

The Alabama Teacher Mentor Program: Mentor Professional Learning and Teacher Effectiveness

ATMP participants engaged in two professional learning experiences with support from the New Teacher Center (NTC): Pilot Mentor Forums and Foundational Institute for Coaching (FIC). NTC's coaching model is grounded in **real-world application** and **job-embedded support** - best practices of adult learning theory - with the ultimate goal of strengthening capacity of district leaders **to build program sustainability**.



Pilot Mentor Forums

During the 2021-2022 school year, mentors from eight districts were selected for a professional learning series pilot consisting of 8 forums to support their learning and understanding for effective implementation of NTC's model for instructional mentoring and the Optimal Learning Environment.

Forum 1: Introduction to NTC and the Optimal Learning Environment (OLE)

Forum 2: Engaging in Planning Conversations

Forum 3: Coaching Elements and Collaboration

Forum 4: Implementing an Effective Induction Program

Forum 5: Joint Forum with Mentors and School Leaders

Forum 6: Analyzing Student Learning to Address Diverse Student Needs

Forum 7: Effective Feedback Delivery

Forum 8: End of Year Reflection/ Success Analysis



Forum Experience and Key Takeaways

I enjoyed the video segments. It was great to have a visual piece to apply our learning.

Great learning session on personalities and how to improve conversations between mentor and mentee.

Each session I leave with excitement to share my new learning

...the school leader's relevance in the mentoring partnership. The collaboration between the school leader and the mentor is a critical component when building an effective mentoring program.

Build purposeful criteria for recruiting mentors.

"This session was very beneficial in helping us to identify challenges in communication and in implementing new ideas, and collaboratively discuss ways to solve those challenges."



9.1

Overall Forum Series Rating
(1-10 scale)

"Gained learning from the sessions will be used to move Hale County's coaching and mentoring programs onward and upward."

Foundational Institute for Coaches

NTC's Foundational Institute for Coaches is a nationally recognized professional learning series focused on implementing the coaching cycle to support equitable instruction. 86 mentors participated in this summer learning opportunity.

- Session 1: Foundations for Equitable Coaching
- Session 2: Creating Optimal Learning Environments (OLE)
- Session 3: Effective Planning Conversations: Context and Standards
- Session 4: Planning Conversations: Knowing Students/Knowing Teachers
- Session 5: Pre-Observation Conversation
- Session 6: Observation and Post-Observation Conversation
- Session 7: Analyzing Student Learning Tool
- Session 8: Supporting and Planning for Effective Coaching

Forum Experience and Tool Application

I always enjoy the opportunity to share ideas with others with different perspectives. The training was sensational. I've learned several strategies that will enable me to be an effective mentor. I'm looking forward to the next session. This is one of the most valuable professional learning opportunities I have experienced. The activities are engaging and the conversations with colleagues have been powerful. Thank you!

I am excited about the opportunity to use the tools provided with the mentors in my district. I feel they would love the opportunity to move beyond the basics of mentoring. I enjoyed using the Kiano to navigate the collaborative assessment log and the planning conversation guide. Great tool to mentor/coach teachers. Selective scripting was a little difficult to start, but I am sure it will get easier. I like the fact that it focuses on the evidence and it is not subjective.

Impact on Teacher Effectiveness

Overall Forum Series Rating (1-10 scale)

9.2

95% of teachers

Agree/Strongly Agree that work with their mentor has impacted their teaching practice

of teachers

100%

feel more prepared to create a student centered environment
made permanent and substantive changes to teaching practice
will apply strategies learned

