



Alabama

Teacher Mentor Program

ALABAMA STATE DEPARTMENT
OF EDUCATION

Alabama Teacher Mentor Program (ATMP)

2021-2022 Program Effectiveness Report

Introduction

The Alabama State Department of Education (ALSDE) provides funding for the Alabama Teacher Mentor Program (ATMP). The ATMP is a voluntary initiative open to school districts statewide. The State Board of Education adopted the Resolution authorizing the implementation of the ATMP on June 10, 2004. The program provides paid mentoring support for novice teachers in the first two years of entering the teaching profession regardless of the entry pathways. As a result, in the past couple of years, the ATMP has grown exponentially, necessitating a budget increase from \$3m in previous years to \$4m in the 2021-2022 school year.

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.

Structure

The ATMP provides a framework for LEAs to mitigate teacher attrition attributable to a lack of mentoring support. Each school system selects a district liaison to implement the mentoring and induction program at the local level. That individual works as a liaison between the LEA and the ATMP state-level program leader.

School systems sign a memorandum of agreement (MoA) with the ALSDE agreeing to implement the stipulations of the program expectations and guidelines. Including but not limited to the following examples, (a) a mentor shall support a novice teacher for 2.5 hours per week, and (b) a mentor shall be an effective veteran teacher with at least three years of teaching experience. On the other hand, the ALSDE shall pay each mentor a base stipend of \$1000 a year. School districts receive \$1200 for each mentor. The extra \$200 is for employer withholdings.

Although the ATMP provides a framework for school systems to follow, the program understands the unique needs of each school system; school systems may adapt the program to fit the local context.

The Year in Review

In the 2021-2022 academic year, more than 8,400 mentors and mentees participated in the program, an increase of more than 2000 educators from the previous year. Mentoring support is available to academic and career technical education (CTE). Also, teachers who hold a professional, provisional, or emergency teaching certificate.

The ATMP is voluntary, but the participation rate in the year in review was 132 (93%) of 142 school systems, public, and charter. The remaining 10 (7%) chose not to join 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 following systems did not participate, Baldwin County Schools, Barbour County Schools, Boaz City Schools, Chickasaw City Schools, Cullman City, Linden City Schools, Midfield, and Tuscumbia City Schools.

Program Highlights

Starting in the fall of 2021 and through the entire school year, the ATMP partnered with the New Teacher Center (NTC) to provide biweekly professional learning (PL) sessions to district liaisons

at no cost to the LEAs. The purpose of the PL is to build local capacity for the district liaisons. The district liaisons received training in NTC Foundations of Instructional Mentoring Modules. The decision to provide district liaisons with this caliber of professional development was to equip every school district leader with research-based mentorship support. In a federally funded i3 research study using the modules, there were 2-5 months of additional learning in mathematics, 2-4 months of improvement in English Language Arts in the classrooms of novice teachers, and 94% teacher retention of NTC novice teachers supported by trained mentors.

The objectives of the PL are

- To build a district-level capacity and sustainability and encourage best practices among participating districts.
- To standardize the teacher induction/mentorship program across the state,

The following section will discuss the ATMP-NTC Pilot Program, another aspect of the overall ATMP.

- The ATMP and the New Teacher Center (NTC) Pilot Program completed its full-year implementation.
- Selected mentors from the pilot sites trained and implemented NTC's nationally acclaimed research-based teacher mentoring and induction best practices.
- As stated in a previous section, an independent i3 Validation grant evaluation found that after two years of NTC mentoring support, students in Grades 4-8 taught by NTC -supported teachers demonstrated two to four months of additional learning in reading.
- Students in NTC-mentor-supported classrooms gained two to five months of growth in mathematics compared to students of teachers who received traditional coaching support.
- Further, there was a 30% increase in teacher retention in participating school districts.
- The seven school districts participating in the ATMP-NTC Pilot Program are Birmingham City Schools, Chambers County Schools, Hartselle City Schools, Hale County Schools, Huntsville City Schools, Montgomery County Schools, and Sylacauga City Schools.

- Chickasaw City Schools dropped out of the pilot program.
- Selected mentors from the school systems received job-embedded professional learning and infield coaching throughout the school year.
- The NTC Program Quality Survey administered to mentors and mentees at the end of the school year revealed an overall 9.2 overall effectiveness rating on a scale of 1 to 10.

At the end of the 2022-2022 school year, the ATMP year administered a survey to mentors and mentees. The purpose of the surveys is to provide feedback for continuous improvement of the ATMP. The following section provides the survey results.

Descriptive Mentee Survey Data

In May 2022, the ATMP disseminated surveys to mentors and mentees in the program. The purpose of the ATMP survey was to gather program effectiveness data. A total of 842 mentees responded to the mentee survey.

