ALABAMA TEACHER MENTOR PROGRAM

ALABAMA STATE DEPARTMENT OF EDUCATION

2024 Handbook

Mentoring Basics
Best Practice Resources
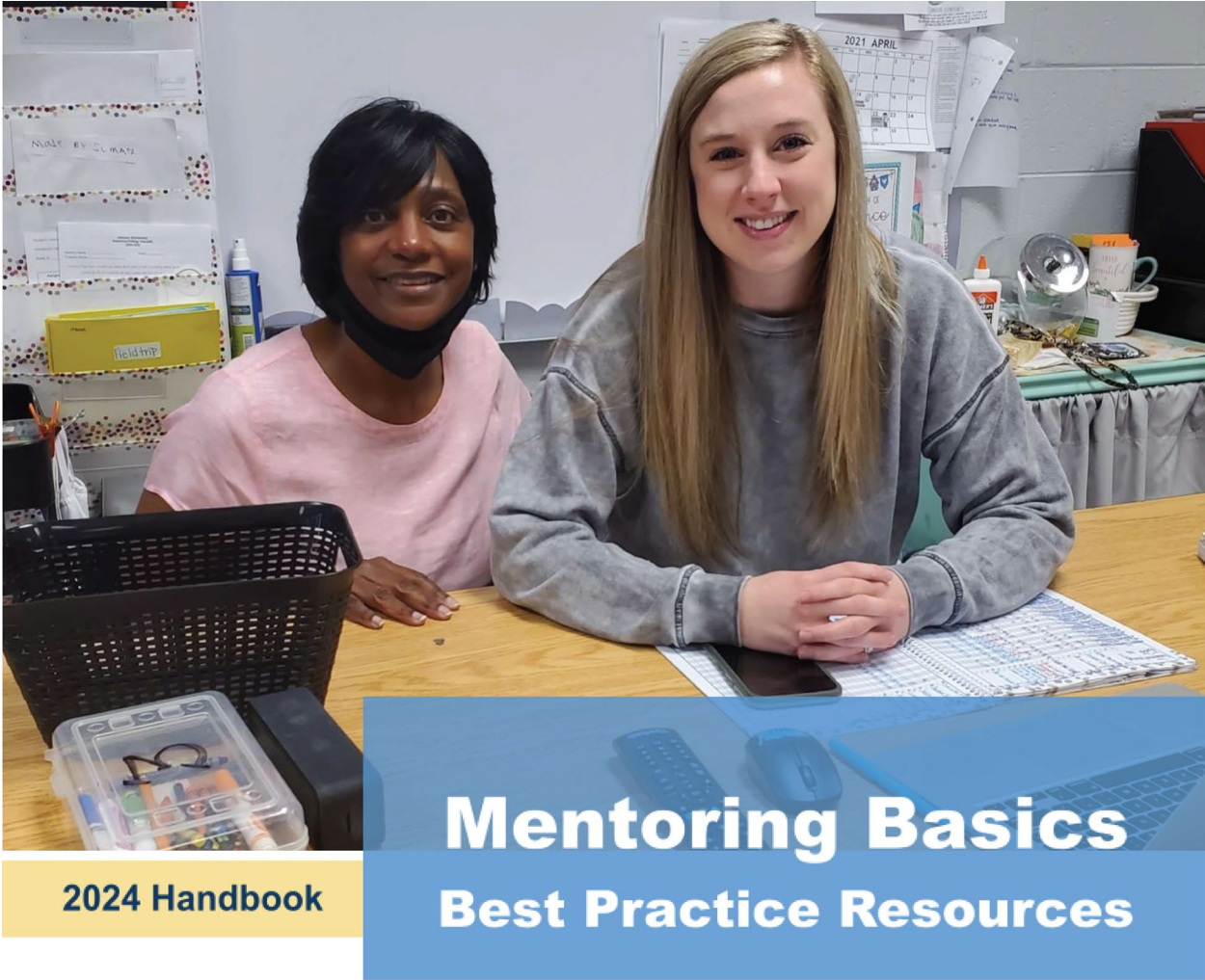
State of Alabama Department of Education
Eric G. Mackey, Ed.D., State Superintendent of Education

Cover photo: Jefferson County Schools

ABOUT ATMP

The Alabama Teacher Mentor Program (ATMP) is a voluntary program open to local education agencies (LEAs) in Alabama. The Alabama Legislature provides the line-item funding for the ATMP annually. The ATMP provides LEAs with the structure to implement high-quality support to all new teachers in all schools, focusing on improving teacher effectiveness and reducing the rate of attrition and teacher turnover. The ATMP provides training and technical assistance to LEAs upon request. Also, the ATMP disseminates surveys to mentors and mentees to gather perception data used to determine program effectiveness.

