, and many others too numerous to name. We are most especially grateful to Dr. Jayne Meyer, Director, Office of Teaching and Leading, for her dedication and unwavering support for Alabama teachers. At every stage of our efforts to review and refresh the program, we have benefitted from Dr. Meyer's wisdom and institutional knowledge.

We are also grateful to many ALSDE staff for providing invaluable insight and support for the program, including Ms. Shelby Garrett, an exceptional administrative assistant. Thanks also to ALSDE accounting staff, especially the late Ms. Terri Herrington. We miss you, Terri. We would also like to thank Ms. Lynn Shows for the support she and her staff provided.

Finally, thanks to the many ALSDE colleagues who contributed to this document: Dr. Michael Sibley, Director of Communications; Dr. Elisabeth Davis, Assistant State Superintendent of Student Learning; Ms. Shavon H. Cummings, Education Certification Coordinator; Mr. Corey Martin, Administrator, Educator Office of Teaching and Leading Certification Section; Ms. Telenia Madison, Administrator, Office of Student Learning Professional Learning Section; Ms. Catherine Jones, and others who served as thought partners.

2021 Pilot Sites

The Alabama State Department of Education wishes to thank the superintendents, administrators, and teachers from the following school systems for taking part in the pilot program.

Birmingham City Schools

Dr. Mark Anthony Sullivan, Superintendent, and Ms. Tammara Taylor-Tippett, District Liaison

Chambers County Schools

Dr. Kelli M. Hodge, Superintendent, and Ms. Lakeyda Burnett, District Liaison

Chickasaw City Schools

Dr. David R. Wofford, Superintendent, and Ms. Jodie Mcpherson, District Liaison

Hale County Schools

Mr. Michael Corey Ryans, Superintendent, and Ms. Malinda White, District Liaison

Hartselle City Schools

Dr. Danna Benefield Jones, Superintendent, and Ms. Dana Mayfield, District Liaison

Huntsville City Schools

Ms. Christie H. Finley, Superintendent, and Ms. Taheria Small, District Liaison

Montgomery County Schools

Dr. Ann Roy Moore, Superintendent, and Ms. Shanetha Patterson, District Liaison

Sylacauga City Schools

Dr. Michele Eller, Superintendent, and Dr. Jennifer Rosato, District Liaison

The ATMP also wishes to acknowledge the [2003 Task Force on Teacher Quality \(Appendix B\)](#) for their guidance and recommendations in shaping this program and the [original ATMP program manual \(2003\)](#) authors and contributors:

- Vikki Miller, Ed.D., and Judy Bohannon
- Civitan International Research Center, The University of Alabama at Birmingham, Janice N. Cotton, Ph.D., M. Amanda Deason, Delyne D. Hicks

Alabama Educator Code of Ethics



Birmingham City Schools

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.

- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.

- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug, and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco, and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer.
- Refusing to perform services required by the contract.

Reporting

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or nonrenewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Alabama Administrative Code 290-3-2-.05

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23-5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.

3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1–9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

Mentor Code of Ethics



Hale County Schools

Purpose of the Code of Ethics

The primary goal of the Alabama Teacher Mentor Program (ATMP) is to assist beginning teachers in making a successful transition into the school environment. Mentoring is the cornerstone of the program and therefore the conduct of the mentor and the integrity of the mentor/protégé relationship are of the utmost importance in the success of the ATMP. The purpose of the Mentor Code of Ethics is to clarify responsibilities and standards of accountability. While acknowledging every mentor/protégé relationship will be different, the Code should clarify the boundaries of appropriate behaviors and clarify the proper role and function of the mentor.

Respect

- The mentor will respect the protégé's integrity and individuality.
- The mentor will provide services in a nondiscriminatory manner.
- The mentor will show sensitive regard for the protégé's moral, social, and religious standards and avoid imposing his/her beliefs.
- In the relationship, the protégé retains full freedom of choice and decision in his/her own classroom.
- The mentor's main concern is the protégé's integrity and welfare.

Confidentiality

- The mentor will respect the rules of confidentiality with respect to the mentor/protégé relationship.
- The mentor shall disclose confidential information about the protégé only when a compelling professional purpose is served or when required by law to prevent a clear and immediate danger to someone. Compelling professional purpose can be defined as anything that severely threatens a child's emotional well being and/or academic performance.
- The mentor should respect the protégé's privacy and confidentiality in disclosing information about the protégé to colleagues and superiors.
- The mentor should take precautions to ensure that records, reports, and correspondence relating to the protégé are secure from public inspection and not shared inappropriately.

Power/Gain

- The mentor shall not use the relationship with his/her protégé to private advantage.

Competence

- The mentor shall participate in continuing education to keep informed of current best practice in mentoring and teaching.

Relationship

- The mentor will establish and maintain appropriate professional relationship boundaries.
- The mentor will avoid a dual relationship (e.g., business or intimate) with the protégé that could impair professional judgment, compromise the integrity of the induction program, and/or use the relationship for personal gain.
- The mentor should always be mindful of the importance of serving as a role model and act as an advocate for teaching.

Termination of Relationship

- The mentor should not abandon or neglect the protégé.
- If the mentor is unable or unwilling to serve as mentor, every reasonable effort should be made to select another mentor and facilitate a smooth transition to the new mentor.

Representative of the School and District

- The mentor is a representative of the school and district and should always attempt to fulfill the mission of the school and reflect the values and standards for which it stands. The mentor should be committed to excellence in teaching.

Conflict of Interest

- The mentor should avoid having an evaluative relationship with the protégé. Serving in an evaluative capacity could compromise the primary relationship.

Resolution to Adopt Nine Standards for Effective Teacher Induction & Mentoring



Huntsville City Schools

Adopted by the State Board of Education at its meeting June 10, 2004.

Action Item # G.2.c.
State Board of Education
June 10, 2004

WHEREAS, the foundation of a quality education for all students is providing quality teaching for all students and, moreover, that providing that quality demands the recruitment and retention of competent, qualified teachers; and

WHEREAS, research and current practice indicate that formal, comprehensive, induction and mentoring programs accelerate the successful transitioning of new teachers into the profession and provide the ongoing support so critical to reducing the flow of new teachers out of the profession; and

WHEREAS, induction and mentoring are priority activities under Title I and Title II of the No Child Left Behind Act of 2001 and standards are essential to ensuring well-designed and meaningful programs; and

WHEREAS, the Task Force on Teacher Quality, as a result of its two-year pilot of an induction and mentoring program, identified the need for state standards for exemplary induction and mentoring programs and by this resolution makes its recommendation to the State Board of Education for the adoption of such standards:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the following nine (9) standards for teacher induction and mentoring programs in Alabama and endorses the State Department of Education's use of these standards in working with the 129 local school systems to enhance the quality of induction and mentoring activities statewide to increase the effectiveness of beginning teachers and thereby increase the performance of the students entrusted to them.

Standards for Effective Teacher Induction & Mentoring Programs

District induction and mentoring programs that support the continuous improvement and growth of beginning teachers have:

1. Goals that reflect local needs and are aligned with the goals of the district and the state.
2. Formal structures, policies, and procedures that support program implementation and address the following:
 - Induction
 - Mentoring process
 - Mentor training
 - Collaborative problem-solving and decision-making

3. Administrative leadership and commitment at the district and building level with designated persons responsible for implementation.
4. Confidentiality policies that guarantee the integrity of the mentoring relationship.
5. Clearly defined roles and responsibilities for mentors.
6. Identified criteria and methods for mentor selection and matching.
7. Adequate human and financial resources available to provide for effective implementation.
8. Mentor training and new teacher orientation provided prior to the opening of school and ongoing, high-quality professional development for mentors and protégés throughout the school year.
9. An evaluation plan for program improvement and accountability and to provide feedback to all stakeholders, particularly the institutions where any new-to-the-profession teacher completed an Alabama State Board of Education-approved program.

