



ALABAMA TEACHER MENTORING PROGRAM (ATMP)

DR. PATIENCE ORANIKA

2019-2020

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AGENDA

- Overview: Alabama Teacher Mentor (ATM) Program
- 2019-2020 Updates
- 2018-2019 Survey Data
- Q/A

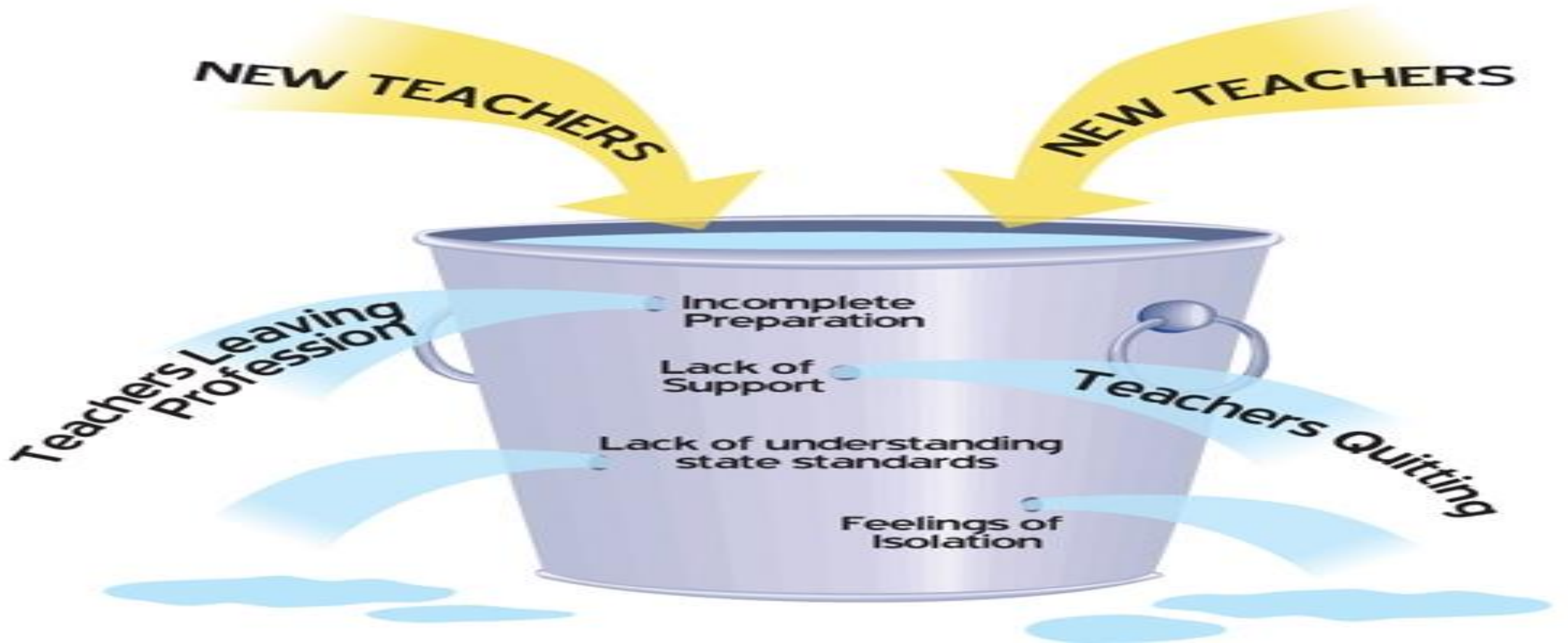
ATM PROGRAM 2019-2020

- The Alabama Teacher Mentor Program (ATMP) shall be fully implemented and funded during the 2019-2020 school year.
- Each Local Education Agency (LEA) is encouraged to select system mentor liaison through whom communication between ALSDE can be sent back and forth.
- The ALSDE contact for the ATMP is Dr. Patience Oranika. Dr. Oranika may be reached via email at poranika@alsde.edu or by phone at 334-694-4714.

ALABAMA TEACHER MENTOR PROGRAM BELIEF STATEMENTS

- A formal induction program can be a powerful tool in minimizing the loneliness and trauma associated with a “sink or swim” experience for first-year teachers as they transition from college to the teaching profession.
- Every beginning teacher in Alabama deserves to be supported by a well-trained, resourced, effective mentor teacher.
- Novice teachers in all schools, especially those in hard-to-staff rural schools, and hard-to-staff areas will be supported to quickly transition into effective educators as soon as possible.
- Providing ongoing support to novice teachers will reduce the turnover rate which exacerbate teacher shortage issues.

THE LEAKY BUCKET WHY MENTORING?