The Alabama State Teacher Mentor Program (ATMP) is in the Office of Teaching and Leading Division of the Alabama State Department of Education. Questions regarding the program may be directed to Dr. Patience N. Oranika, Alabama Teacher Mentor Program.

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WELCOME AND CONTEXT

Patience Oranika, Ed.D., Office of Teaching and Leading

Welcome to the Alabama Teacher Mentor Program (ATMP)! The ATMP is one of many statewide initiatives of the Alabama State Department of Education designed to support novice teachers by leveraging the expertise of veteran teachers in mentorship support.

HISTORICAL ROADMAP

The ATMP constituted a study group in the Spring of 2023 to study and make program improvement recommendations. The group was comprised of teachers, principals, higher education personnel, and a representative from the Alabama Education Association.

A significant finding of the group was that some LEAs were exemplary in their teacher mentoring and induction programs, whereas others were lackluster in their implementation. Thus, the group encouraged the ATMP to continue providing the scaffold upon which to build.

Against this backdrop, the ATMP reviewed stakeholder input from the ATMP surveys. In response to stakeholder input, the ATMP updated the data submission process. LEAs would no longer have to submit their mentor-mentee demographic data via Microsoft forms as in previous years. In the upcoming school year, the ATMP will streamline the data submission process by leveraging the built-in data system in PowerSchool. PowerSchool already has the data fields required by the ATMP; therefore, the school administrators only need to select and pair mentors and mentees from the pre-populated list within PowerSchool. We hope that the LEAs find these updates helpful, starting from the way the program collects demographic data from the school systems.

During the 2023-2024 school year, the ATMP partnered with Cognia, a non-profit, to make programmatic improvements to the ongoing work of the ATMP. The ATMP is pleased to unveil the changes starting in the summer of 2023. The program updates will go into full implementation at the beginning of the 2024-2025 academic year.

The decision to partner with Cognia was predicated upon its existing partnership with ALSDE for over a decade as the federal government approved a statewide continuous improvement system. ALSDE's mission, vision, and motto have aligned well with Cognia's vision of enabling pathways for success for all learners and its mission of serving as a trusted partner to advance learning. Since Cognia's inception in 1895 as SACS, they became a nationwide and worldwide leader in continuous improvement.

The ATMP plans to leverage Cognia's work with approximately 38,000 schools nationwide and 2,000 schools in ninety-three other countries worldwide. All Alabama public schools are members of Cognia through the partnership. Each district is also engaged separately with Cognia regarding overall continuous improvement. Cognia's ongoing evolution into a comprehensive continuous

improvement organization allows ALSDE, local education agencies (LEAs), and schools to deepen their engagement in continuous improvement through various specialized offerings in school improvement, leadership, and professional learning. Education gains in Alabama since 2010, of which Cognia has been a part of the formula for success in alignment with their performance standards, include (1) increasing graduation rates, (2) virtual learning through Access Virtual Learning, (3) school personnel, and a decrease in the average number of students per school bus. Cognia continues to serve as a thought partner to support the ALSDE, and the latest example with the Alabama Teacher Mentor Program is a prime example of this. The ATMP appreciates the contributions of colleagues in the Educator Preparation (Ed. Prep) section, Drs. Alethea Hampton, Lemanski Walker, Andrea Hawkins; Ms. Stayce Royster with Power School; Mr. Jermaine King, and Mr. Charles Stringham with the Information Technology Systems Office. Also, the ATMP thanks the Cognia Team, Drs. Mark Quintana, Jeff Wooten, Jeff Langham, and Ms. Bree Gunter for their valuable ongoing thought partnership.

Jefferson County Schools   Birmingham City Schools   Elmore County Schools

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INTRODUCTION

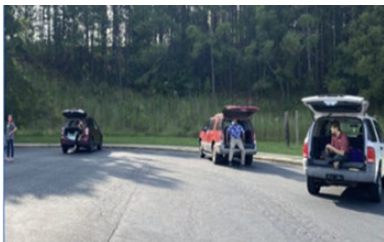# ALABAMA TEACHER MENTOR PROGRAM (ATMP)

BACKGROUND

Teacher turnover is a significant challenge nationwide, with many new educators leaving the profession within their first five years. This problem is exacerbated in Alabama due to teacher shortages in rural counties and hard-to-staff subject areas.

