



ALABAMA TEACHER MENTORING PROGRAM (ATMP)

DR. PATIENCE ORANIKA

2020-2021

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AGENDA

- Overview: Alabama Teacher Mentor Program (ATMP)
- 2020-2021 Updates

ATM PROGRAM 2020-2021



The Alabama Teacher Mentor Program (ATMP) shall be fully implemented and funded during the 2020-2021 school year.




Each Local Education Agency (LEA) is encouraged to select a district mentor liaison through whom communication between ALSDE can be sent back and forth.

The ATMP District Liaison is responsible for making sure that key district staff get the information necessary for them to do their job. For example, the District Liaison should share the list of mentors with the CSFO, CTE Director, as well as disseminate survey links to mentors, mentees and principals.



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 novice 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.

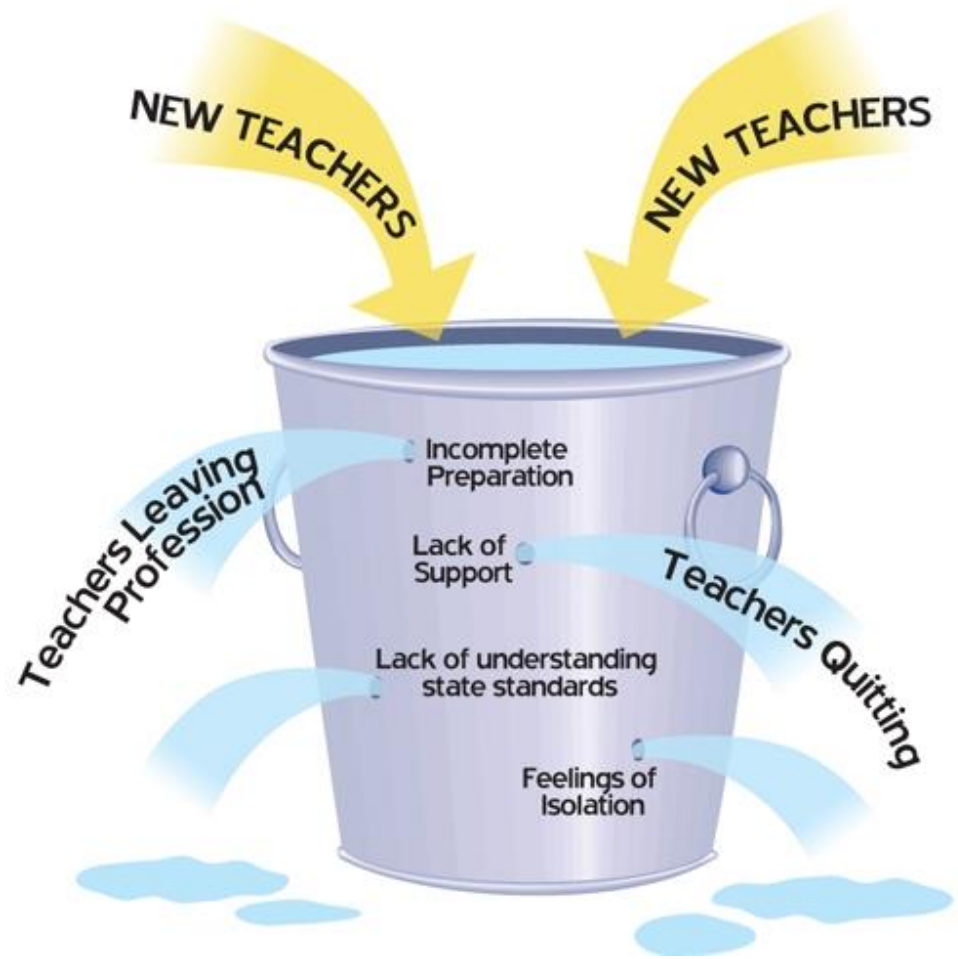


Novice teachers in all schools, especially those in hard-to-staff rural schools, and hard-to-staff areas will be supported to quickly transition into effective educators as soon as possible.



Providing ongoing support to novice teachers will reduce the turnover rate which exacerbate teacher shortage issues.

THE LEAKY BUCKET



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: “MENTEE TEACHER”

A mentee is a first-year or second-year teacher (new to the profession).

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 or second-year teaching under any of the following: Emergency Certificate, Provisional Certificate, Interim Certificate, or Alternative A Certificate.