WHAT MENTORING LOOKS LIKE

- A mentor provides a “helping hand” to induct the beginning teacher into the culture of the school and the system.
- Delivers ongoing coaching support to beginning teachers in the areas of:
 - Classroom instruction, curriculum, management, and assessment needed to maximize the learning and achievement of all students.
 - Personal, social and emotional support to new teachers as they transition into the complexities of the teaching profession.

DEFINITION OF TERMS: “NO PRIOR EXPERIENCE”

- A mentee is a first-year teacher with no prior teaching experience.
- A teacher who only taught in a substitute capacity in multiple classrooms or in the same classroom for less than a semester.
- A teacher who taught during the previous year but has taught less than a full semester in his/her own classroom.
- A teacher starting their first-year teaching under any of the following: Emergency Certificate, Provisional Certificate, Interim Certificate, or Alternative A Certificate.

ATMP EXCLUSIONS

- Teachers who are new to the system but have previously taught in another system(s) or another state(s) for a full semester or more.
- Teachers who have previously taught in a private school setting for a full semester or more.
- Substitute teachers.
- Teachers who are new to new positions/roles other than their classroom.

ATMP FUND ALLOCATION

- Funds equivalent to \$1,000 per first-year teacher named on the list submitted to the ALSDE will be distributed to LEAs.
- The \$1,000 includes the stipend and all applicable fringe benefits for each mentor of a first-year teacher who has no prior teaching experience.
- The LEA Liaison shall send by email to Dr. Oranika a list comprising of the name, and e-mail address for each mentor and mentee.
- Also, the TCH Number, Certificate Type, Certificate Level, and Subject/Grade level of each mentee.
- The list should be received by 4 p.m. on October 15, 2019.

ATMP FUNDING ALLOCATION CONT.

- The ALSDE will disburse ATMP funds to the LEAs at the end of each semester.
- Payment of the stipend by the LEA to individual mentors shall be made in two installments of \$500 less the required employer and employee matching for applicable fringe benefits.
- Payment of the stipend to a contracted retired or former teacher designated as mentor shall be made in two installments of \$500 per assigned mentee.

LIMITATIONS

- Each mentor currently employed as a classroom teacher shall continue his/her normal teaching responsibility in addition to providing mentoring assistance to one new teacher.
- A retired teacher may mentor no more than five new teachers and shall receive a stipend for the number of mentees assigned.
- A CTE teacher selected as a mentor may mentor a maximum of two first-year CTE teachers and shall receive a stipend for the number of teachers assigned.

MENTOR DISPOSITIONS

- Possesses a variety of skills in addition to being an excellent teacher.
- A model for lifelong learning, be viewed by peers as competent and professional, and willing to commit the time and attention needed to support a novice teacher.
- Exhibits exemplary professional skills, personal skills, instructional skills, educational background and experience.
- Has a minimum of five years successful teaching experience and committed to mentoring.

THE MENTOR AS A PROFESSIONAL

- Shows strong skills in observing and giving feedback (for example, feedback can be candid without being critical).
- Has a positive view of the teaching profession.
- Knows the Alabama Teaching Standards.
- Stays current in professional reading.
- Understands school and district policies and procedures.
- Sets goals, develops strategies, identifies tasks, and takes action.
- Influences and knows how to maneuver within the system
- Is a team player.

PERSONAL SKILLS:

- Demonstrates excellent communication skills.
- Has a patient, helpful, and caring attitude.
- Is friendly, approachable, and accessible.
- Encourages and nurtures an appreciation of diversity.
- Is supportive of and helpful to other teachers.
- Is enthusiastic and optimistic.
- Is dependable and trustworthy.

INSTRUCTIONAL SKILLS

- Demonstrates skills in working with children.
- Is knowledgeable of curricular content areas.
- Applies effective classroom management techniques consistently.
- Is recognized by peers as an excellent teacher worthy of emulation.
- Thinks systematically about and modifies instructional practices.
- Assesses student learning and modifies instruction to meet individual student needs.

COMMITMENT TO MENTORING

- Believes mentoring supports, novice teachers.
- Shows a willingness to serve as a mentor (is not coerced).
- Shows a willingness to commit time for mentee development.
- Shows willingness to participate in ongoing mentor professional development.
- Adheres to the school district's Code of Conduct and Code of Ethics.

LOCAL STRUCTURE

- The success of this program is dependent upon the knowledge and support of the leadership team overseeing the implementation and its ability to ensure that:
 - The right individuals are selected as mentors.
 - The right matches are made between mentors and mentees.
 - Mentors and mentees are provided with ongoing support.
 - A supportive culture of trust, mutual respect, and collegiality are in place to support the program.

LEADERSHIP SUPPORT

- Administrative commitment at the district and building level which include clearly defined plans, goals, roles, training, resource allocation, collaborative problem-solving and decision making processes.
- Mentors and mentees should strive for an average of 2.5 hours of contact time during each week of the school year. It is understood that contact hours will vary from week to week, but sufficient time should be scheduled to provide the mentee with the appropriate level of support and guidance.
- Allotted mentor-mentee contact time to include lesson planning, observation, and debriefing.