To combat this issue, the Alabama Legislature authorized the establishment of the Alabama Teacher Mentor Program (ATMP). To actualize this measure, the Alabama State Board of Education adopted a resolution on June 10, 2004, authorizing the State Department of Education to establish the Alabama Teacher Mentor Program (ATMP). The ATMP aims to provide an opportunity for ongoing growth and engagement by focusing on the recruitment, retention, and professional development of skilled teachers.

The program's foundation was built on the belief that the bedrock of quality education for all students lies in providing exceptional instruction. The conviction that formal, comprehensive induction and mentoring programs accelerate the successful transition of new teachers into lifelong educators is a driving principle of the ATMP. Also, the program's commitment to providing initial and ongoing support to new teachers is especially critical in reducing the turnover rate and keeping quality educators in the classroom and the profession.

The establishment of the ATMP was influenced by recommendations from the Task Force on Teacher Quality in addition to data gathered from an initial two-year pilot of a statewide induction and mentoring program. The Task Force further articulated a code of ethics for mentors that included nine standards of excellence for adoption as markers of exemplary induction and mentoring programs. Historical quantitative and qualitative data from the ATMP indicate that the program has been successful in providing support for new teachers across the state.

This handbook is designed to provide basic mentoring guidelines and best practice resources to local education agencies (LEAs) across Alabama. It takes a fresh look at practices and components of high-quality mentoring programs. Finally, the appendix has additional resources and descriptors for web links for additional information.

Bring your breakfast mentoring meeting

Birmingham City Schools

Elmore County Schools

ACKNOWLEDGEMENTS

ALABAMA EDUCATOR CODE OF ETHICS

Birmingham City Schools

INTRODUCTION

The primary goal of every educator in the State of Alabama must always be to nurture an environment where every student can learn. To accomplish that goal, educators must value the worth and dignity of every person, have a devotion to excellence in all matters, actively support the pursuit of knowledge, and fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety, and general welfare of students and educators by outlining objective standards of conduct for professional educators and clearly defining actions of an unethical nature, which justify disciplinary sanctions.

CODE OF ETHICS STANDARDS

STANDARD 1: PROFESSIONAL CONDUCT

An educator should demonstrate conduct that follows recognized professional

standards.

Ethical conduct includes, but is not limited to, the following:

- Encourage and support colleagues in developing and maintaining high standards.
- Respect fellow educators and participate in developing a professional and supportive teaching environment.

- Engage in various individual and collaborative learning experiences essential to developing professionally to promote student learning.

Unethical conduct includes any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

STANDARD 2: TRUSTWORTHINESS

An educator should exemplify honesty and integrity during professional practice. Ethical conduct includes, but is not limited to, the following:

- Represent facts properly concerning an educational matter in direct or indirect public expression.
- Advocate for fair and equitable opportunities for all children.
- Embody the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes but is not limited to, falsely presenting, omitting, or erroneously reporting:

- Professional qualifications, criminal records, or employment history on employment or certification applications.
- Information submitted to federal, state, or other governmental agencies.
- Information regarding student evaluation and/or personnel.
- Reasons for absences or leave.
- Information submitted in an official inquiry or investigation.

STANDARD 3: UNLAWFUL ACTS

An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes the commission or conviction of a felony or any crime involving moral turpitude. As used herein, conviction, including a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt under the charge was granted.

STANDARD 4: TEACHER/STUDENT RELATIONSHIP

An educator should always maintain a professional relationship with all students, both in and outside the classroom. Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior based on race, gender, national origin, religion, or disability.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

STANDARD 5: ALCOHOL, DRUG, AND TOBACCO USE OR POSSESSION

An educator should refrain from the use of alcohol and/or tobacco during professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco, and illegal drug use and abuse to students during professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.

- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

STANDARD 6: PUBLIC FUNDS AND PROPERTY

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

STANDARD 7: REMUNERATIVE CONDUCT

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Ensuring that institutional privileges are not used for personal gain.
- Ensuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

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STANDARD 8: MAINTENANCE OF CONFIDENTIALITY

An educator should comply with state and federal laws and local school board policies relating to the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Maintaining confidentiality concerning students obtained during professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing, or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

STANDARD 9: ABANDONMENT OF CONTRACT

An educator should fulfill all the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer.
- Refusing to perform services required by the contract.