The Alabama Teacher Mentor Program: 2022 Program Quality Survey

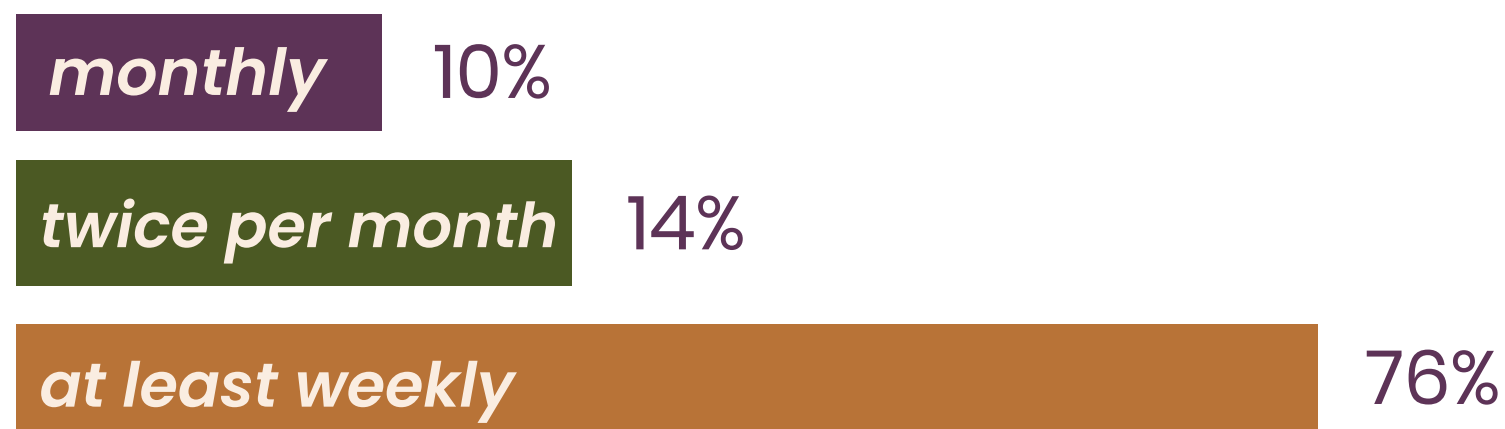
Data from 26 Teachers and 29 Mentors

Source: 2022 NTC Program Quality Survey for Teachers and Mentors



New Teacher Experience and Impact on Practice

I meet with my mentor...



100% of teachers met with mentors at least monthly during the 2021-22 school year.

How would you rate your coaching support this year?

How likely are you to recommend your mentor to a colleague?

On a scale of 1-10

100%

of teachers rated questions as 9-10

Because of work with my mentor...

100% feel more prepared to create a student-centered environment

100% made permanent and substantive changes to my teaching practice