The background features a light blue gradient with faint, large-scale circular patterns. In the corners, there are decorative white and light blue circuit board traces with circular nodes.

Career and Technical Education (CTE)

CAREER TECHNICAL EDUCATION (CTE) MENTORING

Career and technical education teachers are unique in that these individual have work experience in an **industry related** career (*i.e. building construction, cosmetology, welding*) or a health science related field and **did not** enter into education through a university sponsored teacher preparation program.

- The CTE section of the ALSDE work to pair experienced CTE mentor teachers with CTE mentee teachers in the same CTE Program area.
 - Example 1: An experienced CTE mentor teacher in a Health Care (*licensed nurse*) program is paired with a CTE mentee teacher within the same Health Care program area.
 - Example 2: An experienced CTE mentor teacher in a Welding program is paired with a CTE mentee teacher within the same Welding program area.
 - Mentor assignments may be outside of the LEA where the CTE mentor teacher is assigned; based on critical shortage.
 - CTE Mentor teachers are permitted to be assigned up two (2) mentee teachers; based on critical shortage teaching areas.

The Role of the CTE Mentor Teacher



- CTE Mentors are expected to meet on the school assigned site of the mentee teacher **two** times during the academic year. Mentor should plan to spend the day with his/her assigned mentee teacher.
- The first meeting should occur between October and December to coincide with the 1st Semester of the academic year.
- The second meeting should occur between January and May to coincide with the 2nd Semester of the academic year.
- CTE mentor records all details of each meeting held with assigned CTE mentee teacher on the Verification of Mentor Visits form (MVF).
- Upon completion of all planned visits, obtains participant signatures as specified on MVF.
- Provide a copy completed form to the CTE section of the ALSDE and to CTE mentee.

The Role of the CTE Mentee Teacher

- CTE Mentee teachers are expected to meet on the school assigned site of the mentor teacher **two** times during the academic year. Mentee teacher should plan to spend the day with his/her assigned mentor teacher.
- The first meeting should occur between October and December to coincide with the 1st Semester of the academic year.
- The second meeting should occur between January and May to coincide with the 2nd Semester of the academic year.



CAREER TECHNICAL EDUCATION (CTE) MENTORING CONT.

- Following this guidance, a minimum of 4 face to face visits are planned with mentee teacher.
- During this time mentor teachers will provide valuable guidance on the following:
 - CTSO – Career Tech Student Organization
 - BIC –Business and Industry Certification
 - Forming Advisory Committee with Industry Partners
 - Credentialing
 - Lesson Plans/Plans of Instruction (POI)

CTE VERIFICATION OF MENTOR VISITS FORM

CTE Teacher Certification Program Verification of Mentor Visits

MVF - Revised: 09/21/2016

Directions:

Form to be completed by the **Mentor** and signed by the **Mentor** and **CTE Director**. Upon completion of the mentor activities, submit the original to the CTE Director and mail or e-mail a scanned copy to Niketa Dean at nkdean@alsde.edu. By mail to, Office of Career and Technical Education/Workforce Development, Alabama State Department of Education, P.O. Box 302101, Montgomery AL 36130-2101.

Semester 1 Program Mentor Session I (October -December)			
Visit	Type Visit	Date of Visit	Comments
One	New Teacher Visits Mentor at Mentor's school (Visit Required)		
Two	Mentor Visits New Teacher at Mentee's school (Visit Required)		
Three	Mentor/Mentee Visit - check one below: <input type="checkbox"/> Via Telephone and Emails (6 hours total) <input type="checkbox"/> Visit occurred off-site at a mutual location and is relative to the program being taught		
Four	Mentor/Mentee Visit - check one below: <input type="checkbox"/> Via Telephone and Emails (6 hours total) <input type="checkbox"/> Visit occurred off-site at a mutual location and is relative to the program being taught		

Semester 2 Program Mentor Session II (January-May)			
Visit	Type Visit	Date of Visit	Comments
One	New Teacher Visits Mentor at Mentor's school (Visit Required)		
Two	Mentor Visits New Teacher at Mentee's school (Visit Required)		
Three	Mentor/Mentee Visit - check one below: <input type="checkbox"/> Via Telephone and Emails (6 hours total) <input type="checkbox"/> Visit occurred off-site at a mutual location and is relative to the program being taught		
Four	Mentor/Mentee Visit - check one below: <input type="checkbox"/> Via Telephone and Emails (6 hours total) <input type="checkbox"/> Visit occurred off-site at a mutual location and is relative to the program being taught		

Program: _____

Mentor's Name: _____

Mentee's Name: _____

Mentor's School System: _____

Mentee's School System: _____

Mentor's CTE Director: _____

Mentee's CTE Director: _____

Date

Signature of Mentor

Date

Signature of Mentor's CTE Director

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2019-2020 PROGRAM UPDATES

SCHOOL DISTRICT ATMP GOAL(S) IN E-PROVE

Each school district is required to establish clear teacher mentoring goal(s) and expectations-

- These goal(s) must describe what the district hopes to achieve with the mentoring program and its expectations of the central office staff, school faculty, building administrator(s), mentors, and mentees in making the program a success.
- The goals should center on a vision of the ideal mentor-mentee relationship and how this relationship should support beginning teachers' strengths and provide guidance for improvement.

