ALABAMA TEACHER MENTORING PROGRAM (ATM)

DR. PATIENCE ORANIKA

2018-2019

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PH. 334-694-4714.

AGENDA

- Introduction: Alabama Teacher Mentor (ATM) Program
- Alabama Quality Teaching Standards
- Alabama Code of Teacher Ethics
- Q/A

ATM PROGRAM
2018-2019

- The Alabama Teacher Mentor (ATM) Program shall be fully implemented and funded during the 2018-2019 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 ATM is Dr. Patience Oranika. Dr. Oranika may be reached via email at poranika@alsde.edu or by phone at 334-694-4714.

ATM 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.

- The list should be received by 4 p.m. on October 5, 2018.

ATM FUNDING ALLOCATION CONT.

- The ALSDE will disburse ATM 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.

ATM FUND ALLOCATION CONT.

- 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.

NEW TEACHER MENTORING AND THE ALABAMA EVERY STUDENT SUCCEEDS ACT (ESSA) PLAN

- The purpose of the ATM program is to identify and provide support for new teachers in all schools, especially those in hard to staff schools, and to reduce turnover.

- Continue to develop and fully implement the ATM Program with the goal of providing high-quality support to all teachers during the first year in the profession.

ALABAMA TEACHER MENTORING MISSION

- To help support beginning teachers as they develop the skills and confidence to become quality teachers.

- More importantly, to provide a "helping hand"

so that beginning teachers develop into
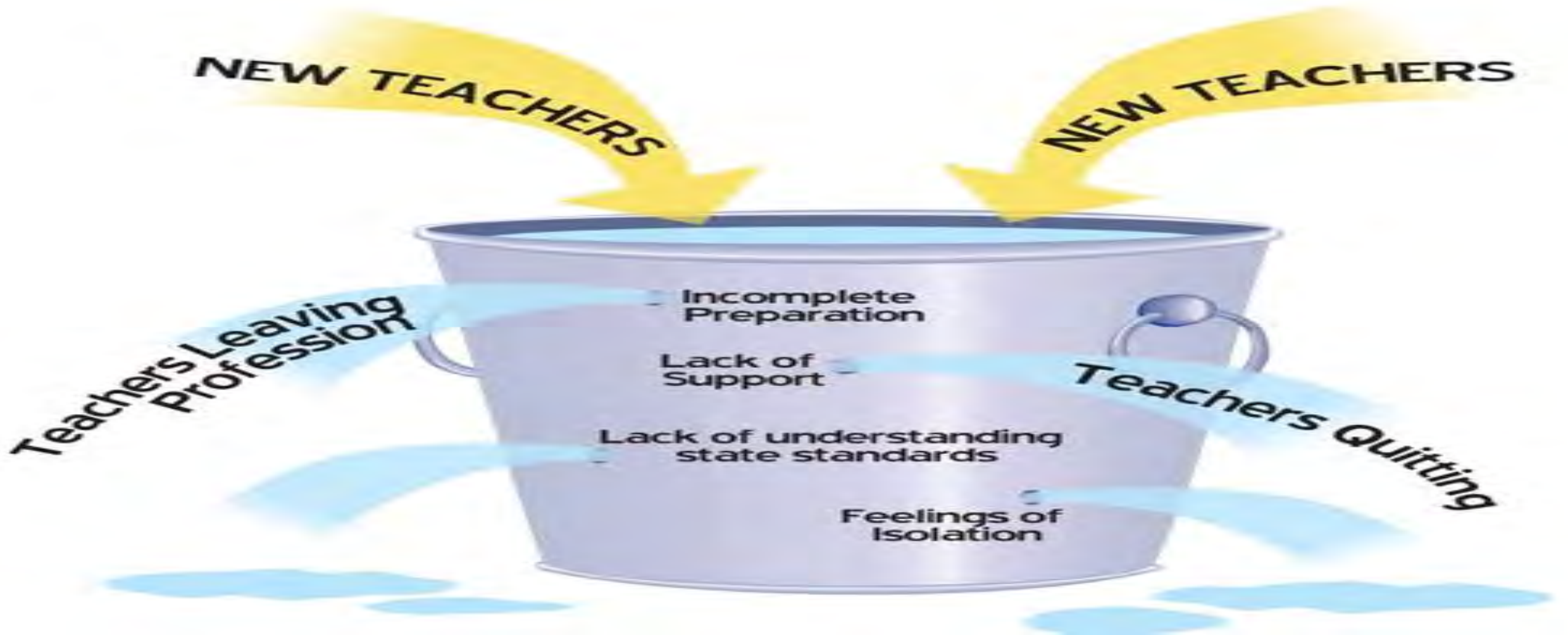
effective teachers — as soon as possible.