will apply teaching strategies 100%

impact on student learning 95%



63% agree tools in Kiano help facilitate conversations with their mentor

69% agree Kiano surfaces actionable information about practice and student learning

Mentor Experience and Impact on Practice

Mentors agree/strongly agree that...



100% agree Kiano surfaces actionable information about teacher practice and student learning

97% agree Kiano enables them to effectively apply the coaching model

Mentor Role Satisfaction and Climate

85% feel supported by principal(s) in the schools(s) where they work

93% agree the role as mentor is clearly defined

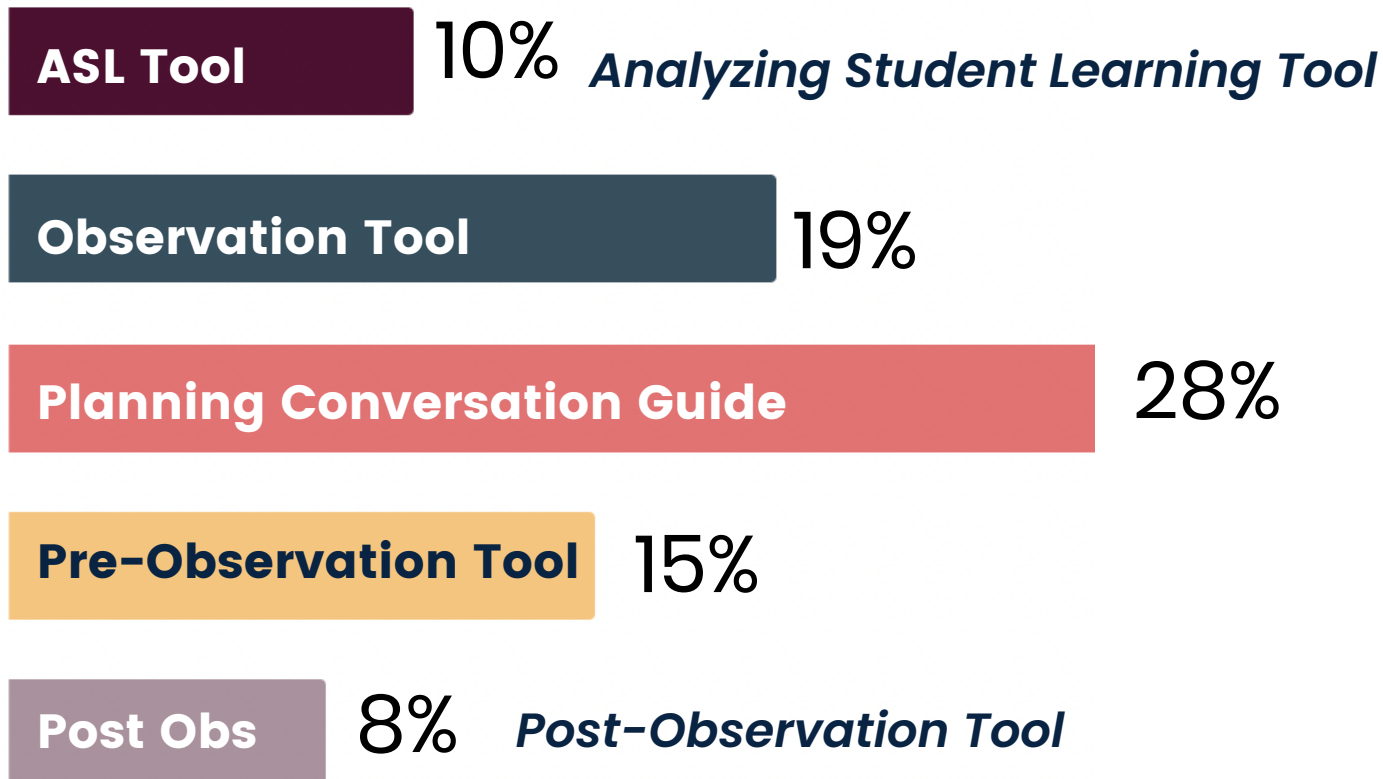
54% have enough time to adequately meet the needs of their mentee/new teacher