ATMP Guidelines



Jefferson County Schools

Funding

The ATMP is a voluntary program annually funded by the Alabama Legislature based on availability of funds. The amount of stipends disbursed to participating school systems is based on the number of mentors with assigned mentees. The following guidelines shall be observed:

- Each local education agency (LEA) wishing to participate in the ATMP shall select a district mentor liaison and notify the ATMP personnel by email.
- The LEA designee shall serve as the contact/communication channel between the ATMP and the LEA.
- Participating school systems must submit by email a list comprising the following: first and last name, email address and school site of each mentor and mentee teacher. Also, the TCH number, certificate type, certificate level, subject/grade level and number of years of experience for each mentee paired to a mentor.
- The deadline for submitting the list is the close of business on the last day of the first full week in October.
- Mentor stipends shall be disbursed at the end of the first and second semester.

Mentor/Mentee Assignment

- A mentor currently employed as a classroom teacher shall continue in his/her normal teaching responsibility in addition to providing mentoring support to no more than one mentee. The teacher shall receive a stipend for the mentee teacher assigned to him/her.
- No mentee shall be assigned two mentees in a concurrent year.
- A CTE teacher mentor shall mentor no more than two CTE mentees in a concurrent year and shall receive a stipend for the number of mentee teachers assigned.
- A retired teacher may mentor no more than five mentee teachers and shall receive a stipend for the number of mentee teachers assigned.

District Goals

Each participating school district must create one district-wide ATMP Goal in the E-Prove Strategies platform. This is a stand-alone plan according to the district's annual goals and context.

Definitions & Understandings



i3 Academy

For the purposes of this handbook, the following definitions and understandings are applicable.

Teacher Induction

- **Phase of Teacher Development:** Distinct and inevitable period that involves the emerging professional's first opportunities to apply pre-service learning to a real classroom of their own.
- **Period of Socialization and Enculturation:** As new teachers become oriented to the routines and expectations of their school site, they are also learning norms of behavior and practice from peers. Quality mentoring during this period is critical. Effective and positive socialization and enculturation can lead to success of the beginning teacher and minimize the feelings of frustration and isolation that can lead to teacher attrition. This period can also have a lasting impact on how novices approach teaching and relate to students, colleagues, the community, and more.
- **Comprehensive, Formal Program of Professional Support for Beginning Teachers:** Induction programs vary greatly, from robust programs with highly trained mentors to "buddy" systems. The support provided through formal mentoring in the context of coherent system structures for initial and ongoing teacher professional growth and development influences productive habits of mind, accelerates practice, and introduces new teachers to a school community culture of learning.

Mentoring

Mentoring is a reflective, individualized, and instructionally focused process between experienced and novice educators for the purpose of guiding, coaching, and supporting the new teacher's progression toward greater levels of competence, confidence, and autonomy.

Mentee Teacher

For the purposes of the Alabama context, a mentee is a teacher in their first or second year in the teaching profession (academic and career technical educators) under any of the following categories: Emergency Certificate, Provisional Certificate, or Alternative A Certificate.

Exclusions:

1. Teachers who are new to a school system but have more than two years teaching experience in other school systems within or outside the State of Alabama
2. Substitute teachers
3. Teachers who are new to new positions/roles other than their classroom

High-Quality Mentoring & Induction Practices Overview



Anniston City Schools



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This resource outlines guidance for education leaders seeking to create and/or improve induction programs with specific practices that support teacher retention, teacher development, and improved student learning. Additional specific recommendations are provided throughout the handbook.

MOVING TOWARD...

Rigorous Mentor Selection Based on Qualities of an Effective Mentor

Qualities may include: evidence of outstanding teaching practice, strong intra- and interpersonal skills, experience with adult learners, respect of peers, current knowledge of professional development.

Ongoing Professional Learning and Support for Mentors

Effective teachers don't always know what it is about their teaching that is effective. Many mentors are also surprised to find that translating knowledge to students is not the same as translating knowledge to adults. High-quality and ongoing training, as well as a mentor professional learning community all help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.

Sanctioned Time for Mentor-Teacher Interactions

Mentors need sanctioned time to focus on beginning teacher development. Mentors and beginning teachers should have a minimum of 180 minutes per week to allow for the most rigorous mentoring activities. That time should be protected by teachers and administrators.

Multi-Year Mentoring

Mentoring should be intensive and ongoing (for at least two years) in order to improve teacher practice and consequently student achievement. Research suggests that most deep learning about instruction (through mentoring) happens during the second and third years of teaching.

MOVING AWAY FROM...

Choosing Mentors Without Criteria or an Explicit Process

Without strong criteria and a rigorous selection process, mentors may be chosen based more on availability or seniority rather than their qualifications to engage in meaningful interactions with beginning teachers.

Insufficient Professional Development and Support for Mentors

Without initial, and ongoing, high-quality training to support their development, mentors miss out on the guidance and professional community they need to support the developing practice of beginning teachers and to help them address the challenges they face.

Meetings Happen Occasionally or “Whenever Mentor and Teacher are Available”

Often, both parties are so busy that meeting time gets relegated down the list of priorities. The short fragments of time that may be found are typically insufficient for fostering real relationships and professional growth.

Mentoring for First-Year Teachers Only

One-year mentoring programs are great at providing the initial support first-year teachers need to survive but are insufficient to help teachers reach optimal effectiveness.

MOVING TOWARD...

Intensive and Specific Guidance Moving Teaching Practice Forward

Mentors who are trained to draw upon professional teaching standards and appropriate content area standards can focus their support on instructional growth and concrete steps to help new teachers improve their practice. Example: “Let’s look at your assessment data and talk about what strategies will help you address the concern you had about reaching your struggling English language learners.”

Professional Teaching Standards and Data-Driven Conversations

Just like student learning, beginning teacher learning should be data-driven and standards-based. To be effective, feedback to beginning teachers must be grounded in evidence about their practice, including information gathered through classroom observations and student work. Use of professional teaching standards, documentation of mentoring conversations, and data collection on various components of classroom practice ensure a solid structure for focusing on continuous instructional growth.

Ongoing Beginning Teacher Professional Development

Beginning teachers benefit from a professional learning community that is guided by professional teaching and appropriate content-area standards and collaborative time focused on teacher development, problem-solving, and mutual support. Opportunities such as regularly scheduled seminars and online learning communities minimize mentor isolation and provide a context for rich networking, professional dialogue, and reflection.

MOVING AWAY FROM...

Non-Specific, Emotional, or Logistical Support Alone

Emotional support is important but alone is not sufficient to improve teacher practice. Without specific instructional feedback, mentoring can not impact student learning. Example: “You’re doing a great job. Keep it up!”

Informal and Lack of Evidence-Based Feedback

The rigor of the program may be compromised when interactions are too often based on informal conversation and opinions not drawn from evidence. Without a structure and focus on real-time data derived from beginning teacher practice, interactions may not result in improved teaching practice.

Professional Development Not Specifically Tailored to the Needs of Beginning Teachers

Novices are in a unique developmental phase that can not be addressed by “one size fits all” workshops or trainings. Professional development disconnected from teacher needs can feel irrelevant, at best, and, in many situations, only serves to overwhelm beginning teachers.

MOVING TOWARD...

Clear Roles and Responsibilities for Administrators

Administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction support and establishing a positive culture for teacher development in their buildings and in the system. Professional development for administrators and ongoing communication with them about new teacher needs and the nature of the program ensures that they understand their role in fully supporting induction.

Collaboration With All Stakeholders

Strong communication and collaboration among stakeholders, including administration, school boards, union/ association leadership, and professional partners, creates a culture of commitment and ensures success.

MOVING AWAY FROM...