PURPOSE OF ALABAMA TEACHER MENTORING

Provide every beginning teacher in Alabama with a well-trained, effective mentor who will:

- Help induct the beginning teacher into the culture of the school and the system.

- Deliver ongoing coaching and support to beginning teachers in the areas of

  - Classroom instruction, curriculum, management, and assessment so as 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.

TEACHER INDUCTION/ATM PROGRAM

- Teacher induction is a formal, systematic program designed to transition novice teachers into the teaching profession by providing continuous one-one and group support and education.

- 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.

THE LEAKY BUCKET WHY MENTORING?

NEW TEACHERS

NEW TEACHERS

Teachers Leaving Profession

Teachers Quitting

Incomplete Preparation

Lack of Support

Lack of understanding state standards

Feelings of Isolation

CHECKLIST FOR MENTOR SELECTION

- Mentors possess a variety of skills in addition to being excellent teachers. The best mentors must be models for lifelong learning, be viewed by their peers as competent and professional, and be willing to commit the time and attention needed to support a novice teacher.

- The prospective mentor should possess professional skills, personal skills, instructional skills, educational background and experience and be committed to mentoring.

- A mentor must have a minimum of five years successful teaching experience.

MENTOR SELECTION: PROFESSIONAL SKILLS

- 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 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.

MENTOR SELECTION: 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.

MENTOR SELECTION: 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.
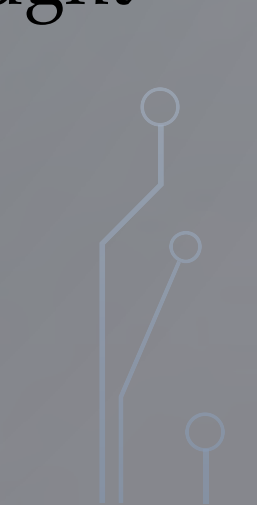
MENTOR SELECTION: COMMITMENT TO MENTORING

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

ATM LOCAL STRUCTURE

- The success of this program is dependent upon the knowledge and support of the leadership team overseeing 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 ongoing support.

- A supportive culture of trust, mutual respect, and collegiality is in place to support the program.

- 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.

DEFINITION OF TERMS: "NO PRIOR EXPERIENCE"

- A mentee is a first-year teacher with no prior teaching experience.

- Also, a teacher who only taught in a substitute capacity in multiple classrooms or in the same classroom for less than a semester.

- Including a teacher who taught during the previous year but has taught less than a full semester in his/her own classroom.

ATM PROGRAM 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.

Career and Technical Education

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. <u>Mentor should plan to spend the day with his/her assigned mentee teacher.</u>

    - 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. <u>Mentee teacher should plan to spend the day with his/her assigned mentor teacher.</u>

- 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

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 ndean@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: ☐ Via Telephone and Emails (6 hours total) ☐ Visit occurred off-site at a mutual location and is relative to the program being taught		
Four	Mentor/Mentee Visit – check one below: ☐ Via Telephone and Emails (6 hours total) ☐ 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: ☐ Via Telephone and Emails (6 hours total) ☐ Visit occurred off-site at a mutual location and is relative to the program being taught		
Four	Mentor/Mentee Visit – check one below: ☐ Via Telephone and Emails (6 hours total) ☐ 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**

INDUCTION/MENTORING PROGRAM: INCLUDE GOAL(S) IN ACIP

Establish Clear 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.