REPORTING

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards,

or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or nonrenewed, resigns or is placed on administrative leave for cause, and shall indicate the reason for such action.

DISCIPLINARY ACTION

Disciplinary action shall be defined as the issuance of a reprimand or warning or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Alabama Administrative Code 290-3-2-.05

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation under Ala. Code §16−23−5 (1975).

2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.

3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.

4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1–9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

MENTOR CODE OF ETHICS

Hale County Schools

PURPOSE OF THE CODE OF ETHICS

The primary goal of the Alabama Teacher Mentor Program (ATMP) is to assist beginning teachers in making a successful transition into the school environment. Mentoring is the cornerstone of the program and therefore the conduct of the mentor and the integrity of the mentor/mentee relationship are of the utmost importance in the success of the ATMP. The Mentor Code of Ethics clarifies 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.

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 classroom.
- The mentor's main concern is the mentee's integrity and welfare.

CONFIDENTIALITY

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

POWER/GAIN

The mentor shall not use the relationship with his/her mentee for private advantage.

COMPETENCE

The mentor shall participate in continuing education to keep informed of current best practices in mentoring and teaching.

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.

TERMINATION OF RELATIONSHIP

- The mentor should not abandon or neglect the mentee.
- If the mentor is unable or unwilling to serve as a mentor, every reasonable effort should be made to select another mentor and facilitate a smooth transition to the new mentor.

REPRESENTATIVE OF THE SCHOOL AND DISTRICT

The mentor is a representative of the school and district and should always attempt to fulfill the mission of the school and reflect the values and standards for which it stands. The mentor should be committed to excellence in teaching.

CONFLICT OF INTEREST

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

RESOLUTION TO ADOPT NINE STANDARDS FOR EFFECTIVE TEACHER INDUCTION & MENTORING

Huntsville City Schools

Adopted by the State Board of Education at its meeting on June 10, 2004.

Action Item # G.2.c.

State Board of Education

June 10, 2004

WHEREAS, the foundation of a quality education for all students is providing quality teaching for all students, and that providing that quality demands the recruitment and retention of competent, qualified teachers; and

WHEREAS, research and current practice indicate that formal, comprehensive, induction and mentoring programs accelerate the successful transitioning of new teachers into the profession and provide the ongoing support so critical to reducing the flow of new teachers out of the profession; and

WHEREAS, induction and mentoring are priority activities under Title I and Title II of the No Child Left Behind Act of 2001 and standards are essential to ensuring well-designed and meaningful programs; and

WHEREAS, the Task Force on Teacher Quality, as a result of its two-year pilot of an induction and mentoring program, identified the need for state standards for exemplary induction and

mentoring programs and by this resolution makes its recommendation to the State Board of Education for the adoption of such standards:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby adopt the following nine (9) standards for teacher induction and mentoring programs in Alabama and endorses the State Department of Education's use of these standards in working with the 153 local school systems to enhance the quality of induction and mentoring activities statewide to increase the effectiveness of beginning teachers and thereby increase the performance of the students entrusted to them.

STANDARDS FOR EFFECTIVE TEACHER INDUCTION & MENTORING PROGRAMS

District induction and mentoring programs that support the continuous improvement and growth of beginning teachers have:

1. Goals that reflect local needs and are aligned with the goals of the district and the state.

2. Formal structures, policies, and procedures that support program implementation and address the following:

- Induction
- Mentoring Process
- Mentor Training
- Collaborative problem solving and decision making

3. Administrative leadership and commitment at the district and building level with designated persons responsible for implementation.

4. Confidentiality policies that guarantee the integrity of the mentoring relationship.

5. Clearly defined roles and responsibilities for mentors.

6. Identified criteria and methods for mentor selection and matching.

7. Adequate human and financial resources are available to provide for effective implementation.

8. Mentor training and new teacher orientation are provided before the opening of school and ongoing, high-quality professional development for mentors and protégés throughout the school year.

9. An evaluation plan for program improvement and accountability and to provide feedback to all stakeholders, particularly the institutions where any new-to-the-profession teacher completed an Alabama State Board of Education-approved program.