Lack of Training/Communication With Administrators

Without clearly articulated strategies to support beginning teachers and protected time for mentoring, principals may inadvertently undermine the prospects of beginning teacher success (e.g., assigning beginning teachers the most challenging classes, assigning additional responsibilities, or not anticipating their needs for basic resources).

Isolated Programming and Lack of Alignment

Without strong partnerships and alignment, instructional initiatives can be undermined. Beginning teachers may receive mixed messages from varying support providers and feel overwhelmed, confused, and frustrated by all the different layers of information coming at them.

Why Mentoring?



Pelham Public Schools



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From Surviving to Thriving — The Phases of First-Year Teaching

By Ellen Moir, New Teacher Center

A teacher's first year is difficult, there's no denying it. With new students, new schools, and new districts come entirely new classroom dynamics — some of which teachers might never have encountered before. New students bring new challenges, new opportunities, and new teaching methods that must be implemented or even developed in the moment. This, then, leaves new teachers the task of not only understanding their own social and emotional competencies, but also their students', and how all of it impacts classroom instruction.

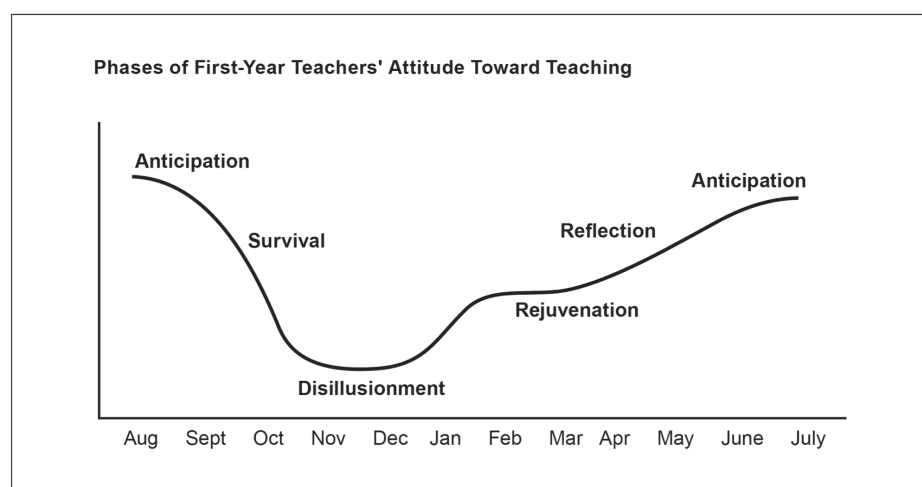
So, what do teachers actually need? Strong supports from teacher, school, and district.

Understanding what new teachers face in the classroom, the potential struggles they will encounter in their first year, and the different ways they react is the first, critical step for district leaders as they design and integrate support programs that make the first year of teaching a more positive — and successful — experience.

While not every new teacher goes through this exact sequence, the phases of first-year teaching articulated below are very useful in helping everyone involved — mentors, coaches, administrators, and others — support new teachers. They also highlight why comprehensive mentoring and induction for new teachers is essential to ease the transition from student teacher to full-time professional.

1. Anticipation Phase

The anticipation phase begins during the student teaching portion of preservice preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals.



"I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge."

This feeling of excitement carries new teachers through the first few weeks of school.

2. Survival Phase

The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching.

“I thought I’d be busy, something like student teaching, but this is crazy. I’m feeling like I’m constantly running. It’s hard to focus on other aspects of my life.”

During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to 70 hours a week on schoolwork. Particularly overwhelming is the constant need to develop curriculum. Experienced teachers routinely reuse excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time.

“I thought there would be more time to get everything done. It’s like working three jobs: 7:30–2:30, 2:30–6:00, with more time spent in the evening and on weekends.”

Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.

3. Disillusionment Phase

After six to eight weeks of nonstop work — both in and out of the classroom — new teachers enter the disillusionment phase. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these milestones places additional stress on new teachers.

During the disillusionment phase, classroom management is also a major source of distress.

“I thought I’d be focusing more on curriculum and less on classroom management and discipline. I’m stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open.”

At this point, the accumulated stress experienced by the first-year teacher, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have

lower self-esteem, and question their professional commitment. Getting through this phase may be the toughest challenge they face as a new teacher.

4. Rejuvenation Phase

The rejuvenation phase is characterized by a slow rise in a new teacher's attitude toward teaching.

It generally begins in January, following winter break. The break allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers.

Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year.

During this phase, new teachers focus on curriculum development, long-term planning, and teaching strategies.

"I'm really excited about my story writing center, although the organization of it has, at times, been haphazard. Story writing has definitely revived my journals."

The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on tests, questioning once again their own effectiveness as teachers.

"I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it's a lot."

5. Reflection Phase

The reflection phase beginning in May is a particularly invigorating time for first-year teachers.

Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies.

The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation.

"I think that for next year I'd like to start the letter puppets earlier in the year to introduce the kids to more letters."

Improved Teaching & Learning — Findings from NTC Impact Studies

What Works

- 1 — High-quality, trained instructional mentors
- 2 — Small mentor caseloads (no more than 15 teachers if mentor is released full-time)
- 3 — Formative assessment systems that guide instruction and student supports
- 4 — Regular, job-embedded, in-person, one-on-one feedback focused on instruction
- 5 — Consistent data use for program improvement

Student Learning Results

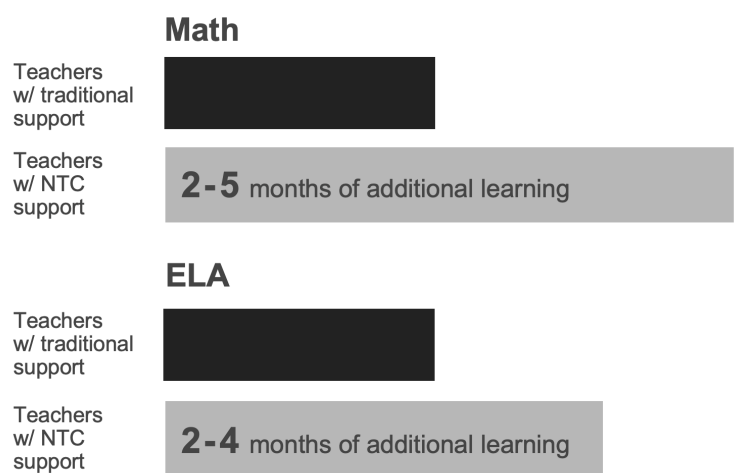
External evaluations of our programs through a series of federal grants have found that students of teachers who received two years of NTC’s mentoring support **gained up to five months of additional learning in ELA and math.**

Evidence suggests NTC-developed mentors provide more intensive and more instructionally focused support.