Show All| Hide Archived

Goal Name	Objectives	Strategies	Activities	
2016-17/2017-2018 To enhance Houston County Schools home to school engagement with parents	1	3	10	Archive
2016-17/2017-2018 To ensure every student not involved in extracurricular activities will be assigned an adult mentor, role model or advocate	1	3	4	Archive
2017-18 Local Indicator, Increase the proficiency of 4th grade students in the areas of Math/Reading	2	2	4	Archive
2017-2018 All students in Houston County Schools will show evidence of College and Career Readiness	2	4	5	Archive
2017-2018 Prepare and support teachers to graduate college adn career ready students	1	2	2	Archive
2017-2018 Strengthen Houston County's ability to attract, recruit, and retain highly effective educators	1	4	18	Archive
2017-2021 Tech Plan: EQUITABLE ACCESS: Ensure that all Houston County Schools have the infrastructure, staffing and equipment to meet academic needs for effective and efficient teaching and learning	1	1	3	Archive
2017-2021 Tech Plan: Communication: Enhance communication within the school and community	1	1	1	Archive
2017-2021 Tech Plan- Funding: Ensure planning for current and future financing to support the District Technology Plan	1	1	1	Archive

Portfolio   Profile   Diagnostics & Surveys   Assurances   **Goals & Plans**   Reviews   Progress

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Goal Details

This goal is referenced in the following plans:

• 2017-2018

This goal has **1** objectives, **4** strategies and **18** activities.

🏳 Indicates a strategy is linked to more than one objective.

Goal 2017-2018 Strengthen Houston County's ability to attract, recruit, and r...	**0** notes	Action ▾
Objective demonstrate a behavior that indicates the posi...	**0** notes	Action ▾
Strategy Professionalism	**0** notes	Action ▾
Activity Code of Ethics	**0** notes	Action ▾
Activity Parent Conferences	**0** notes	Action ▾
Activity Confidentiality	**0** notes	Action ▾
Activity Communication (oral and written)	**0** notes	Action ▾
Activity Alabama Quality Teaching Standards	**0** notes	Action ▾
Strategy Teaching and Learning	**0** notes	Action ▾

Goal 6: 2017-2018 Strengthen Houston County's ability to attract, recruit, and retain highly effective educators

Measurable Objective 1:

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program by 05/31/2018 as measured by the increase in effective educator retention from 95% in 2016-2017 to 95% in 2017-2018..

Strategy 1:

Professionalism - Educators will participate in professional learning on the following topics: Alabama Quality Teaching Standards, Educator Code of Ethics, Parent Conferences, Confidentiality, and Communication (oral and written).

Category: Develop/Implement Professional Learning and Support

Activity - Code of Ethics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PowerPoint Information presented at New Teacher Orientation Schools: All Schools	Recruitment and Retention	07/24/2017	08/04/2017	$0	No Funding Required	Mentor Liaison and Principals

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning at New Teacher Orientation Schools: All Schools	Professional Learning	07/24/2017	08/04/2017	$0	No Funding Required	Educators

Activity - Confidentiality	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning at New Teacher Orientation Schools: All Schools	Professional Learning	07/24/2017	08/04/2017	$0	No Funding Required	Educators

Activity - Communication (oral and written)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

FIRST SEMESTER IMPLEMENTATION TIMELINE

- September – Train the selected mentors.

- October-List of mentors and mentees due to Patience and Niketa.

- October – Administer the pre-survey to mentors and mentees.

- November- Complete Mentoring Goal in ASSIST ACIP.

- December – Implementation verification in ASSIST School.

- End of First Semester- First Disbursement of funds to LEAs.

SECOND SEMESTER IMPLEMENTATION TIMELINE

- January to March – Update ACIP Goal with activities and progress notes.

- April- Upload implementation verification in the Assurances tab in the ASSIST Platform.

- May- Administer the post-survey to mentors and mentees.

- May – Complete ATM implementation Assurances in ASSIST.