ATMP GUIDELINES

Jefferson County Schools

WHO IS A MENTEE TEACHER?

- A first-year or a second-year teacher new to the teaching profession with the following certification types:
  - Professional or Alternative Certificates
  - Early Childhood Development Certificate
  - Conditional Certificate
  - Degree Equivalent Career and Technical Certificates
    - Bachelor's Equivalent Technical Education 1
    - Bachelor's Equivalent Technical Education 2
    - Bachelor's Equivalent Health Science 1
    - Bachelor's Equivalent Health Science 2

- A first-year or a second-year teacher new to the teaching profession with the following certification types:
  - Professional or Alternative Certification
  - Interim Employment Certificate (IEC) in a teaching field
  - Professional Educator Certificate in a teaching field
  - Provisional Certificate in a Teaching Field (PCTF)
  - Temporary Special Education Certificate (TSEC)
  - Emergency Certificate
  - Career and Technical Temporary Certificate

EXCEPTIONS: WHO IS NOT A MENTEE TEACHER?

The ATMP shall not provide paid mentorship support for individuals under the following pathways:

- Adjunct Instructors
- Speech-Language Pathology Assistant (Level 1 or Level 2)
- Substitute Teacher License
- Any teacher who has more than 2 years of total teaching experience (Irrespective of where the individual has taught)

WHO IS A MENTOR TEACHER?

A teacher who has a minimum of three years of successful teaching experience with the following skills:

- Demonstrates effective instruction and pedagogical standards
- Has a strong formative and summative practice
- Pays attention to diversity and equity
- Is open to continued professional learning
- Facilitates adult learning
- Possesses interpersonal and leadership skills
- Uses technology in the learning environment effectively

MENTOR CANDIDATE QUALITIES

IMPORTANT MENTOR CANDIDATE QUALITIES		
Effective Classroom Instruction, and Knowledge of Pedagogy and Standards	- Exemplary Teacher - Expert - Articulate	- Recognized as an exemplary classroom teacher and excellent professional role model. - Able to clearly articulate effective, equitable classroom practices
Formative Assessment Practices	- Differentiates - Analyzes student Work - Uses data collaboratively	- Uses a broad range of student data to plan differentiated instruction - Clearly articulate the role of formative assessment in instruction - Collaborates with colleagues to analyze student work to inform changes in instructional practices and organizational structures
Attention to Diversity and Equity	- Focuses on underserved students - Holds high expectations - Empowers all students	- Strong teaching practice and advocacy for English language learners/special needs students - Articulates high expectations for all students - Incorporates cultural differences, learning preferences, and student experiences and interests into instruction and school community
Professional Learning	- Reflective - Inquiring - Thoughtful	- Actively seeks constructive feedback and learning opportunities - Has an inquiring stance towards teaching practice such as - Approaching issues with thoughtful questions and reflective responses - Exploring issues from multiple perspectives
Facilitating Adult Learning	- Collaborative - Exemplary Teamwork - Optimistic	- Initiates and facilitates collaboration among colleagues to foster inquiry, reflection, and innovation - Participates actively in teacher teams, clarifies and mediates the learning needs of others - Expresses optimism for the potential of teachers and schools to advance student learning and development

Interpersonal and Leadership Skills	▪ Integrity ▪ Listens ▪ Leads	▪ Exhibits a high degree of personal integrity, resiliency, ethical conduct, and credibility ▪ In interaction with all members of the school community, listens well, asks insightful questions, responds thoughtfully ▪ Effectively presents ideas, leas discussions, and creatively structures learning opportunities
Use of Technology	▪ Adopts new technology easily ▪ Willingness to learn	▪ Actively seeks new technology and virtual platforms to enhance learning for students and staff ▪ Quickly adopts new technology, integrating it into daily tasks ▪ Views technology and virtual platforms as a value-add to learning and encourages others to do the same

MENTOR SELECTION COMMITTEE

Careful thought must go into selecting and pairing mentors with novice teachers. The ALSDE encourages district liaisons to communicate the importance of vetting the mentors to ensure the right fit is made. No mentee can be assigned more than one mentor in the same school year. LEAs are only responsible for submitting the names of their employees.