E-PROVE INTERFACE

CREATE A DISTRICT PLAN

My Plans

New Plan

Name	Institution	Creator	Last Modified	Start Date	End Date	Status
ATMP	Alabama Department of Education (ALSDE)	Patience Oranika <i>Alabama Department of Education (ALSDE)</i>	08/16/2019	08/16/2019	05/22/2020	 ⋮



ATMP

8/16/19 - 5/22/20



Envisioning



Determine Current Reality



Explore The Future



Synthesize Results

Planning



Create Objectives and Critical Initiatives



Identify Outcomes and Key Measures




Develop Strategy Map



Develop Annual Plan

Envisioning Phase

The Envisioning Phase expands an institution's view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning. In this phase, specific actions guide you toward deeply understanding your institution and its community. When the work of envisioning is completed, your institution is better equipped to shape the direction for its long- and short-term Priorities, Objectives, and Critical Initiatives.

 [Download Guide](#)

In this Envisioning subphase, the institution determines its Priorities and Strategic Themes and ensures there is alignment with its Vision, Mission and Beliefs.

Download the guide to learn about the Envisioning Phase.

1. Institution's Vision:

The Alabama Teacher Mentor Program is a formal induction program....

2. Institution's Mission:

The mission of the Alabama Teacher Mentor Program is..

3. Institution's Beliefs:

Every first-year teacher in deserves to be supported by a well-trained, resourced effective mentor teacher.

MEMORANDUM OF AGREEMENT

- Every participating school district is required to enter into a Memorandum of Agreement (MoA) with the Alabama State Department of Education.
- Hard copies of the MoA will be mailed to each school district's ATMP liaison.
- The ATMP shall be responsible for obtaining original signatures of the designated signatories to the MoA.
- The district liaison shall be responsible for mailing back original copies of the MoA no later than September 30, 2019. The return address is shown below.

ALSDE Office of Teaching and Leading
5202 Gordon Persons Building
P.O. Box 302101
Montgomery, AL 36130-2101



Alabama State Department of Education

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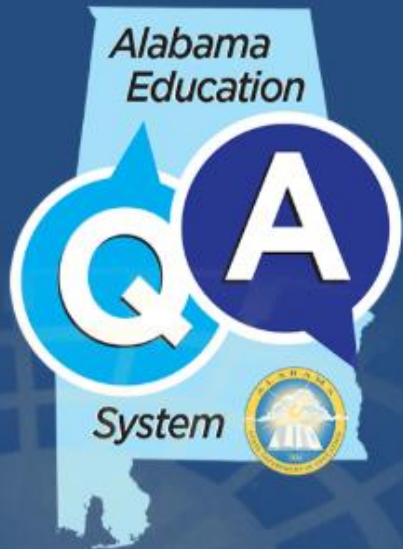
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AL Education
Report Card

Superintendent's Corner

What's Happening Now

Up And Coming



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Office of Teaching and Leading

The Office of Teaching & Leading implements SBOE standards to ensure well-prepared, effective educators. Staff work with educator preparation programs at 26 Alabama public and private colleges/universities to ensure continuous compliance with all applicable SBOE standards. Staff also work with all public/private school systems to help meet personnel needs, in addition to helping individuals seeking employment.



Office of Teaching and Leading

Office of Teaching and Leading Memoranda

[Educator Assessment](#)[Educator Certification](#)[Educator Preparation](#)[Educator Recruitment & Placement](#)[Alabama Teacher Mentor Program](#)[ALSBE Administrative Code](#)[Educator Preparation Programs](#)[▲ Salary Schedules](#)[Verification of Higher Degrees](#)[Ed Prep Institutional Report Cards](#)



Every Child a Graduate. Every Graduate Prepared.



Office of Teaching & Leading > Alabama Teacher Mentor Program: General Information

General Information

Documents

Training

FAQs

Title

[Alabama Teacher Mentor Program \(ATMP\)](#)

Description

Alabama Teacher Mentor Program (ATMP) General Information

FIRST SEMESTER IMPLEMENTATION TIMELINE

- September – Train the selected mentors.
- September – Complete and mail back signed original copies of the MoA.
- October 15 - Submit the mentor and mentee list to Dr. Patience Oranika.
- October – Administer the pre-survey to mentors and mentees.
- November- Complete the Teacher Mentor Plan in *e-Prove Strategies*
- End of First Semester- First Disbursement of funds to LEAs.