Teacher Retention

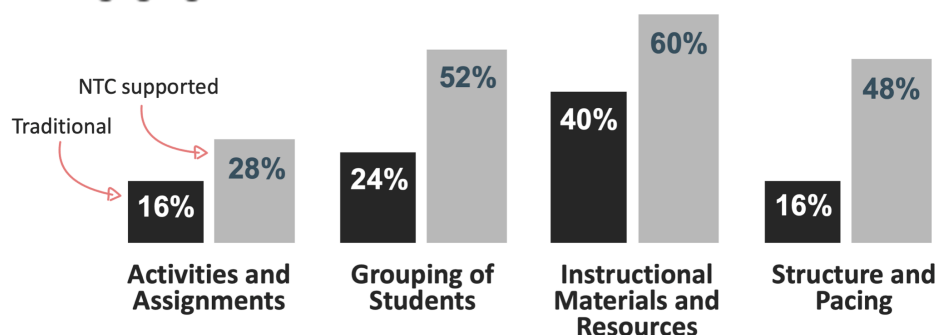
Teacher retention not only increases a district’s return on investment in training and professional development, it also strengthens the core of the district’s talent. External evaluations have determined that **after 2 years of NTC support, new teacher retention in a district increased 31%, from 72 percentage points to 94 percentage points.**

NTC Impact on Months of Additional Learning



DATA SOURCE: SRI International Evaluation, 2016 preliminary results based on state assessment data from i3 Validation RCT

NTC-Supported Teachers Demonstrate Higher Proficiency in Engaging Students



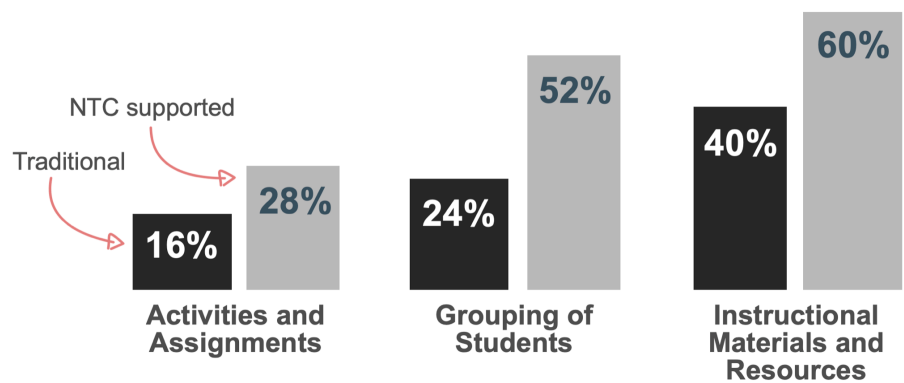
Furthermore, **trained mentors continue to have impact in the district over time.** After five years, 90% of NTC-trained mentors remained in the district in some capacity.*

Shifts in Teacher Practice

Based on observations using the Framework for Teaching (Danielson, 2013)

conducted before and two years after program implementation during a federal scale-up study, teachers receiving mentoring from NTC-supported mentors had statistically significantly higher scores compared with those receiving district support in these two aspects of instructional practice — **engaging students** and **using assessment in instruction**.

NTC-Supported Teachers Demonstrate Higher Proficiency in Using Assessment in Instruction



Return on Investment

An external cost analysis found that based on a five-year NTC engagement, **districts can save up to \$1 million for reinvestment.** These findings were based on an estimated annual average district cost of \$1,155,000 for teacher turnover. For more information, see [**Counting the Cost: A Commitment to Educational Equity that Yields Returns.**](#)

Mentor Program Basics



Jefferson County Schools



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Mentor Selection

Important Mentor Candidate Qualities		
Effective Classroom Instruction, and Knowledge of Pedagogy and Standards	<ul style="list-style-type: none"> • Exemplary Teacher • Expert • Articulate 	<ul style="list-style-type: none"> • Recognized as an exemplary classroom teacher and excellent professional role model • Able to clearly articulate effective, equitable classroom practices
Formative Assessment Practices	<ul style="list-style-type: none"> • Differentiates • Analyzes Student Work • Uses Data Collaboratively 	<ul style="list-style-type: none"> • Uses a broad range of student data to plan differentiated instruction • Clearly articulates the role of formative assessment in instruction • Collaborates with colleagues to analyze student work to inform changes in instructional practices and organizational structures
Attention to Diversity and Equity	<ul style="list-style-type: none"> • Focuses on Underserved Students • Holds High Expectations • Empowers All Students 	<ul style="list-style-type: none"> • Strong teaching practice and advocacy for English language learners/special needs students • Articulates high expectations for all students • Incorporates cultural differences, learning preferences, and student experiences and interests into instruction and school community
Professional Learning	<ul style="list-style-type: none"> • Reflective • Inquiring • Thoughtful 	<ul style="list-style-type: none"> • Actively seeks constructive feedback and learning opportunities • Has an inquiring stance towards teaching practice such as <ul style="list-style-type: none"> ○ Approaching issues with thoughtful questions and reflective responses ○ Exploring issues from multiple perspectives
Facilitating Adult Learning	<ul style="list-style-type: none"> • Collaborative • Exemplary Teamwork • Optimistic 	<ul style="list-style-type: none"> • Initiates and facilitates collaboration among colleagues to foster inquiry, reflection, and innovation • Participates actively in teacher teams, clarifies and mediates the learning needs of others • Expresses optimism for the potential of teachers and schools to advance student learning and development

Interpersonal and Leadership Skills	<ul style="list-style-type: none"> ● Integrity ● Listens ● Leads 	<ul style="list-style-type: none"> ● Exhibits a high degree of personal integrity, resilience, ethical conduct, and credibility ● In interaction with all members of the school community, listens well, asks insightful questions, responds thoughtfully ● Effectively presents ideas, leads discussions, and creatively structures learning opportunities
Use of Technology	<ul style="list-style-type: none"> ● Adopts new Technology Easily ● Willingness to Learn 	<ul style="list-style-type: none"> ● Actively seeks new technology and virtual platforms to enhance learning for students and staff ● Quickly adopts new technology, integrating it into daily tasks ● Views technology and virtual platforms as a value-add to learning and encourages others to do the same

Planning Mentoring Meetings

Just as you would plan a lesson for students and find strategic ways to make the learning **self-directed and meaningful** — mentors **thoughtfully plan** their interactions with their mentees.

Planning Considerations	Your Next Steps
Observe instruction regularly (even if briefly) and collect data such as low-inference scripting and student work prior to mentoring sessions.	
Identify meditational questions in advance to support the teacher's learning.	
Vary the approaches you use. If explaining isn't working, then plan to observe a classroom together, to co-teach, to use video to analyze teacher choices, etc.	
Prepare materials to share that could be helpful.	
Reflect on what other resources (including other teachers/staff/students) the mentee can access independently.	
Support the supervisor's observation/feedback cycle by planning to meet with the mentee to reflect on observation feedback.	
Consider the time of year and plan to focus on the information and skills the mentee will need based on what is happening in the school as well as their stage of development.	
Reflect on patterns across meetings using the tools and data you have used together.	
Review tool tutorial videos and resources to plan for maximum learning and building your mentee's habits of mind.	

Pre-Planning for the Year

- Check in with school/district leaders about existing new teacher orientation — How might you participate in and/or support the new teacher after orientation?
- Consider the needs of your mentee — Based on what's happening in the school at specific times of the year and your mentee's attitudinal phase, what might best serve their needs?
- What do you need to remember as the mentor — What do you want to circle back to in your planning and tool use to make sure your mentoring has the most impact?

	Key Topics for MENTEE	Self-reminders for MENTOR
Sep Week 1		
Sep Week 2		
Sep Week 3		
Sep Week 4		
Oct Weeks 1-2		
Oct Weeks 3-4		
Nov - Dec		
Jan - Feb		
Mar - Apr		
May - Jun		

Informal vs Rigorous Instructional Mentoring

“Isn’t mentoring just about having an open-door policy so teachers feel that they can come to me at any time?”

“Their biggest challenge and worry will be classroom management, so that’s basically what I should be prioritizing, right?”

“Shouldn’t I provide quick fixes for my teachers, to tell or show them what to do, which is what they’re asking for? And, isn’t my role basically to provide emotional support?”

The answer to these questions is “no.”

Of course it’s great to have an open-door policy, to provide emotional support, to provide quick next steps based on your expertise and knowledge, and to talk about classroom management issues! But these types of interactions are what typically characterize informal mentoring. **Rigorous instructional mentoring**, on the other hand, is critical in the first years of classroom teaching to accelerate teacher **professional growth**, to help novices develop the **mindsets**, habits of mind, and practices that lead to quality instruction and positive student outcomes, and to **keep good teachers in the classroom**.