61% Rated training and support 9-10 on a scale of 0-10

74 minutes were spent supporting each teacher per week, on average



Mentors used NTC tools in Kiano to facilitate interactions with teachers. The chart below highlights the tools most frequently used in the 88 interactions documented in Kiano.



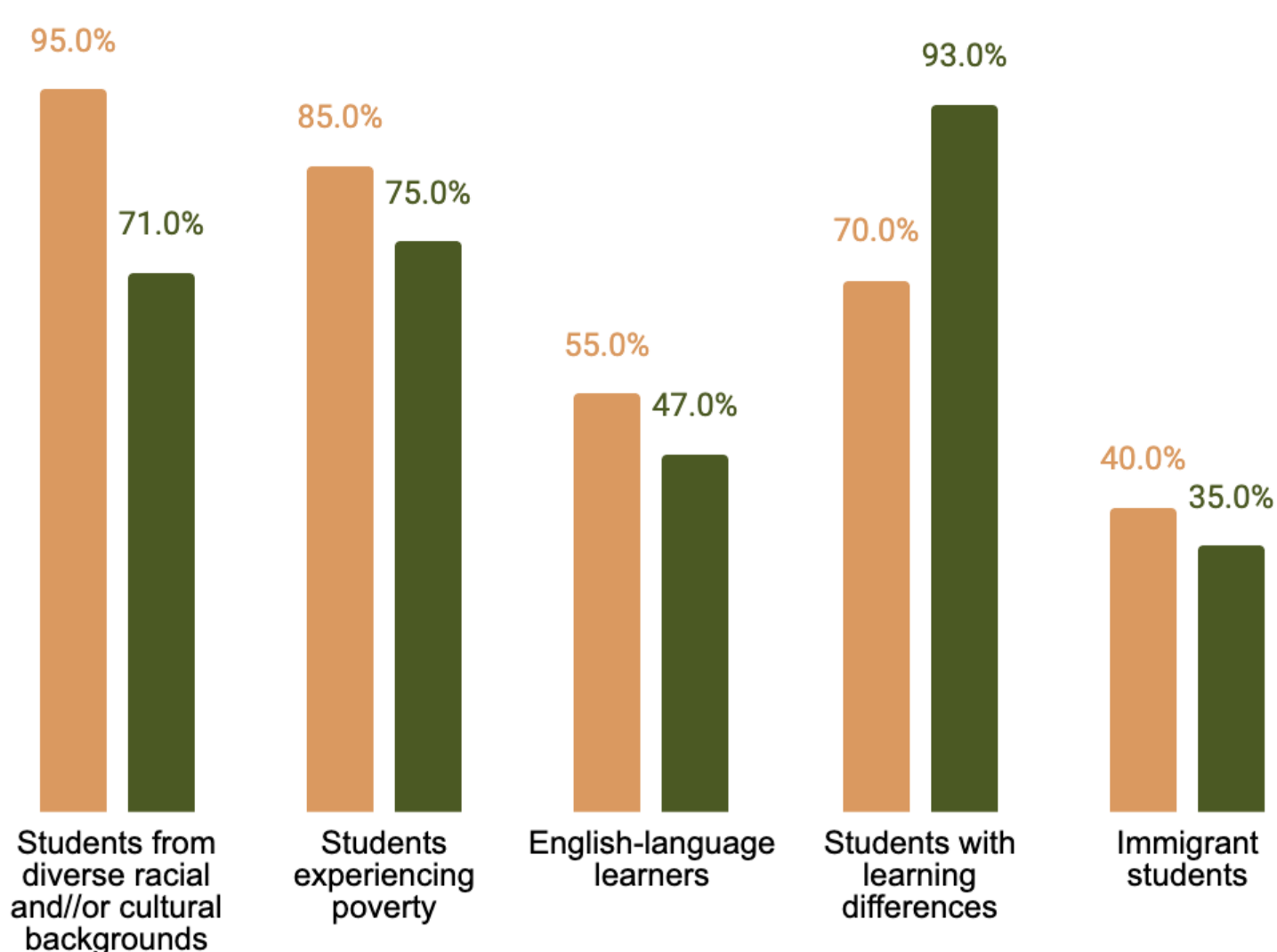
Source: 2022 Kiano Teacher Tool Metrics

Priority Student Populations

Source: 2022 NTC Program Quality Survey for Teachers and Mentors

Teachers: To what extent has your mentor supported you in meeting the academic and social emotional needs of NTC priority student populations?

Mentors: To what extent did NTC professional learning enhance your knowledge in supporting teachers to meet the academic and social emotional needs of NTC priority student populations?