SECOND SEMESTER IMPLEMENTATION TIMELINE

- January – Submit the second-semester list of mentors and mentees to Dr. Oranika.
- April - Administer the ATMP Post-Survey to mentors and mentees.
- April - Disseminate The ALACTE Survey for Employers of New Teachers and the ALACTE Survey for In-Service Teachers.
- Summer -Final Disbursement of funds during the summer.

2018-2019 MENTOR-MENTEE AGGREGATED POST SURVEY DATA



1. What is the name of your school system and school?

[More Details](#)

1654
Responses

Latest Responses
"Central High School"
"Pell City Schools; Walter M. Kennedy"
"Jefferson County and McAdory High School"

2. Which of the following best describes how you became a mentor

[More Details](#)

● My principal recruited me.	63%
● I expressed an interest, and m...	19%
● I completed an application an...	1%
● Other	17%



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

More Details

● 1 hour or less	16%
● 1-2 hours	30%
● 2-3 hours	27%
● 3-4 hours	14%
● 5 hours or more	13%



1. What is the name of your school and school system?

[More Details](#)

1256
Responses

Latest Responses

"Mill Creek Elementary-Madison City Schools"

"Wilmer Elementarym Mobile county School System"

"Central High School Coosa County "

2. Is teaching your first career?

[More Details](#)



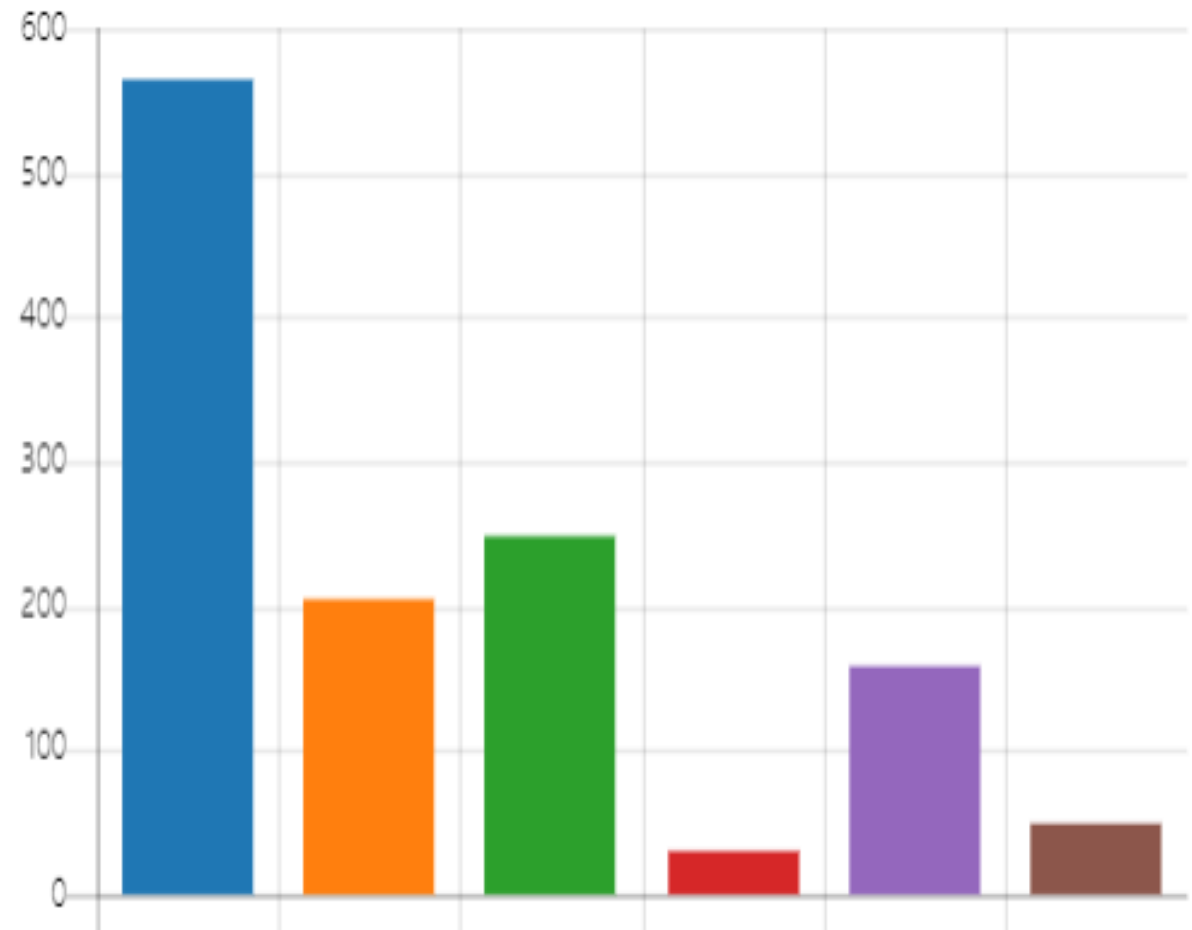
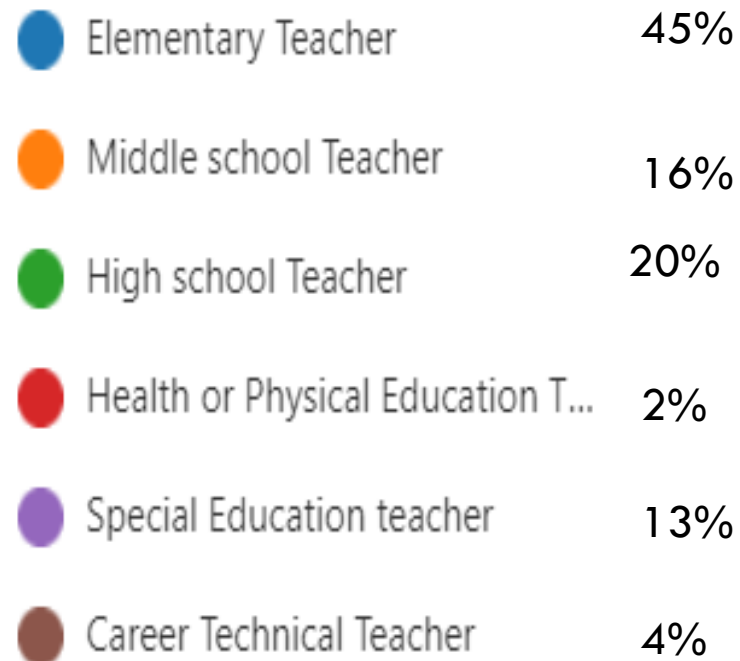
4. Do you have more than one year of teaching experience?