Alabama law forbids the hiring of a person without a license to teach. The employing superintendent must request for an alternative certificate approach for the individual.



ATMP EXCLUSIONS

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

ATMP FUND ALLOCATION



Funds equivalent to \$1,000 per first or second-year mentee 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 or second-year mentee teacher.



The LEA Liaison shall send by email to Dr. Oranika a list comprising of the name, and e-mail address and school site for each mentor teacher and mentee teacher.



Also, the TCH Number, Certificate Type, Certificate Level, Subject/Grade level and number of years of experience for each mentee teacher.



The list should be received by 4 p.m. on October 5, 2020.



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 mentee teacher.

A retired teacher may mentor no more than five mentee teachers and shall receive a stipend for the number of mentees teachers assigned.

A CTE teacher selected as a mentor may mentor a maximum of two CTE mentee teachers and shall receive a stipend for the number of mentee 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

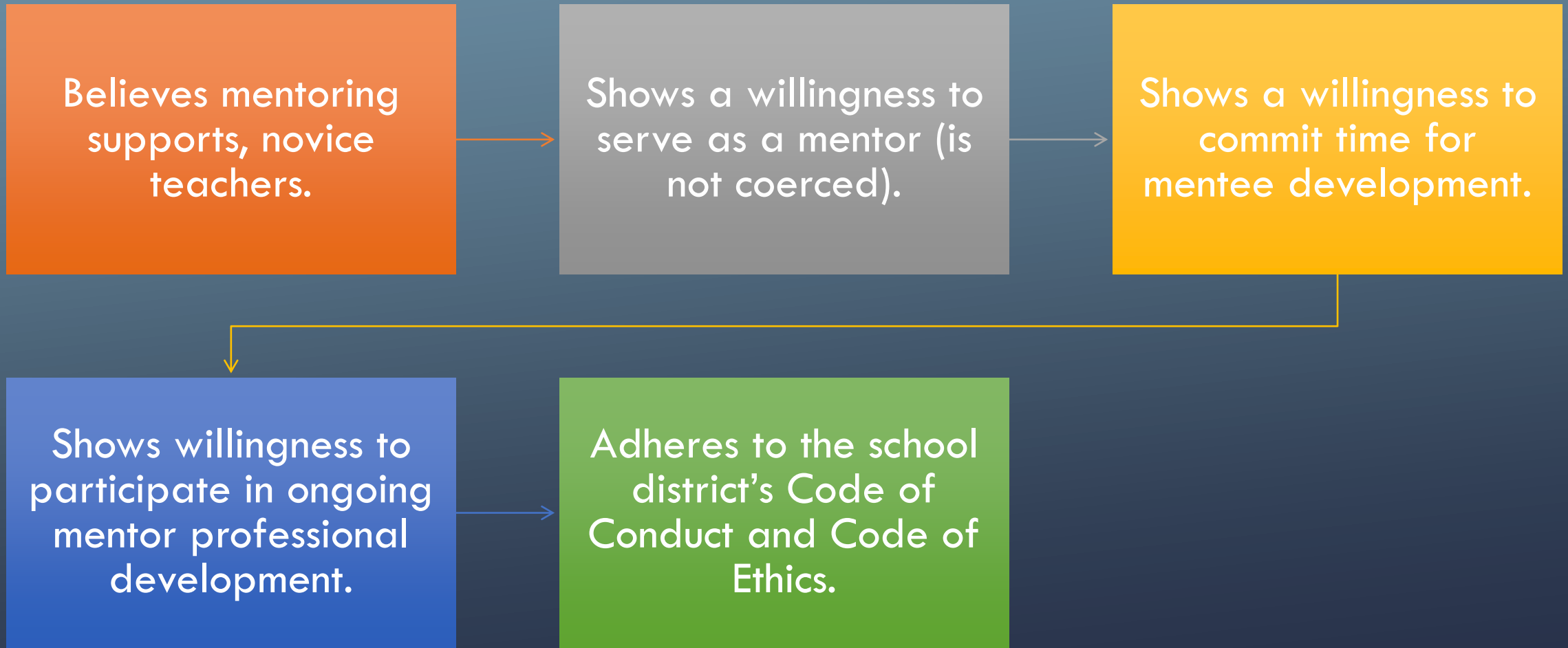
Believes mentoring supports, novice teachers.

