



Alabama

Teacher Mentor Program

ALABAMA STATE DEPARTMENT
OF EDUCATION

Program Effectiveness Executive Summary: 2021-2022

Introduction

The Alabama State Department of Education (ALSDE) funds the Alabama Teacher Mentor Program (ATMP). The ATMP is a voluntary statewide initiative open to school districts. The State Board of Education adopted the Resolution authorizing the implementation of the ATMP on June 10, 2004.

The current document is an Executive Summary of the 2021-2022 Alabama Teacher Mentor Program (ATMP) Effectiveness Report. This document contains a summary of the data from the ATMP Mentor/Mentee Post Survey from 132 out of 142 school districts and the ATMP-NTC Pilot Program Quality Survey results from mentors and mentees from seven school systems in the pilot program.

Vision

The vision statement of the ATMP is that formal, comprehensive induction and mentoring programs accelerate the successful transitioning of new teachers into the teaching profession. The ATMP believes that the bedrock of quality education for all students lies in providing exceptional instruction for every K-12 student in the State.

Mission

The mission of the ATMP is to support the recruitment and retention of skilled teachers by leveraging the expertise of veteran teachers to mentor novice teachers in their first and second years in the teaching profession.

The Year in Review

In the 2021-2022 academic year, more than 8,400 mentors and mentees participated in the ATMP, an increase of more than 2000 educators from the previous year. The ATMP pays for mentoring support for academic, career technical education (CTE) teachers and those holding a professional, provisional, or emergency teaching certificate.

The program is voluntary, with a total of 132 (93%) of 142 school systems, public and charter participating. The remaining 10 (7%) chose not to participate in the program. Three school districts, Daleville City Schools, Elba City Schools, and Lawrence County Schools indicated that they either did not have new hires or only wanted to enroll the CTE teachers for mentor support. The school systems that did not participate were Baldwin County Schools, Barbour County Schools, Boaz City Schools, Chickasaw City Schools, Cullman City Schools, Linden City Schools, Midfield City Schools, and Tuscumbia City Schools.

At the end of the 2022-2022 school year, the ATMP administered post-program surveys to mentors and mentees. The purpose of the surveys was to gather feedback for continuous program improvement. Survey results revealed that 100% of the mentees affirmed that interactions with mentors were supportive and helpful.

Regarding program effectiveness, 99% of the mentors and 95% of the mentees reported that the ATMP was effective in providing support.

The ATMP-NTC Pilot Program Quality yielded high ratings for the quality and impact of the training on practice among mentors and mentees. Mentors participated in professional learning forums using NTC's nationally acclaimed research-based coaching/mentoring modules.

Survey respondents' overall rating for the program was 9.1 on a scale of 1-10.

Regarding the impact on teacher effectiveness, the rating was 9.2 on a scale of 1-10.

In conclusion, the surveys yielded favorable data on teacher retention 89% of the mentee teachers plan to continue teaching at the same school, whereas 93% of the mentors plan to mentor again in the fall.

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