[More Details](#)



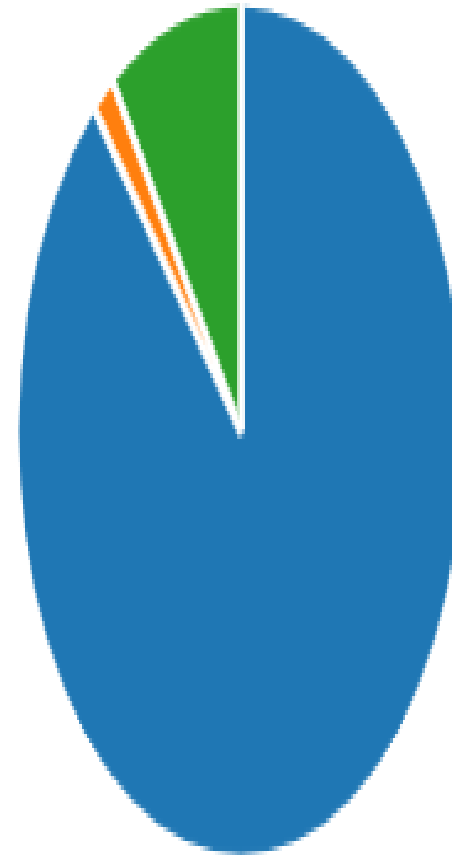
5. Which of the following best describes your teaching assignment? Even though more than one answer may apply, which answer BEST describes your Assignment?

[More Details](#)