Informal Mentoring	Rigorous Instructional Mentoring
Spontaneous, inconsistent, short	Planned, consistent, in-depth
Unscheduled and unsanctioned	Scheduled and sanctioned
Classroom management focused	Instruction and culture focused
Mentor as expert	Mentor as facilitator
Reactive and in-the-present only	Proactive, past-, present- and future-focused
Emotional support priority	Mentee empowerment priority
Fix it quick	Facilitative and collaborative
Reliance on anecdote	Reliance on frameworks and data
General/broad/multiple topics	Focused, single topic

Making an Effective Mentor Schedule

Scheduled **mentoring time should be prioritized by all** (school leader, mentor, new teacher, and other staff). School leaders and mentors should **sanction/identify** a set period of time each week for mentoring. This time should be marked on both the **mentor's and new teacher's schedules/calendars**.

Scheduling should reflect the following as appropriate

- Planning for interactions based on the **steps of a Teaching and Coaching Cycle** — planning, observation/feedback, and analyzing student work
- **180 minutes meeting time/month** (per mentee) of feedback/coaching/planning time, including 15-30 minutes/week or bi-weekly for classroom observation
- **Regular observations followed by mentor feedback** - within 3 days of observation
- Time for **mentor planning** to review and reflect on prior conversation notes, communications, and tool use and to prepare for future mentoring conversations
- A **minimum of monthly administrator-mentor check-ins** to discuss trends, track progress, and strategize around supports needed; agendas for administrator-mentor check-ins should clarify short- and long-term objectives for both mentor/mentee

Additional considerations

- **All staff**, not only those involved in the process, **need to know that mentoring time is to be protected and respected** to avoid interruptions and miscommunication.
- Reserving a **quiet location**, away from distractions and interruptions, is important.
- Communicate **expectations** and establish **norms/agreements** with mentees at the beginning of the year.

Example Mentor Schedule (mentor working with 1 teacher)

Period	Mon	Tues	Wed	Thur	Fri
1	Teach	Teach	Teach	Teach	Teach
2	Observe teacher	Coach teacher	*Contingency	*Contingency	Mentor planning
3	Prep	Prep	Prep	Prep	Prep
4	Teach	Teach	Teach	Teach	Teach
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Teach	Teach	Teach	Teach	Teach
7	Teach	Teach	Teach	Teach	Teach
8	Teach	Teach	Teach	Teach	Teach
After school	Scheduled professional learning				Meet w/ principal

* It is recommended that mentors/teachers schedule a **standard contingency period** later in the week in case the original time does not work.

School Leader-Mentor Communication

Mentoring is more effective when there is an **aligned vision for beginning teacher support** at all levels — school and district leaders (principal, APs, LEA liaisons), mentors, and new teachers. To support this alignment, **school and district leaders and mentors should plan to meet on a regular basis**; every 2-3 weeks is recommended. Mentors are encouraged to focus the conversation first on strengths (what's working) to collaboratively analyze progress and then discuss challenges and identify next steps.

Confidentiality — There should be a **sensitive balance of respecting the confidentiality** of the mentor-mentee relationship, while also allowing for a **collaborative partnership** in which the school leader guides and supports the mentor's work. While mentors can share insights and trends from the mentoring process, they must **prioritize trust and confidentiality** with their mentee.

For example, a mentor might share with a school leader what they have been working on with a teacher...

"We have been analyzing student work, and, last week, we planned a differentiated reading lesson together. It's common for new teachers to need additional support with planning effective scaffolds, so we will be focusing on that next."

School leaders can share freely what they have observed in classrooms and can even take the mentor on a learning walk across classrooms to **norm on expectations or observation indicators**. Remember that it's important to **ask the mentee's permission** to involve additional parties in observations and/or have the mentor participate in administrator observation debriefs. This can be a very effective way to support the new teacher, as long as the **mentor is more of a listener and advocate and not part of the supervisory/summative assessment process**.

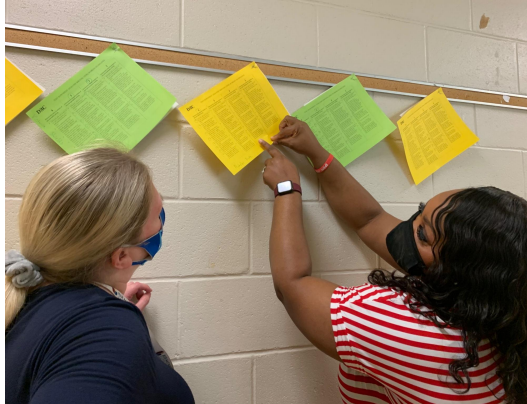
Comprehensive Mentoring Pilot Program



Walker County Schools



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Model Program Components

The 2021–22 pilot partnership with [New Teacher Center](#) includes the following components and supports

- 4 days of face-to-face/virtual professional learning for mentors
- 10 follow-up forums (online) to support Mentor Communities of Practice
- In-field coaching
- Peer coaching
- Consultation
- Analysis of formative assessment data
- LEA liaison and school leader engagement

Pilot Professional Learning Outcomes

- Explore the purpose of mentoring and the opportunity it provides to create equitable conditions for student learning
- Identify components of Optimal Learning Environments and articulate the knowledge and skills teachers need in order to create an Optimal Learning Environment for every student
- Use foundational mentoring tools, protocols, and language throughout the Teaching and Coaching Cycle to support conversations that accelerate teacher practice and student learning
- Examine the components of the Teaching and Coaching Cycle and the role that knowing students, standards, and tasks plays within cycle processes

Photos, left to right: Huntsville City Schools, Birmingham City Schools, Jefferson County Schools

Mentor Forums — How to Support Ongoing Mentor Learning

At the heart of a meaningful induction program is a group of excellent teachers who mentor novices. And just as beginning teachers need formal professional development, mentors of beginning teachers need job-embedded opportunities for professional learning tailored to meet their needs.

Mentor forums provide a space for mentors to build communities of practice to support their own professional growth, allowing them to develop their skills, knowledge, and understanding of adult learning and opportunities to engage in collective problem-solving. Forums are designed to

- Reinforce/deepen previous learning and provide practice opportunities using tools/cases of practice
- Engage in data analysis
- Model facilitated learning
- Reflect on coaching trends and strategies
- Identify mentor practice goals and self-assess

Forums are led by experienced mentors with a deep understanding of the learning needs of mentors and beginning teachers. These opportunities should be designed to expand mentors' understanding of important mentoring skills and concepts such as building trust; observing, collecting, and sharing classroom data; guided conversations about analyzing student work; differentiating instruction; lesson planning; and formative assessment.

Forums also provide a professional learning environment where mentors can reflect on their own practice with support from their colleagues, pose and solve problems, and practice mentor conversations. Further, mentors can use their own case studies to learn effective strategies for addressing complex situations such as mentoring for equity. In addition, mentor forums support mentor program implementation and accountability. Artifacts of practice, such as formative assessment tools, provide data with which mentors and program leaders can assess program strengths and challenges.

To support mentor professional learning through forums, program leaders and lead mentors can work together to

1. Develop a curriculum, scope, and sequence for mentor forums aligned with the following learning strands

- Mentoring Data — Learning how to collect and analyze data from formative assessment tools and strategies to guide work with beginning teachers.
- Mentoring Skills and Strategies — Reflecting on skills and approaches for building partnerships with principals, collecting and sharing observation data with novice teachers, and building their own leadership capacity

- Knowledge of Content Standards and Subject Matter — Building deep knowledge about content standards, lesson planning, best practices to support diverse learners and English learners, and educational technology resources in their novice teachers' content area(s).

2. Design a mentor forum

Program leaders design mentor forums with clearly defined outcomes and structure.