- End of 2nd Semester - Final Disbursement of funds.

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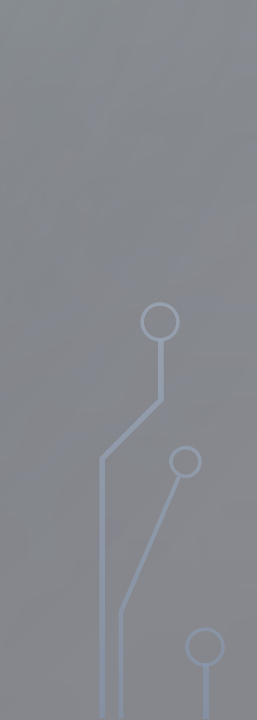
- The Alabama Quality Teaching standards may be accessed at the link below:

ALABAMA QUALITY TEACHING STANDARDS

- Standard 1: Content Knowledge

- Standard 2: Teaching and Learning

- Standard 3: Literacy

- Standard 4: Diversity

- Standard 5: Professionalism

ALABAMA QUALITY TEACHING STANDARDS

- Standard 1: Content Knowledge

  - Academic Discipline(s)

  - Curriculum

ALABAMA QUALITY TEACHING STANDARDS

Standard 1: Content Knowledge

- Teachers have a deep knowledge of the academic discipline they are teaching, facilitate students' understanding of the subject, and know the state standards and district curriculum for subjects taught.

ALABAMA QUALITY TEACHING STANDARDS

- Standard 2: Teaching and Learning
  - Human Development
  - Organization and Management
  - Learning Environment
  - Instructional Strategies
  - Assessment

ALABAMA QUALITY TEACHING STANDARDS

Standard 2: Teaching and Learning

In a classroom environment conducive to learning, teachers use "best practice" instructional and assessment strategies appropriate to the students.
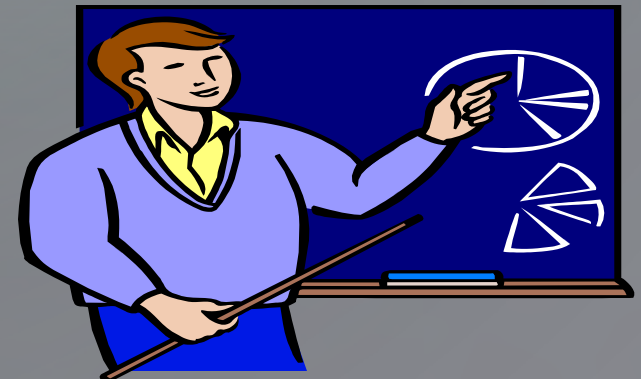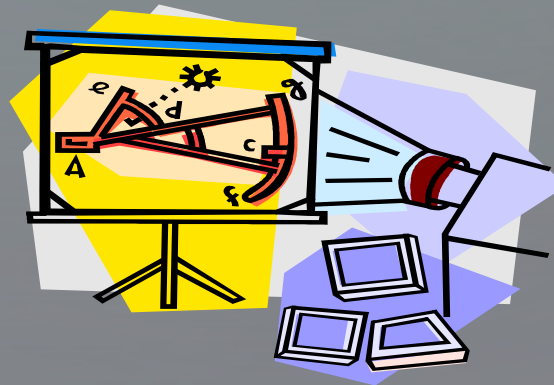
ALABAMA QUALITY TEACHING STANDARDS

- Standard 3: Literacy
  - Oral and Written Communication
  - Reading
  - Mathematics
  - Technology