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

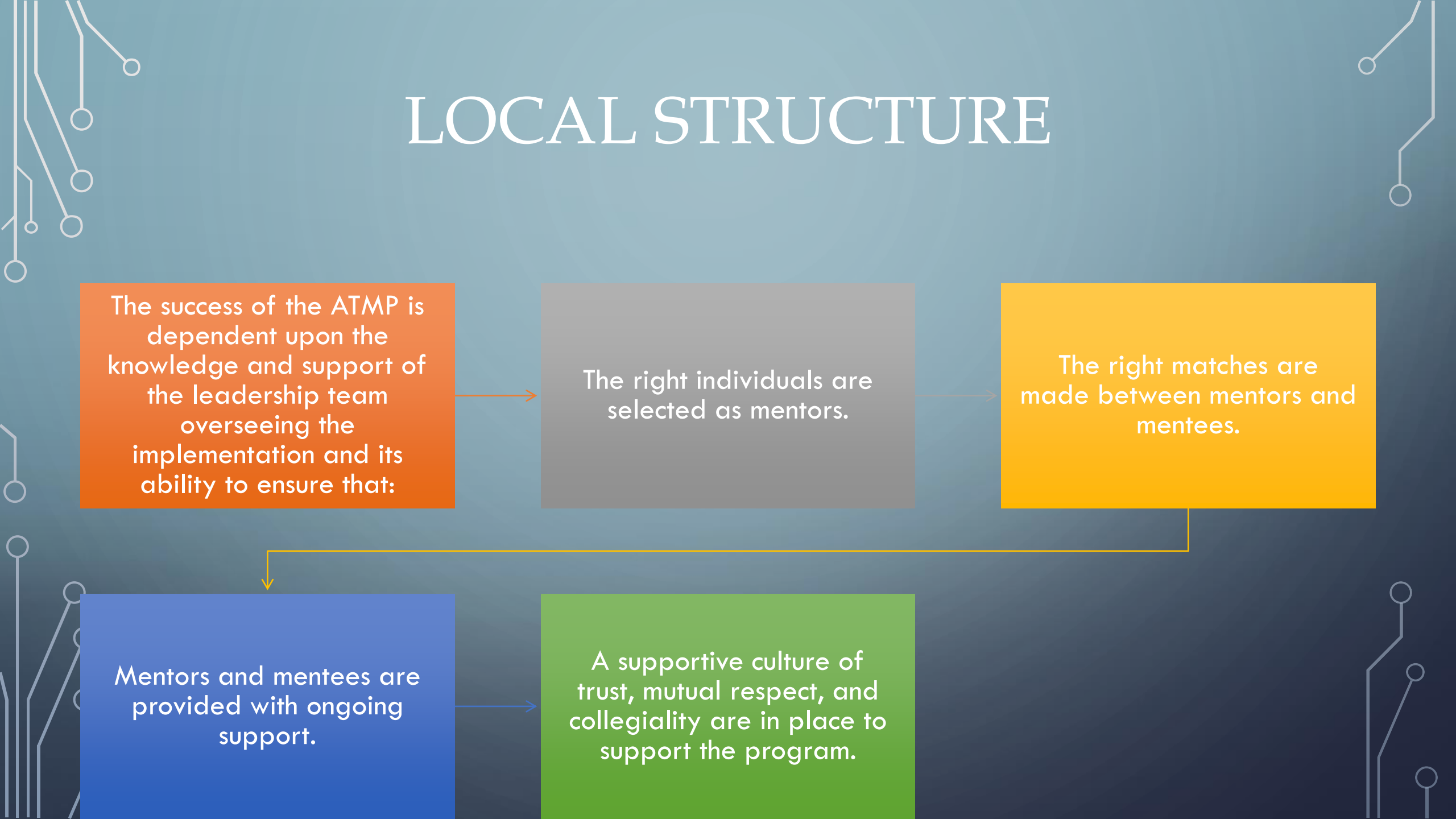
The success of the ATMP is dependent upon the knowledge and support of the leadership team overseeing the implementation and its ability to ensure that:

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.