Purposes of a mentor forum can include:

- Providing support for learning about formative assessment tools and protocols
- Fostering an inquiry-based professional learning community
- Offering collegial support for challenging mentoring situations
- Supporting professional learning
- Dedicating time for reflection, improving coaching skills, and building leadership capacity

A design structure for mentor forums can include:

Connecting (30 min) — To build community, prepare for new learning, and link to prior experience. During this time, mentors agree on and revisit collaborative norms, connect with colleagues, share prior knowledge, and introduce topics for learning.

Learning (45 - 60 min) — To develop, review, and apply skills; understand concepts; reflect on practice; and plan next steps. This is the heart of the forum. Learning may include professional reading, analyzing beginning teacher practices, resolving mentor challenges, refining coaching skills, and learning new teaching strategies to meet the diverse needs of learners.

Managing (10 - 15 min) — To share business announcements. During this brief time, mentors receive updates and learn about other matters of mutual concern. Items are briefly described on the agenda; some can be read without discussion. Questions relevant to all can be answered during this time. Individual concerns are addressed after the forum.

Closing (5 - 10 min) — To plan follow up, synthesize learning, debrief, and evaluate the forum. Closure allows mentors to reflect on the learning, set possible next steps, and give feedback.

3. Develop facilitator skills

These skills include a focus on outcomes as well as flexibility in reaching them. Facilitator skills include:

Plan and Prepare — Know current mentor needs and structure learning to address them. Make an agenda, attend to the physical environment, and prepare appropriate materials. Communicate with mentors beforehand to be sure everyone is informed and prepared.

Clarify Outcomes and Rationale — Adults like to know what they will be learning and why. Thus, facilitators must clearly articulate outcomes and rationale. This can be included in the agenda. Facilitators keep track of time and invite feedback throughout the forum to make in-the-moment adjustments. It is critical that facilitators read their audience to make sure they are meeting everyone's needs. Honest feedback is critical to prepare for the next forum.

Encourage Full Participation — Create a safe environment for mentors to share both their successes and challenges and lead discussions that encourage mentors to keep an open mind to different perspectives. Use a variety of communication protocols — pairs, small groups, or whole group — to allow all voices to be heard.

Promote Mutual Understanding — Be certain that everyone understands. Paraphrase, ask clarifying questions, and make connections between ideas. Give brief and specific examples. Summarize key points. Check for understanding.

Foster Inclusive Agreements — Elicit a variety of perspectives and possible options. Encourage brainstorming, allow for dialogue, and move to making decisions that all mentors can support.

Organize Teamwork and Foster Leadership — Build the capacity of mentors by providing opportunities for them to work in teams and to facilitate parts of the forum. Encourage leadership by asking mentors to create materials, facilitate, and take on other leadership responsibilities.

Attend to Group Norms — It is critical to establish collaborative norms at the beginning of forums and revisit them regularly. Posting the norms and verbally reinforcing them at the beginning of each forum keeps them alive. Self-assessment allows mentors to monitor their own behavior and adjust as necessary. Revise norms as needed.

Stay Flexible — Just as a teacher is responsive to the changing needs of their students, a forum facilitator must remain open to adjusting and fine-tuning throughout the forum without being drawn away from outcomes and purpose.

4. Use a variety of protocols and strategies to respond to different learning needs

People learn differently. There are visual learners, those who learn best by talking with others, and those who need evidence or data. Mentor forums can use a wide variety of protocols — such as Structured Inquiry, Problem Pose/Problem Solve, Analysis of a Mentoring Success, Case Study, and Give One Get One — to engage all types of learners.

5. Establish coaching partnerships and promote peer coaching

Coaching partners build trust and allow mentors to share their challenges as well as successes, set professional goals, and practice mentor skills. It is useful to form coaching partnerships between new and veteran mentors. Clearly explain the rationale for coaching partnerships. Ask for input from mentors before creating partnerships. Ask for three mentors with whom each would like to partner. Structure time at the beginning of the year for participants to learn about one another and allow regular times for them to meet during either the Connecting or Learning segment of the forums. (For more information, see [Peer Coaching](#).)

Reflection Questions

1. In what way do you already provide professional development? Use a Venn diagram to note similarities and differences. Which ideas for creating mentor forums might you try?
2. What do your mentors need to know and be able to do? Begin to structure a mentor curriculum, which includes a scope and sequence for the year.
3. What are your strengths and areas for growth as a facilitator? What resources do you need to build your facilitation skills? Where might you find them?
4. Have you created agreed-upon collaborative norms? What protocol did you use? Was it successful? How did you sustain the norms throughout the year when new members joined the group? What resources do you need to create and maintain collaborative norms?
5. What protocols and strategies do you use for mentor learning? Is there enough variety to meet the different styles of all learners? How do you regularly and consciously address all learning needs?
6. How do you discover the needs of your mentors? How do you regularly address these often-changing needs?
7. Do your mentors have coaching partnerships? How do they coach and communicate with one another? If needed, how can you strengthen these partnerships?

In-Field Coaching

NTC provides in-field coaching (including virtual and/or video observation) to **observe mentors** working with new teachers, **provide individualized coaching**, and **meet with LEA liaisons and school leaders**.

In-field coaching supports mentor professional growth through an observation cycle of the mentor's work using a high-leverage tool in the Teaching and Coaching Cycle with a follow-up coaching conversation to reflect and plan next steps. NTC staff also meet with LEA liaisons and school leaders and mentors together to support dialogue, reflection, and collaborative planning.

Peer Coaching

Mentors are supported to organize their own peer-coaching sessions to further examine their practice, review “best practices” together using tutorial videos and resources, and coach each other in mentoring challenges using mentoring tools as appropriate. Note that it’s important to have mentee’s consent for peer/co-observation of mentoring support.

Peer coaching is optional and at the discretion of school and district leadership, but can involve the following:

Co-Observation of Classroom Teaching

Mentors observe mentee teachers together for 15 minutes then debrief (teacher is not present) for collaborative support in preparing for post-observation reflection conversations.

Observation of Coaching

Mentor colleagues observe each other mentoring teachers and support reflection on mentoring practice using observation cycle tools. Mentors are encouraged to use data-based coaching tools.

What’s Working and Problem Pose/Problem Solve

Mentors support each other’s reflection and growth as they discuss what’s working and problems of practice using mentoring language to engage in problem-solving together.

How Mentors Support Beginning Teacher Professional Development

Induction programs build teacher leadership capacity, with a focus on both mentors and beginning teachers. From the start, induction programs can structure mentor participation in all aspects of planning and facilitating professional learning for new teachers. Because they have regular conversations with new teachers and observe them in their classrooms, **mentors are best positioned to assess patterns of need and interest, and they can also share specific beginning teacher feedback to refine the new teacher professional development curriculum.**

Reflecting the research on effective professional development, high-quality mentoring offers support for new teachers that is regular, ongoing, job embedded, and designed for reflective discourse and inquiry. Mentoring provides the following:

Content focus — Mentors can support teachers with both knowledge of subject matter and pedagogy that reflects how students learn best in that content area.

Coherence — Mentors can provide sustained learning that builds on teachers' prior knowledge, is aligned to standards, frameworks, and assessments and state, district, and school goals.

Collective participation — Teacher growth occurs best in a collegial and collaborative environment focused on problems of practice anchored in student work.

Duration and frequency — One-off professional learning events can have very little lasting impact while regular mentoring provides dedicated time and guidance to apply new learning to classroom contexts, with opportunities for formative assessment and reflection.

Active learning — Mentoring interactions provide opportunities to practice peer coaching, observation followed by feedback and discussion, analyzing student work, and engaging in teacher leadership.