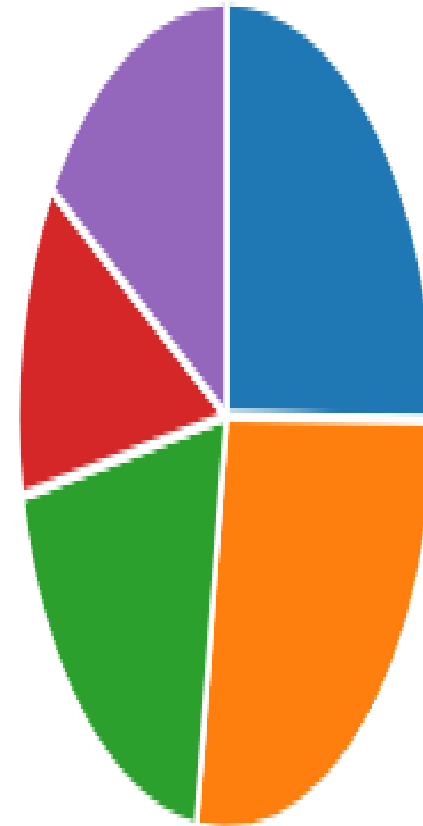
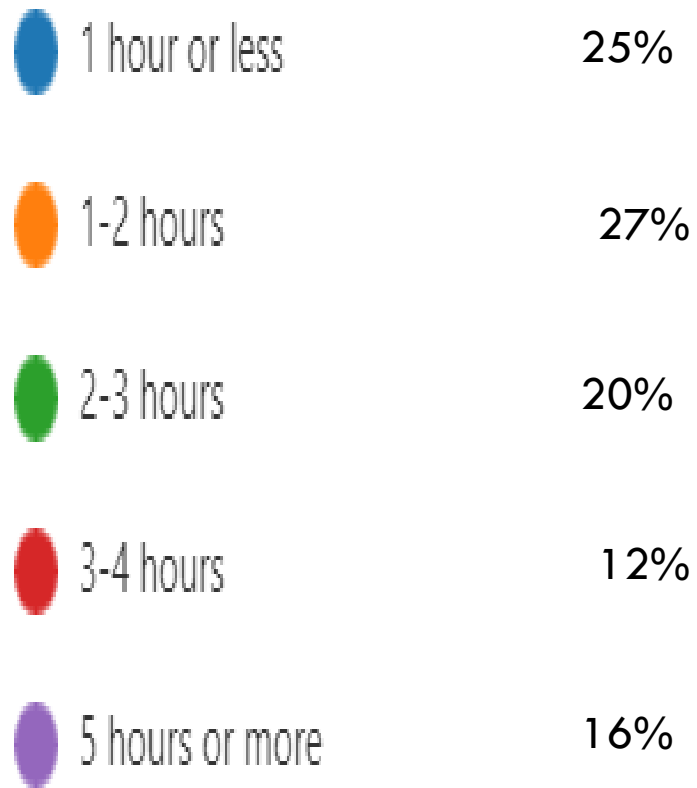
9. Has your mentor been supportive and helpful to you?

[More Details](#)



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

More Details



4. I have observed my mentee teaching in the classroom

[More Details](#)

- Yes 82%
- No 18%



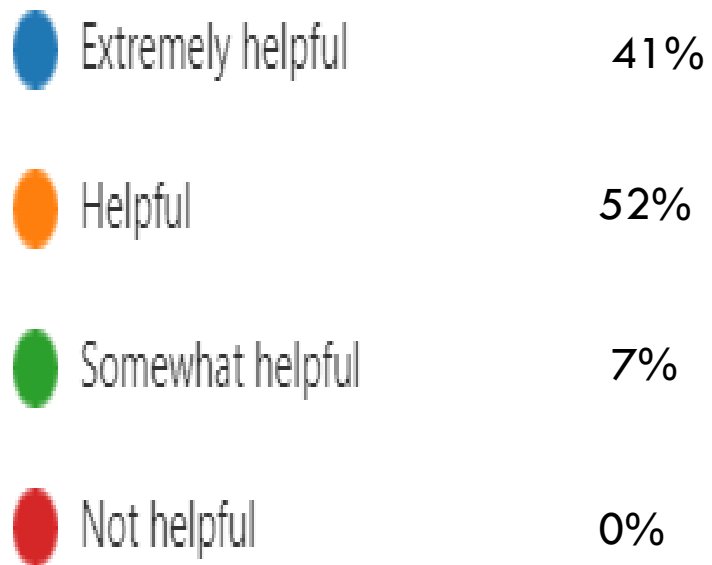
11. Did your mentor observe you teaching in your classroom

[More Details](#)



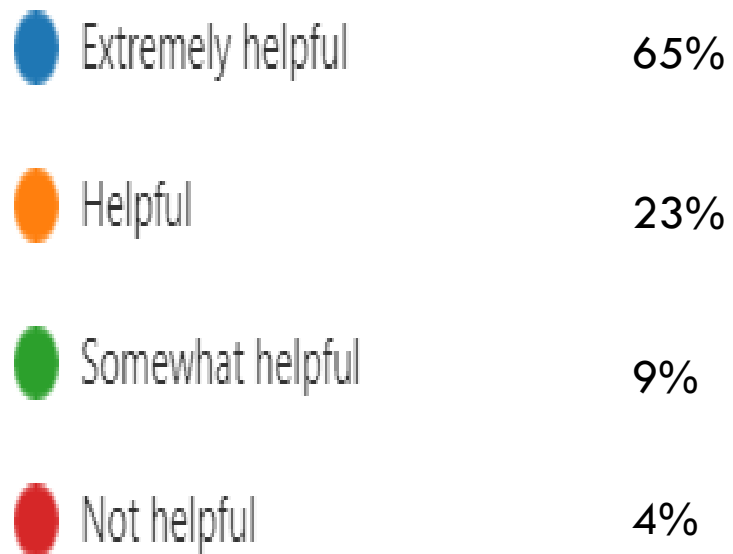
5. To what extent do you provide assistance to your mentee to support his or her effectiveness?