Mentee data showed that 617 (76%) identified teaching as their first career, whereas 192 (24%) indicated that teaching was not their first career. Additional demographic data showed that 361 (45%) were first-year teachers, while 446 (55%) were second-year teachers. Further examination of the teaching assignments of mentees revealed the following results:

- | | |
|--|-----|
| • Elementary Teacher | 393 |
| • Middle school Teacher | 168 |
| • High school Teacher | 142 |
| • Health or Physical Education Teacher | 27 |
| • Special Education Teacher | 76 |
| • Career Technical Teacher | 36 |

A total of 842 mentees and 1003 mentors completed the surveys. The survey report revealed that 96% of the mentees identified their mentors as full-time teachers. The mentor data indicated that the majority, 79%, were recruited by the principals. Ten percent (10%) of the mentors were selected because they showed an interest, six percent

(6%) completed an application to participate, and eleven percent (11%) became mentors through other means.

Ninety-seven percent (97%) of the mentors indicated that if given the opportunity, they would serve as mentors again. Mentors and mentees expressed high levels of trust and respect among them.

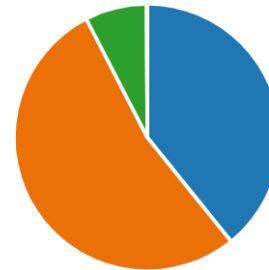
Additionally, mentors (99%) and mentees (95%) reported that the ATMP was effective and supportive of the mentees. A deep dive into the data revealed that 100% of the mentees stated that participating in the ATMP was helpful to them.

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

[More Details](#)

[Insights](#)

● Extremely helpful	393
● Helpful	534
● Somewhat helpful	75
● Not helpful	1



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

[More Details](#)

[Insights](#)

● Extremely helpful	558
● Helpful	179
● Somewhat helpful	59
● Not helpful	46



Next is a tabular representation of the same information.

Response Type	Mentor	Mentee
Yes	393 (39%)	558 (66%)
No	534 (53%)	179 (21%)
Somewhat	75 (7%)	59 (7%)
Not Helpful	1	46 (5%)

The ATMP guideline required mentors to commit to a minimum contact time of 2.5 contact hours with the mentees. The data revealed that eight hundred and twelve (81%) mentors met and exceeded that stipulation. A total of one hundred ninety-one (19%) indicated that they did not. They spent an hour or less contact time with the mentees. In response to the same questions, six hundred twenty-three (74%) mentees reported that their mentors met and exceeded the stipulated contact time. Two hundred nineteen (27%) showed that the mentor-mentee weekly engagement time was an hour or less. The following table shows a descriptive portrayal of mentor/mentee responses.

Hours	Mentors	Mentees
1 hr. or less	191 (19%)	219 (27%)
1-2 hrs.	336 (33%)	248 (29%)
2-3 hrs.	245 (24%)	152 (18%)
3-4 hrs.	102 (11%)	90 (11%)
5 hrs. or more	129 (13%)	133 (16%)

To examine whether mentors observed mentees in their classrooms, seven hundred seventy-three mentors (77%) and five hundred eighty-three (69%) mentees teachers agreed that they watched lesson delivery in each other's classroom. However, two hundred thirty (23%) mentors and two hundred fifty-nine (31%) mentees reported that they did not observe each other teach. Mentors and mentees in this category blamed a lack of sanctioned time for mentor-mentee observation on the schedule. See the table below.

Hours of Observation	Mentors	Mentees
Yes	773 (77%)	583 (69%)
No	230 (23%)	259 (31%)

Recommendations

- Continue the ATMP-NTC Pilot Program
- Continue to train mentors via the NTC monthly Professional Learning Forums.
- Continue to engage school leaders in the Pilot Program through the Leadership Forums every other month throughout the school year.

- Continue to provide in-field coaching to mentors in the Pilot Program.
- Continue to train District Liaisons not in the Pilot using the NTC Institute Mentor Modules.
- Standardize and build sustainability training a cadre of District Liaison who will go through the NTC Presenters Institute. Selected District Liaisons will be responsible for training mentors in the school systems upon completion of the program.

Conclusion

In conclusion, mentors and mentees agreed that the ATMP effectively supports early career teachers. The program continues to grow in popularity and effectiveness as more and more school systems sign up to participate. Many LEAs are becoming intentional in implementing a research-based induction and mentoring program that suits their local contexts. The ATMP encourages LEAs to create a comprehensive Teacher Mentoring Plan with a roadmap of what they seek to accomplish through the program. Having a districtwide plan would make it easier for building administrators and teachers to share a common language and goal in mentorship. District plans shall be a stand-alone document in the *e-Prove strategies* platform.

Results of the ATMP-NTC Program Quality Surveys are in a different document, which will be made available upon request.

With continued funding, the State of Alabama continues to leverage the work of the ATMP as one of its many tools used to address teacher retention and attrition. Providing mentor support for novice teachers helps them to remain in the teaching profession.

To access the Mentoring Basics: Best Practice Resources, visit

<https://www.alabamaachieves.org/teacher-center/teacher-mentor-program/>.

Questions about the program may be directed to Dr. Patience Oranika by phone at 334-694-4714 or via email at poranika@alsde.edu.