School Leader Engagement

LEA liaisons and school leaders in pilot sites are provided with supports to better understand their role in creating and sustaining successful mentoring programs for new teachers at their school, including:

- Orientation session to gain an overview and understanding of the mentoring program and supports mentors can provide to new educators
- Regular schedule of check-in meetings with mentors and LEA/district leaders to support alignment to school and district initiatives

- Opportunities for joint leader/mentor forums with focus on program data analysis to increase alignment of support for teacher development and improved student learning outcomes

Role of Principals and School Leaders

Research confirms that school leaders play an essential role in teacher effectiveness and student achievement. We also know that teacher support and development, especially mentoring and coaching, are critical to school improvement efforts. **In supporting mentors, school leaders can positively impact teaching and learning across the building, develop instructional leadership talent, and achieve school and district goals.**

To leverage the impact of high-quality mentoring, school leaders should be able to:

- articulate how the induction program serves school and district instructional goals, improvement plans, and priorities
- Understand tools, structures, and expectations that support high-quality, research-based instructional mentoring
- Support teacher and mentor and mentor to mentor collaboration and acceleration of practice
- Identify site-specific action steps and leadership supports for immediate and ongoing induction program implementation, monitoring, and improvement

Principals, specifically, can support high-quality induction and mentoring programming in the following ways:

Understanding the components of an effective mentoring program

Mentoring should be integrated into overall school goals, initiatives, and professional development plans to provide coherent, effective, and sustained support for new teachers. A principal's ability to explain high-quality mentoring to staff, parents, and the school community and include mentoring as part of the infrastructure of the school strengthens support for novice teachers.

Understanding and promoting the role of instructional mentors

In some schools, mentors have assumed the role of providing informal and non-academic support. While empathy and emotional support are critical to building trust, to truly accelerate beginning teacher growth, mentors must do much more. Instructional mentors focus their support on new teacher professional growth and improved teaching and learning. To do this, mentors must have a clear picture of effective teaching, be able to talk about pedagogical practice and content aligned with rigorous expectations and standards, balance beginning teachers' immediate concerns and long-term growth, and

collaboratively build inquiry and reflection as a part of the new teacher's practice. Principals can recognize and promote the strategies and tools that comprise the primary work between mentors and beginning teachers — observing and giving feedback, analyzing student work, accessing school and community resources, planning lessons — and can align priorities and resources. Further, knowing the role and responsibilities of both mentor and new teacher sends a clear message of support and respect.

Being aware of the challenges beginning teachers face

The New Teacher Center identified “[attitudinal phases](#)” most beginning teachers experience during their first year of teaching — anticipation, survival, disillusionment, rejuvenation, and reflection. Like mentors, principals who understand these phases and when they occur can tailor their support throughout the school year. By noticing how these phases coincide with specific events and responsibilities, such as parent conferences and the grading cycle, principals can be prepared to better meet the needs of their beginning teachers. Regularly conferring with mentors and beginning teachers about the support needed can help them thrive.

Articulating the value of new teachers and lifelong learning

Assumptions that teachers graduate from pre-service programs as fully formed teachers prepared for all the responsibilities they will face can lead to a culture in which challenges are not talked about and teachers think they are expected to keep their mistakes to themselves. By explicitly articulating the norm of lifelong learning for all staff, principals nurture a culture of safety in which educators are not afraid to take risks and embrace learning throughout their professional lives. Building a professional school community where every person and their knowledge and contributions are valued, goes a long way to make all teachers, especially novices, feel appreciated and respected.

Mentor-Principal Relationships — Communication, Collaboration, and Coordination

Effective mentoring programs are built on quality principal and mentor relationships. Principals can inform mentors about school needs, goals, procedures, policies, and practices and how best to navigate the school context. They can keep mentors aware of their concerns and offer suggestions for support. Mentors can explain their roles, share sample formative assessment tools, articulate expectations for beginning teachers, and identify beginning teacher professional learning needs to support the school's induction and professional development programs. This coherence and alignment between principal and mentor support is especially beneficial for beginning teachers as they work to understand their new school community.

Principals can schedule regular meetings with mentors, either brief check-ins or longer conferences. The goal is to develop collaborative relationships to support deep, mutual understanding about new teacher support and needs in the school context and to provide

opportunities to ask questions and offer suggestions. Mentors can also make certain that principals understand the rationale for, and actively promote, the confidentiality between a beginning teacher and mentor. A principal who understands and respects this confidentiality fosters a community of trust.

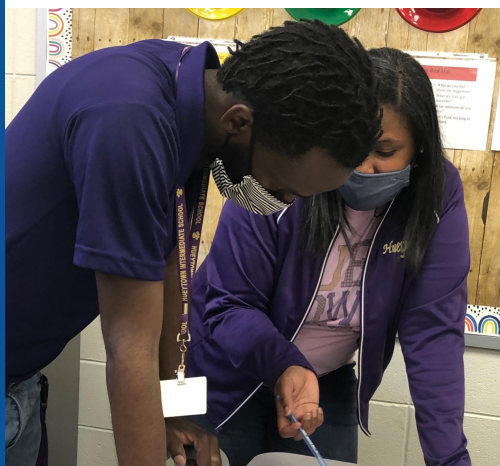
Mentors also work to build strong relationships between beginning teachers and principals via three-way meetings. Mentors can strengthen and guide these interactions, helping beginning teachers to grow as professionals, and informed principals can promote effective three-way relationships that sanction confidentiality and also clearly demonstrate that everyone is working toward a shared goal — effective and equitable teaching and learning.

Influencing the System

Principals have a critical role in influencing district policy and system-wide support for high-quality mentoring and induction. For example, a principal who advocates for reasonable working conditions for new teachers can change the status quo. Principals can also share data that demonstrate impact of mentor support with stakeholders such as other principals, union representatives, district administrators, the community, and the media.

Reflection Questions

- What structures or practices are in place to ensure effective communication between principals and mentors in support of beginning teachers as well as overall implementation and alignment of the mentoring program with other school priorities and initiatives? What other strategies can be put in place?
- What are examples of how the principal does or can support new teachers? What are some other strategies to test?
- How can principals become allies in cultivating or reinforcing system norms of lifelong learning, positive working conditions, and valuing new teacher voices?



Photos, left to right: Birmingham City Schools, Jefferson County Schools, Huntsville City Schools

New Teacher Center Foundational Resources

Access to these open-source resources is provided by our pilot partner, [New Teacher Center](#).

[Optimal Learning Environments](#)

Anchored in the science of learning and development, the Optimal Learning framework identifies 14 interrelated characteristics that define the mindsets, practices, and conditions for optimal classroom learning. The framework guides equity-focused mentoring and coaching and reflects a commitment to prioritize the social, emotional, and academic learning of every student.

[Continuum of Teaching Practice — Core Capabilities for Deeper Learning](#)

The core capabilities are intended to provide common language and a vision for instruction that reflects the scope and complexity of effective teaching, defining professional roles and responsibilities for educators, from beginning teachers to experienced practitioners. The capabilities are designed as professional goals to guide teachers as they develop, refine, and extend their practice. See also, [What Makes an Effective Educator](#).

[Standards and Continuum of Early Learning Teaching Practice](#)

This resource describes indicators of high-quality, developmental early learning practice. The document outlines three dispositions, or professional habits of mind, that impact children's learning: collaboration, reflection, and persistence to meet the diverse needs of each child.

[Mentor Practice Standards](#)

With focus on foundational, structural, and instructional aspects of mentoring, the practice standards are designed to accelerate the development of new teacher effectiveness, improve teacher retention, build teacher leadership, increase student learning, and support equitable outcomes for every learner.

[Teacher Induction Program Standards](#)

The program standards are designed to provide program leaders, policymakers, and researchers with an aspirational framework for beginning teacher induction program design, implementation, and evaluation.

[Leadership Practices for Effective Teacher Development](#)

The practices and accompanying indicators of success reflect common actions school leaders can take that provide optimal learning and growth environments for teachers in the context of a comprehensive teacher development system.

About New Teacher Center

Pilot Program Partner

New Teacher Center is a national non-profit organization that builds school and district capacity to transform the professional growth trajectory for new teachers, instructional mentors and coaches, and school leaders.