[More Details](#)



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

[More Details](#)



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

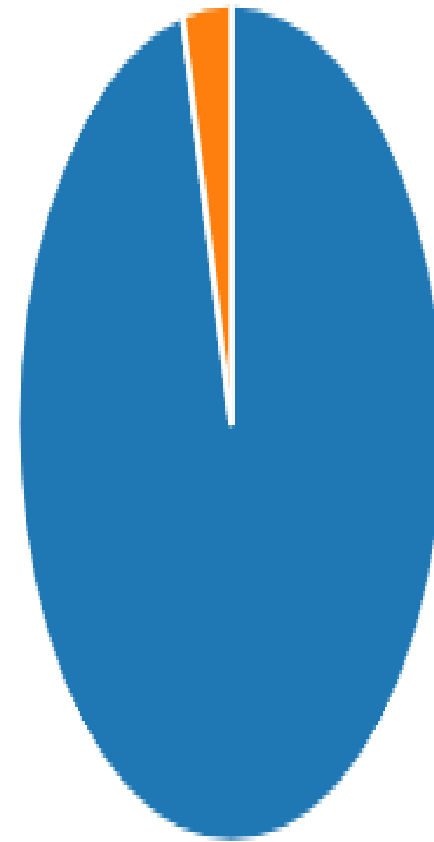
[More Details](#)

Salary	6%
Location	32%
Community	26%
Culture and Climate	24%
Other	12%



10. If you have an opportunity to serve as a mentor again, will you?

[More Details](#)



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ALABAMA QUALITY TEACHING STANDARDS

ALABAMA QUALITY TEACHING STANDARDS

- Developed by the Governor's Commission on Quality Teaching, 2007.
- Based on research about effective teaching.
- Adopted by the Alabama State Board of Education.
- It serves as a guiding tool to support teachers in their own professional reflection, self-assessment, and goal setting for professional learning and growth.
- Familiarize mentors and mentees with the Alabama Quality Teaching Standards.

ALABAMA QUALITY TEACHING STANDARDS

- The Alabama Quality Teaching standards may be accessed at the link below:



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ALABAMA CODE OF ETHICS

CODE OF ETHICS: PURPOSE

- The purpose of the Mentor Code of Ethics is to clarify responsibilities and standards of accountability. While acknowledging every mentor/mentee relationship will be different, the Code should clarify the boundaries of appropriate behaviors and clarify the proper role and function of the mentor.

CODE OF ETHICS: RESPECT

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

CODE OF ETHICS: CONFIDENTIALITY

- The mentor will respect the rules of confidentiality with respect to the mentor/mentee relationship.
- The mentor shall disclose confidential information about the mentee only when 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.

CODE OF ETHICS: CONFIDENTIALITY

- The mentor should respect the mentee's privacy and confidentiality in disclosing information about the mentee to colleagues and superiors.
- The mentor should take precautions to ensure that records, reports, and correspondence relating to the mentee are secure from public inspection and not shared inappropriately.

CODE OF ETHICS: POWER/GAIN & COMPETENCE

- The mentor shall not use the relationship with his/her mentee to private advantage.
- The mentor shall participate in continuing education to keep informed of current best practices in mentoring and teaching.

CODE OF ETHICS: 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 mentee 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.

CODE OF ETHICS: TERMINATION OF RELATIONSHIP

- The mentor should not abandon or neglect the mentee. 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.

CODE OF ETHICS: CONFLICT OF INTEREST

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

PRE-SURVEY LINKS

- To access the two surveys that will be utilized for the 2019-2020 ATMP, click here:
- Mentee/Beginning Teacher Survey 2019-2020 Link:
https://forms.office.com/Pages/ResponsePage.aspx?id=xR8fNaFG3EW3EUPMffG2K3MTNnWhjhVP1_qktKty5z9UNFZOU1HWFNHTUg3TTRYUTdWMVpFN1dJTS4u
- Alabama Teacher Mentor 2019-2020 Survey Link:
https://forms.office.com/Pages/ResponsePage.aspx?id=xR8fNaFG3EW3EUPMffG2K3MTNnWhjhVP1_qktKty5z9UMFBGVEtCRUdHRlhVOUIDVTZCNldXOEg2Ry4u

ATM 2019-2020 DELIVERABLES

- System mentor liaisons are to forward to Dr. Oranika a list of fulltime first-year teachers who have never taught anywhere including at a private school or out of state.
- The list must include the first and last name and email address, TCH number, Certificate Level, Subject/Grade.
- Also, the first and last name and e-mail address of each mentor.
- The list should be received by 4 p.m. on Tuesday, October 15, 2019.
- Return original copies of the memorandum of agreement (MoAs) with all applicable signatures.

EVIDENCE OF IMPLEMENTATION

- Pre-survey – Google Forms(Sept.- Oct.)
- Post-survey- Google Forms (April-May)
- Return signed copies of the Memorandum of Agreement (MoAs) by September 30, 2019.
- Completed school district Teacher Mentor Plan in *e-Prove* Strategies platform.

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