ALABAMA QUALITY TEACHING STANDARDS

Standard 3: Literacy

Teachers model and teach effective oral and written communication, integrating basic reading, math and technology as appropriate.
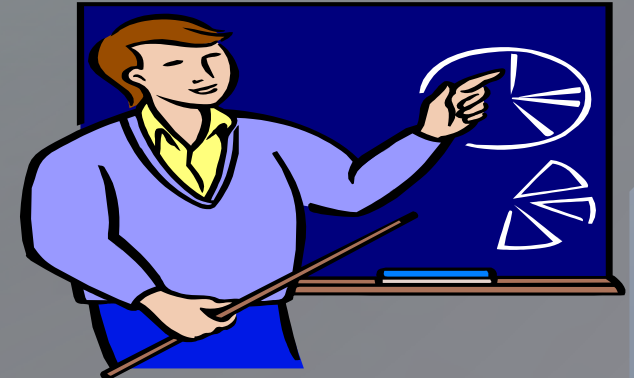
ALABAMA QUALITY TEACHING STANDARDS

- Standard 4: Diversity
  - Cultural, Ethnic and Social Diversity
  - Language Diversity
  - Special Needs
  - Learning Styles
  - General

ALABAMA QUALITY TEACHING STANDARDS

Standard 4: Diversity

Teachers differentiate instruction in ways that exhibit a deep understanding of cultural, ethnic, and social backgrounds; second language learning; special needs; and learning styles.

ALABAMA QUALITY TEACHING STANDARDS

- Standard 5: Professionalism
  - Collaboration
  - Continuous, Lifelong Professional Learning
  - Alabama-Specific Improvement Initiatives
  - School Improvement
  - Ethics
  - Local, State, Federal Laws and Policies

ALABAMA QUALITY TEACHING STANDARDS

Standard 5: Professionalism

Teachers engage in continuous learning and self-improvement through collaboration with colleagues.

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.

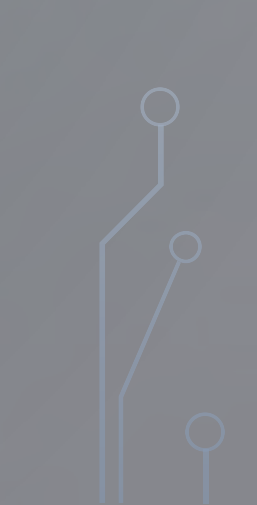# CODE OF ETHICS: CONFIDENTIALITY

- 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.
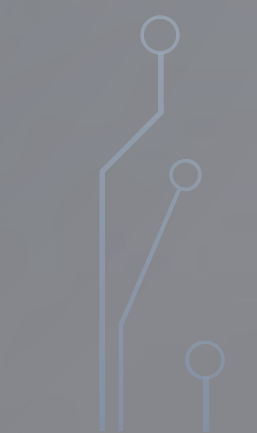
CODE OF ETHICS: POWER/GAIN & COMPETENCE

- 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.
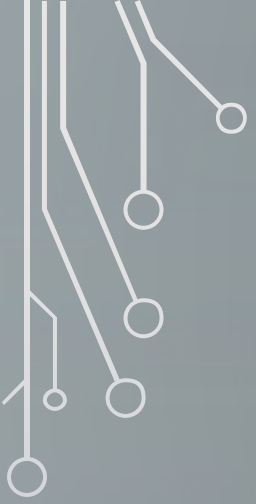
SURVEY MONKEY LINKS

- To access the two surveys that will be utilized for the 2018-2019ATM program, click here:

- Mentee/Beginning Teacher Survey 18-19 Link: https://www.surveymonkey.com/r/G8ZSWCK

- Alabama Teacher Mentor 2018-2019 Survey Link: https://www.surveymonkey.com/r/NW8S6ZC

ATM 2018-2019 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.

- Along with the names of the new teachers must include the names of their assigned mentors.

- Also, e-mail addresses for the mentor and the mentee must be included on the list.

- The list should be received by 4 p.m. on Friday, October 5, 2018.

EVIDENCE OF IMPLEMENTATION

- Pre-survey - Survey Monkey (Sept.-Oct.)

- Post-survey- Survey Monkey (May-June)

- LEA Teacher Turnover Rate included in ACIP District Goal

- Inclusion of ACIP Induction/Mentoring Program Goal, Objectives, Strategies, and Activities in ACIP and Monitoring of the Goal

- Training Verification form, agendas/Sign-In Sheets Uploaded in Diagnostic in ASSIST

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