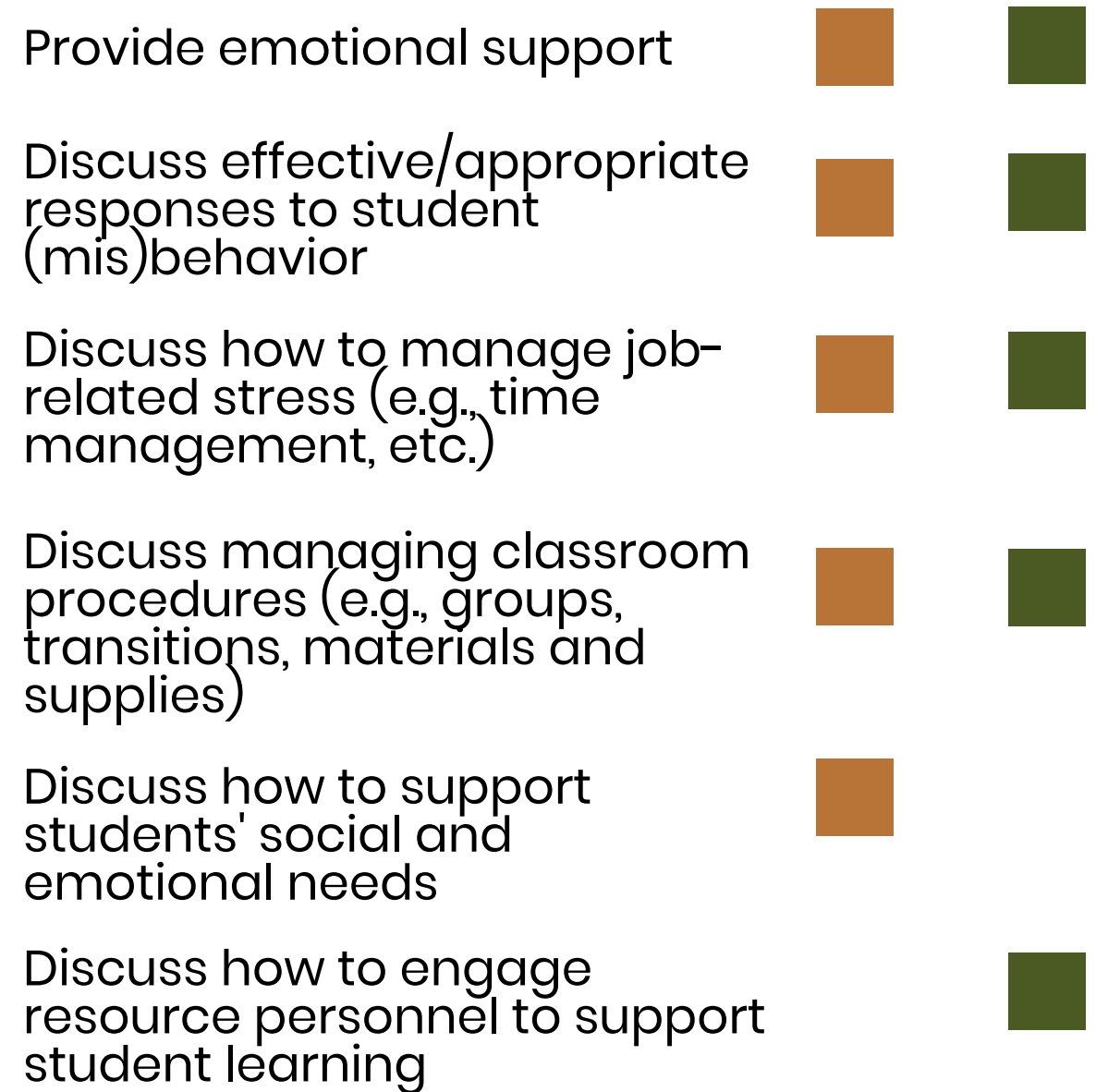


Teachers and mentors received intentional development that supports high quality instruction for NTC priority student populations.