Vision — We believe that every student, from preschool through high school, deserves an excellent and equitable education that empowers them to reach their full potential in classrooms, communities, and beyond.

Mission — NTC works to disrupt the predictability of educational inequities for systemically underserved students by accelerating educator effectiveness.

Too often, our newest teachers are not provided the support and development they need to serve their students well, especially in the hardest-to-staff schools in the highest poverty communities. The result has been an alarmingly high number of new teachers leaving their schools or the profession before they have really even begun. Across the country, over 300,000 new teachers are hired each year just to replace those departing the profession and to keep up with growing communities.

Our induction approach is designed to equip new teachers with weekly, on-the-job mentorship from accomplished peers in the context of a comprehensive, school- or district-wide support system. Over two decades of work with hundreds of districts and state agencies, NTC has demonstrated that a comprehensive and systemic approach to teacher induction yields transformative, measurable results. These include

- Advancing the instructional practice of novice educators with attention to the social, emotional, and academic learning needs of students
- Improving teacher retention in schools and districts
- Reducing district costs for recruitment and professional development
- Cultivating teacher leadership, as well as a pipeline for school leadership
- Fostering a collaborative culture of professional learning that positively impacts student results

For more information, see [*Impact of New Teacher Center's New Teacher Induction Model on Teachers and Students.*](#)

Appendix A — Department Information, Initiatives, & Contacts

Alabama Continuum for Teacher Development

Based on the Alabama Quality Teaching Standards (AQTS), the Continuum articulates a shared vision and common language of teaching excellence to guide an individual's career-long development within an environment of collegial support. It serves as a guiding tool to support teachers in their own professional reflection, self-assessment, and goal-setting for professional learning and growth. For more information, please visit the [Teacher Center](#).

Alabama Math, Science, and Technology Initiative

The Alabama Math, Science, and Technology Initiative (AMSTI) is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to support Alabama educators and students in learning STEM through doing STEM. AMSTI provides grade- and subject-specific materials, professional learning, and follow-up support.

ALSDE Social Media Policy

The ALSDE Social Media Policy below is included as a general framework that may be incorporated into the local context.

This policy provides guidance for ALSDE employee use of social media, which should be broadly understood for purposes of this policy to include Facebook, Twitter, Instagram, various blogs, microblogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites, and other sites and services that permit users to share information with others in a contemporaneous manner. The following principles apply to professional use of social media on behalf of the ALSDE, as well as personal use of social media when referencing the ALSDE. Employees need to know and adhere to the ALSDE Code of Conduct, Employee Handbook, and other company policies when using social media about the ALSDE. Employees should be aware of the effect their actions may have on their images, as well as the ALSDE's image.

Employees should be aware that the ALSDE may observe content and information made available by employees through social media. Employees should use their best judgment in posting material that is neither inappropriate nor harmful to the ALSDE, its employees, LEAs, students, or school communities.

Although not an exclusive list, some specific examples of prohibited social media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Employees are not to publish,

post or release any information that is considered confidential or not public. If there are questions about what is considered confidential, employees should check with the Human Resources Department and/or their ALSDE supervisor.

Social media networks, blogs and other types of online content sometimes generate press and media attention or legal questions. ALSDE employees should refer these inquiries to the Communications Office or an authorized ALSDE spokesperson. If ALSDE employees encounter a situation while using social media that threatens to become antagonistic, employees should disengage from the dialogue in a polite manner and seek the advice of a supervisor. Social media use should not interfere with employee's responsibilities at the ALSDE. ALSDE computer systems are to be used for business purposes only. When using ALSDE computer systems, use of social media for business purposes is allowed with ALSDE Information Technology determined limits (ex: Facebook, Twitter, ALSDE posts, etc.), but personal use of social media networks or personal blogging of online content is discouraged and could result in disciplinary action.

Subject to applicable law, after-hours online activity that violates the ALSDE policy may subject an employee to disciplinary action or termination. If ALSDE employees publish content after-hours that involves work or subjects associated with the ALSDE, a disclaimer should be used, such as: "The postings on this site are my own and may not represent ALSDE positions, strategies or opinions."

It is highly recommended that employees keep ALSDE related social media accounts separate from personal accounts, if practical.

For more information, contact Michael Sibley, Ed.D. Director of Communications Alabama State Department of Education. Email: msibley@alsde.edu Ph. 334- 694-4687. Twitter: #AlabamaAchieves [@AlabamaAchieves](https://twitter.com/AlabamaAchieves) Facebook: [AlabamaDepartmentofEducation](https://www.facebook.com/AlabamaDepartmentofEducation)

Criminal History Background Checks

- Over 23,000 new criminal history results are received each calendar year.
- The Alabama State Department of Education (ALSDE) has a cooperative arrangement with the Alabama Law Enforcement Agency (ALEA) to receive updates anytime a person is arrested in Alabama following their initial background check.
- Updated arrest records for certified/licensed employees are reviewed at ALSDE to determine the bearing the arrest has on an individual's suitability to teach.

For more information, please visit the [Teacher Certification section](#) or <https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx>

Educator Certification General Information

As a professional educator certified by the Alabama State Department of Education, it is the educator's responsibility to keep all personal data on file in the Educator Certification Section current.

As a professional educator certified by the Alabama State Department of Education, it is the educator's responsibility to prevent renewable certificate(s) from expiring by meeting all requirements and submitting the appropriate application(s) to the Educator Certification Section by the deadline.

All Requirements to continue a certificate must be completed during the certificate's valid period and by the date of expiration reflected on the certificate. Certificates are not continued prior to the calendar year of their expiration.

The application to continue a certificate must be received in the Educator Certification Section of the Alabama State Department of Education (ALSDE) between January 1 and June 30 of the calendar year of the certificate's expiration or mailed to the Educator Certification Section with a postmarked date of no later than June 30 of the calendar year of the certificate's expiration date.

Additional information may be found at <https://tcert.alsde.edu/Portal>

National Board for Professional Teaching Standards (NBPTS) — Scholarship Support

Annual Alabama scholarship opportunity to fund candidates pursuing National Board Certification.

Appendix B — 2003 Task Force on Teacher Quality

Chair: Dr. Ruth Ash, Dean of Education, Samford University

Ms. Carol Brown, Alabama Coalition for Tomorrow

Carol Brown and Associates

Dr. Jayne A. Meyer, Director Teacher Education and Certification, State Department of Education

Dr. Cynthia C. Elsberry, Superintendent, Talladega County Schools

Dr. Catherine Moore, Coordinator, Federal Programs Section, State Department of Education

Dr. Elizabeth French, Director, Office of Interagency Programs, Alabama Commission on Higher Education

Dr. Joseph B. Morton, Deputy State Superintendent, State Department of Education

Ms. Cathy Gassenheimer, Managing Director, A+ Education Foundation

Mr. Gene Murphree, Fiscal Analyst, Legislative Fiscal Office

Ms. Wilma Guthrie, Teacher

Ms. Caroline Novak, President, A+ Education Foundation

Dr. Ethel H. Hall, Vice President, State Board of Education

Ms. Sandra Ray, Member, 7th District, State Board of Education

Dr. Paul R. Hubbert, Executive Secretary, Alabama Education Association

Dr. Phil Redrick, Dean of Education, Alabama A&M University

Mr. Feagin Johnson, Assistant State Superintendent, State Department of Education

Senator Hank Sanders, Alabama Senate

Representative John Knight, Alabama House of Representatives

Dr. Wayman Shiver, Jr, Interim, Superintendent, Birmingham City Schools

Ms. Robin Litaker, Teacher, Trace Crossings Elementary School

Mr. William Smith, Chairman, Royal Cup Inc.

Ms. Kathy McVay, President, Alabama Education Association

Dr. Barbara Walters, Coordinator, State Department of Education

