

# ATMP 2022-2023 Program Effectiveness Report

## **2022-2023 Scholastic Year**

The Alabama Teacher Mentor Program engaged the expertise of 4,479 to support 4479 mentee teachers across the State of Alabama. The ATMP administered a survey at the end of the school to gather perception data to use in its continued effort to serve districts better. The data revealed 4,725 mentors and 4,198 mentees completed the surveys. There were 131 participating local education agencies (LEAs) in the ATMP. Eight LEAs Baldwin County Schools, Boaz City Schools, Chickasaw City Schools, Chambers County Schools, Linden City Schools, Midfield City Schools, and Opelika City Schools did not participate in the program in the year under review.

The program effectiveness report was based on the data retrieved from the 2022-2023 ATMP Mentor Post Survey and the ATMP Mentee/Beginning Teacher Post Survey. The ATMP deployed both Surveys via Microsoft Forms from April 3 to April 28, 2023. The LEAs that did not meet the 80% response rate accountability requirement were granted an extension until May 29 to fulfill the accountability requirement.

The current report shows both the descriptive data and comparative analysis of information derived from examining the perceptions of the mentors and the mentees in response to the same survey questions. The next section of this document will show the numeric growth of the program from the 2021-2022 academic year to the 2022-2023 scholastic year.

In the 2022-2023 academic year, 8,958 mentors and mentees participated in the ATMP, an increase of 558 educators from the previous year. The ATMP paid for mentoring support for academic, career technical education (CTE) teachers and those holding professional certificates and other certificate pathways.

Survey results revealed 94% of the mentors and 97% of the mentees reported that the ATMP effectively supported novice teachers. The program stipulated that mentors and mentees engage a minimum of 2.5 hours of weekly contact time. The data indicated that 54% of mentors and 52% of mentees met and exceeded that requirement, whereas 31% of mentors and 28% met for one to two hours weekly.

Finally, 80% of mentors and 73% of mentees reported that they observed each other teaching in the classrooms.

## **Areas of Improvement**

The lack of sanctioned time for lesson planning, classroom observation, and the need for school leaders to engage substitute teachers to cover classrooms when mentors and mentees met were recurrent themes. Also, many mentees suggested that school administrators consider pairings based on grade level and subject area.

The following section shows the comparative descriptive data and the supporting graphical representation of the survey data.

1. In a typical week, how much time did mentors spend with the mentees?

**Mentors:**

- 2,545 (54%) mentors met the mentees between two and 5 hours weekly.
- 1487 (31%) mentors met with the mentee teachers for a minimum of one to two hours.
- 693 (15%) mentors met the mentees for one hour or less per week.

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

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● 1 hour or less	693
● 1-2 hours	1487
● 2-3 hours	1294
● 3-4 hours	646
● 5 hours or more	605



**Mentees:**

- 2,202 (52%) mentees stated mentors met with them between two to five hours weekly.
- 1167 (28%) mentees indicated mentors met with them one to two hours per week.
- 829 (20%) mentees stated mentors met with them one hour or less per week.

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

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 Insights

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



2. When asked if they observed the mentees teaching in the classroom, the response revealed the following:


**Mentors:**

- 3773 (80%) mentors answered ‘Yes.’
- 4,536 (96%) mentors indicated that if given the opportunity to serve again, they would mentor again.
- 952 (20%) answered “No.”
- 189 (4%) mentors indicated they would not want to mentor again.

I have observed my mentee teaching in the classroom

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 Insights

 Yes	3773
 No	952



**Mentees:**

- 3046 (73%) mentees answered ‘Yes.’
- 97% of the same mentors indicated the mentors were supportive and helpful.
- 1152 (27%) mentees revealed the mentors did not observe them teaching in the classroom.

. Did your mentor observe you teaching in your classroom

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 Insights

 Yes	3046
 No	1152







3. Mentors were asked to indicate the extent to which they provided effective support to their mentees. The question yielded the following descriptive data.

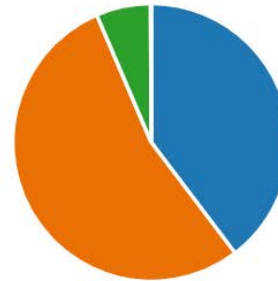
- 4,420 (94%) mentors' responses ranged from "Helpful" to Extremely Helpful."
- 301 (6%) mentors indicated "Somewhat Helpful."

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

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 Insights

 Extremely helpful	1874
 Helpful	2546
 Somewhat helpful	301
 Not helpful	4







#### Mentees:

- 3840 (91%) mentees' responses ranged from "Helpful" to "Extremely Helpful."
- 270 (6%) mentees indicated "Somewhat Helpful."
- 88 (2%) revealed they did not receive effective support.

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

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 Insights

 Extremely helpful	2943
 Helpful	897
 Somewhat helpful	270
 Not helpful	88



4. Ninety-nine percent of the mentors stated there was a high degree of respect between them and the mentees.
5. Data from the open-ended question that sought to know what would have made the mentoring experience more helpful this year revealed the following themes.

**Mentors:**

- The recurrent theme among the mentors was the lack of sanctioned time to meet and observe in one another’s classroom.
- Mentors indicated that having a common planning time would have enhanced their effectiveness.
- Mentors indicated that having substitute teachers cover their classrooms during planning and observation meetings would make them more effective.

**Mentees:**

- Built-in time within the schedules to meet with mentors, be assigned with a mentor who teaches the same subject/area, and if the administrators had shared expectations with them when they accepted the job.
- Most of the mentees stated that they wished mentors had substitute teachers to cover their classes when they met.
- The data showed that salary was the least reason the novice teachers accepted employment at the LEAs.

. What was the major factor that contributed to your acceptance of employment in your school system?

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 [Insights](#)

 Salary	255
 Location	1209
 Community	1176
 Culture and Climate	1044
 Other	514