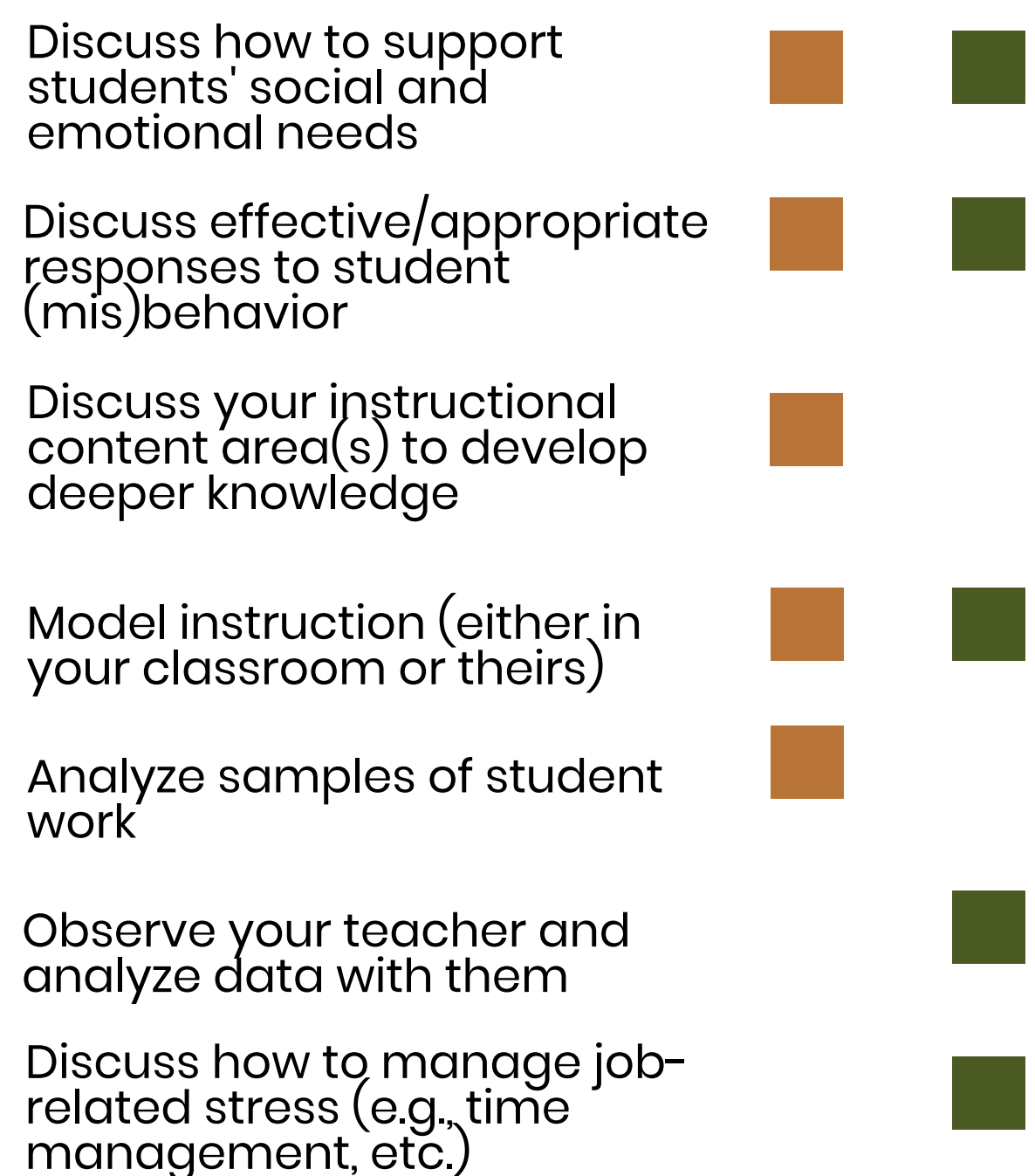
Instructional Mentorship

Source: 2022 NTC Program Quality Survey for Teachers and Mentors

Mentoring activities completed at least monthly, according to teachers and mentors*



Mentoring activities teachers and mentors would like additional training/support in the upcoming school year.*



*Top 5 rated responses for teachers and mentors

Impact on Teacher and Mentor Practice



I have learned some things that they don't teach you in college that you can only learn from experiences of your own or someone going through similar things as you.

I am a lot more reflective of my own teaching practices- almost like I am self-mentoring. Mentoring has become even more of a collaborative experience.

My[mentor]observed my lessons... This feedback helped me plan my lessons in a more successful way. I was able to make small changes that helped student engagement and understanding.

I have had more opportunities to reflect on my job as a mentor and coach.

Impact on Relationships

My mentor treats me with respect beyond my years of experience and has been excellent to work with. I appreciate the support she has given me throughout not only my first year at Valley, but my first year as an educator. She is phenomenal and I will miss her near everyday conversations...I will be eternally grateful.

I absolutely loved my [mentor]. The insight I was given this year was extremely valuable. I look forward to continuing my teaching years with the knowledge I received from her. I also feel comfortable coming to her in the future as needed. I am extremely thankful for this opportunity to learn and grow from my [mentor].

The Kiano Experience

I enjoyed using [Kiano] to navigate the collaborative assessment log and the planning conversation guide. Great tool to mentor/coach teachers.

Having time to self-reflect on my mentoring practices was very helpful; working within the Kiano platform is always a PLUS.

I am excited about the opportunity to use the tools provided with the mentors in my district. I feel they would love the opportunity to move beyond the basics of mentoring.



Recommendations for 2022-23

Based on responses (open ended and multiple choice) from 2021-2022 NTC Program Quality Survey for Teachers and Mentors

Special Education Focus

Both teachers and mentors identified a need for a special education focus for professional learning, and tool application.

"I just wish there was a part more geared towards special education."

Add some parts that make it easier for special education/inclusion teachers that don't really plan lessons."

Time

Mentors expressed a desire for more sanctioned time to observe, model or co-teach with their mentees to support teacher learning and application. Some also wished for time to collaborate with school administrators.

"My only wish is that there was more (any) dedicated time for meeting between mentor/mentee, and also actual dialogue between mentor/admin."

"More time for in-classroom practice with my mentee."

Collaborative Professional Learning

Mentors stated that collaborative professional learning with administrators was beneficial in aligning teacher needs and school support.

"The key takeaway from today's session is the school leader's relevance in the mentoring partnership. The collaboration between the school leader and the mentor is a critical component when building an effective mentoring program."

"Allowing the mentee to attend a training session. This way they can better understand what and why we are doing what we are doing to try and help them."