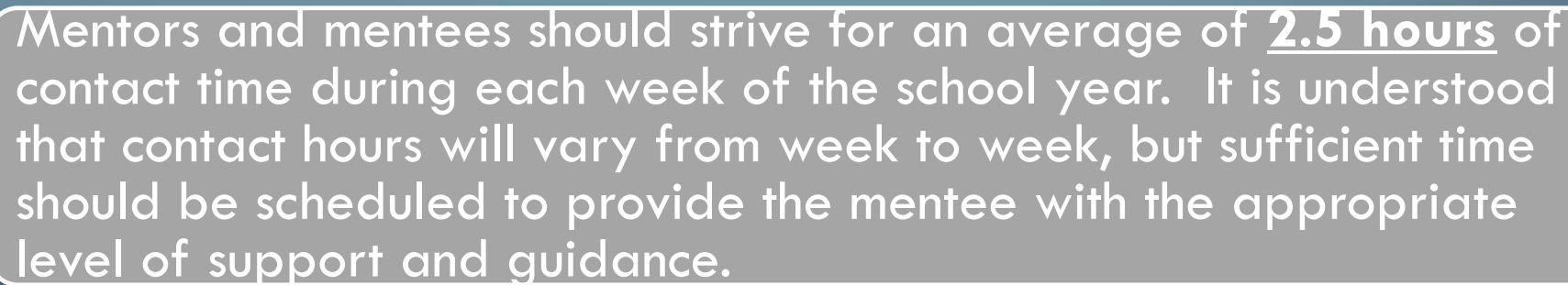


LEADERSHIP SUPPORT

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.





**CAREER AND TECHNICAL EDUCATION
(CTE)**



CAREER TECHNICAL EDUCATION (CTE) MENTORING

Career and technical education teachers are unique in that these individuals 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 to 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 nidean@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



**2020-2021 PROGRAM
UPDATES**



PARTNERSHIP WITH THE NEW TEACHER CENTER (NTC)

- Starting in October, ATMP will partner with New Teacher Center (NTC) to provide a comprehensive mentoring support to eight pilot-district sites, one from each State Board Member's region.
- Research data from the eight pilot-sites will help examine the effect of new teacher mentoring and student outcomes.
- NTC in collaboration with the ATMP will develop model teacher mentor Program including best practices for cultivating, sustaining, and retaining early career educators.
- NTC will provide virtual professional development sessions through each of the 11 Regional Inservice Centers as it scales the pilot statewide.

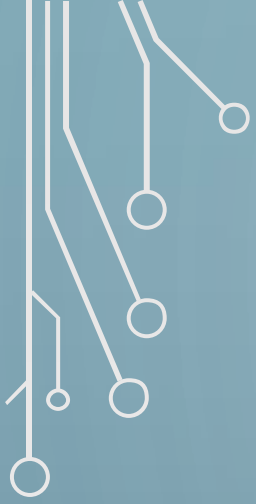


- NTC will collaborate with ATMP to update the ATMP Manual.
- An Open Source library of Professional Develop Tools will be housed on the ATMP webpage located under the Office of Teaching and Leading website.
- Districts interested in participating in the comprehensive pilot program may email Dr. Patience Oranika at poranika@alsde.edu
- Selected school districts will be notified by email no later than October 30, 2020.




AVAILABLE PROFESSIONAL DEVELOPMENT THROUGH SCHOOLGY

- ATMP will offer a New Teacher Mentor Professional Development Group. ATMP will offer 30 CEUs.
- The Course will be offered in Schoology.
- Registration will be in PowerSchool and opens October 19, 2020.
- The title is New Teacher Mentor Course- ATiM. The course will cover the following four topics:
 1. Digital Citizenship & Digital Communication.
 2. Classroom Management.
 3. Innovative Teaching & Technology Instruction.
 4. Student Engagement with Effective Technology Tools.




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 October 30, 2020. The return address is shown below.

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



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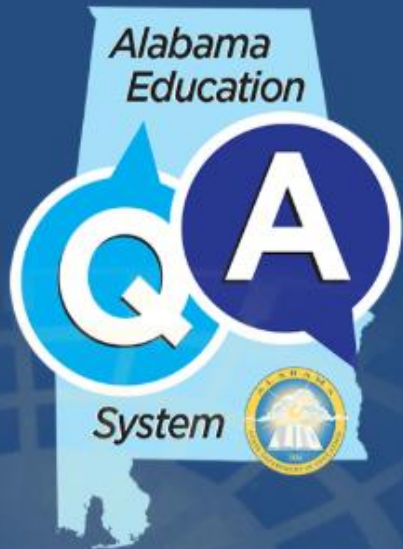
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Superintendent's Corner

What's Happening Now

Up And Coming



Every Child a Graduate. Every Graduate Prepared.



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.
- October 5 - Submit the mentor and mentee list to Dr. Patience Oranika.
- October. – Complete and mail back signed original copies of the MoA.
- November- 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.

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