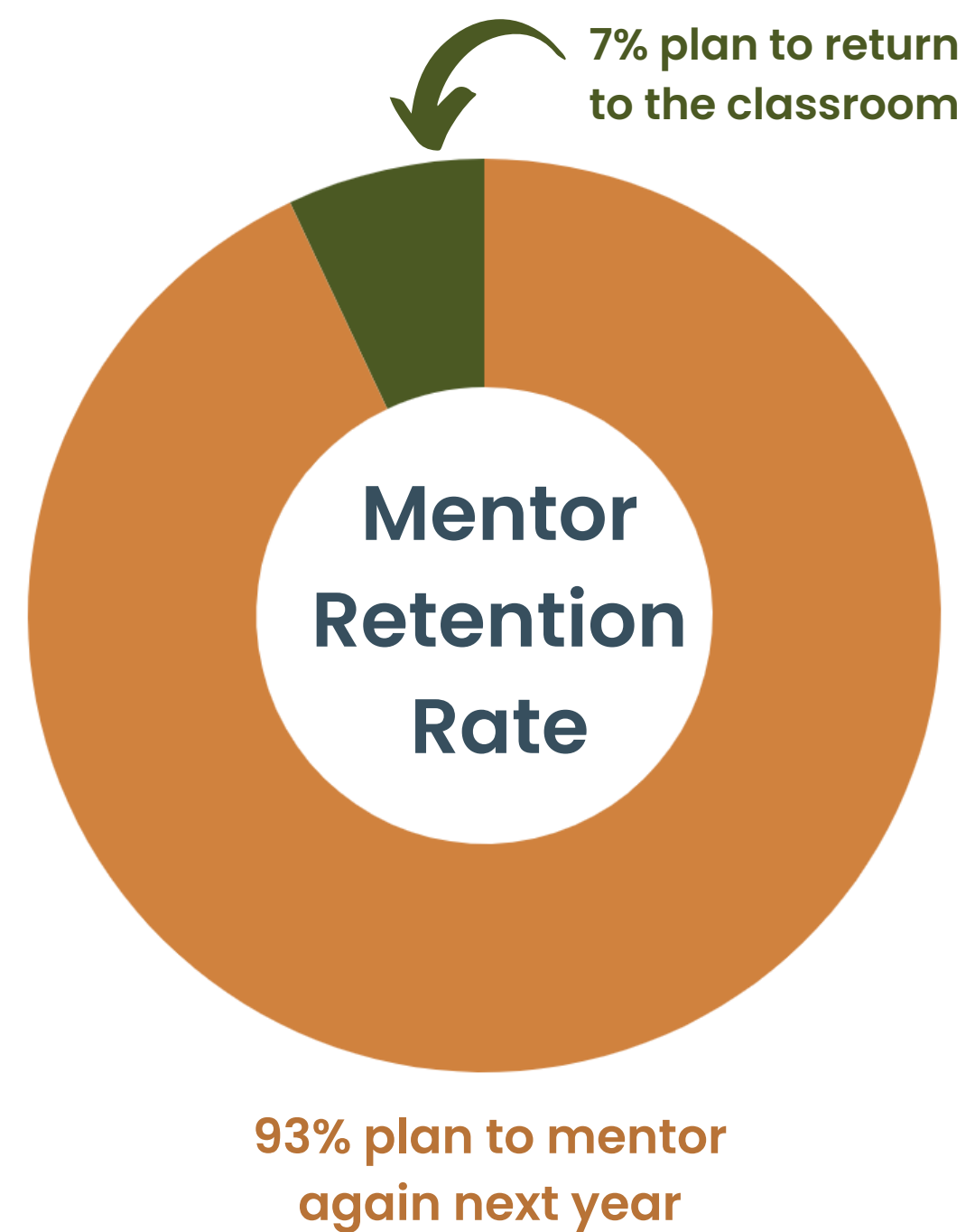
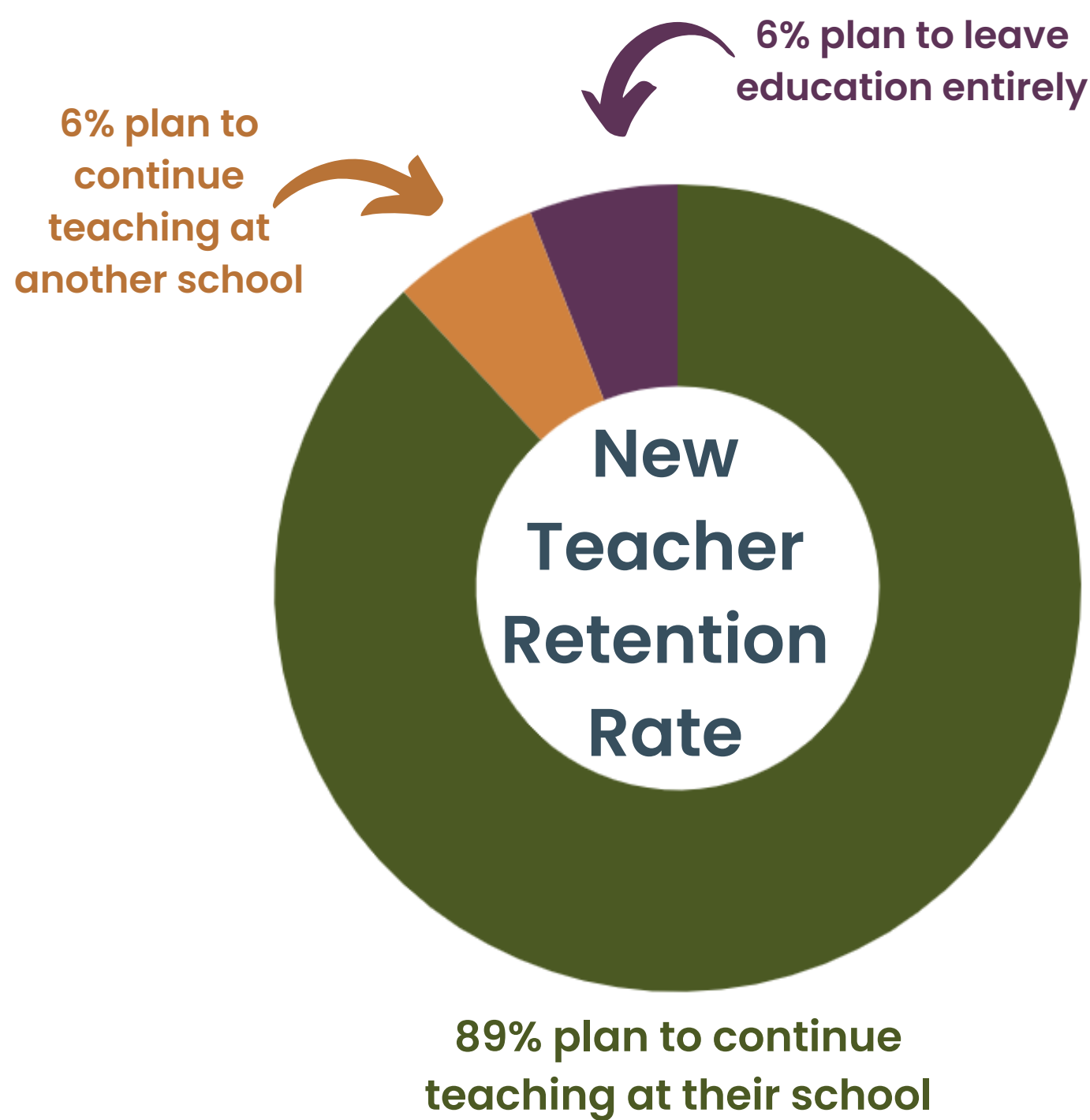
The Alabama Teacher Mentor Program: Teacher and Mentor Retention

Data from 26 Teachers and 29 Mentors

Source: 2022 NTC Program Quality Survey for Teachers and Mentors



RETENTION OF **TEACHERS** AND **MENTORS**



2021-2022 Mentor Attrition

86

mentors started in 21-22 cohort pilot and participated in Foundational Institute of Coaching

59

mentors remained in the program at the end of the 2021-22 school year.

31.4%

21-22 mentor attrition rate

Reasons for Mentor Attrition

as communicated to NTC Program Consultant

- Resignation/Separation from district
- Work balance
- Promoted within district
- Retired
- Personal/Medical reasons
- Unknown withdrawal
- ALSDE Mentoring Pilot Policy*

*Participation in the ATMP Pilot Program was voluntary. Some districts chose to opt out after initial professional learning occurred. One entire district opted out (15 mentors)

The partnership with NTC has shown to have a positive impact on the teacher and mentor experience. The retention rate is based on responses from participants that completed the entire year. The high retention rate for both teacher and mentor creates a strong foundation for the continuation of learning, application of strategies and mentoring relationships.