LEAs are to set up a mentor selection committee which may include the following:

- Superintendent or designee
- District Liaison
- Building-level administrators
- Building level educators
- An eligible candidate must have a minimum of three years of successful teaching experience
- An academic teacher can be assigned no more than one mentee
- A CTE Mentor can be assigned no more than one mentee
- A retired teacher can be assigned up to five mentees

FUNDING

The ATMP is a voluntary program annually funded by the Alabama Legislature based on the availability of funds. The number of stipends disbursed to participating school systems is based on the number of mentors with assigned mentees. The following guidelines shall be observed:

- Each local education agency (LEA) wishing to participate in the ATMP shall select a district mentor liaison and notify the ATMP personnel by email.
- The LEA designee shall serve as the contact/communication channel between the ATMP and the LEA.
- Participating school systems must submit by email a list comprising the following: first and last name, email address, and school site of each mentor and mentee teacher. Also, the TCH number, certificate type, certificate level, subject/grade level, and number of years of experience for each mentee paired with a mentor.
- The deadline for submitting the list is the close of business on the last day of the first full week in October.
- Mentor stipends shall be disbursed at the end of the first and second semesters.

MENTOR/MENTEE ASSIGNMENT

A mentor employed as a classroom teacher shall continue in his/her normal teaching responsibility and provide mentoring support to no more than one mentee. The mentor receives a stipend for the mentee teacher assigned to him/her.

- No mentor shall be assigned two mentees in a concurrent year.
- A CTE teacher mentor shall mentor no more than one CTE mentee.
- A retired teacher may mentor no more than five mentee teachers and shall receive a stipend for the number of mentee teachers assigned.

DISTRICT LIAISON EXPECTATIONS

- Enter the mentor-mentee list in PowerSchool
- Validate the mentor-mentee list in PowerSchool
- Create a district-level ATMP Plan in the Cognia Diagnostics Platform
- Submit teacher retention data in the Cognia Diagnostics Platform
- Collect weekly mentoring logs documenting mentoring activities between mentors and mentees
- Maintain a document repository of training and mentoring logs
- Disseminate the required surveys (Mentor, Mentee, ALACTE employer, ALACTE In-Service)
- Encourage the completion of the surveys by the appropriate individuals
- Utilize either the Cognia Learning Labs (CLCs), the Mentor-Mentee Dialogue Tool, or district professional development resources to facilitate the conversations between mentors and mentees

MENTOR EXPECTATIONS

- Complete weekly mentoring sessions with mentees –no hourly requirement; however, the focus and time spent must be logged
- Complete training offered by the district
- Complete the mentor survey each academic term
- Provide resources to the mentees to support them throughout the semester
- Utilize either the Cognia Learning Labs (CLCs), the Mentor-Mentee Dialogue Tool, or district professional development resources to guide the conversations between mentors and mentees

MENTEE EXPECTATIONS

- Attend weekly mentoring sessions with mentors –no hourly requirement; however, the focus and time spent must be logged
- Complete training offered by the district
- Complete the mentee survey each academic term
- Complete the ALACTE In-Service Teacher Survey
- Seek support from the mentor teacher throughout the year.
- Utilize either the Cognia Learning Labs (CLCs), the Mentor-Mentee Dialogue Tool, or district professional development resources to guide the conversations between mentors and mentees

ATMP LEVERAGING THE CAPABILITIES OF POWERSCHOOL

Starting from the 2024-2025 school year, the ATMP will streamline the data submission process by leveraging the built-in data system in PowerSchool. PowerSchool already has the data fields required by the ATMP; therefore, the school administrators only need to select and pair mentors and mentees from the pre-populated list within PowerSchool. The PowerSchool platform enables LEAs to do the following:

- Retrieve demographic data without recreating an Excel file
- Complete required data fields, which are already captured
- Identify LEAs and Schools with just a couple clicks
- Save demographic data history
- Certify data accuracy

Additional information can be found here: https://youtu.be/66G66g9-TJ4.

PARTNERSHIP WITH COGNIA

Cognia will provide the platform for LEAs to submit their ATMP plan, complete the surveys, and utilize the research-based Cognia Learning Labs (CLCs) to facilitate the conversations between mentor and mentee teachers. Additionally, the CLCs can be utilized by mentors and mentees to engage in self-reflective practice.

DEFINITIONS AND UNDERSTANDINGS

i3 Academy

For this handbook, the following definitions and understandings are applicable.

TEACHER INDUCTION

- Phase of Teacher Development: Distinct and inevitable period that involves the emerging professional's first opportunities to apply pre-service learning to a real classroom of their own.
- Period of Socialization and Enculturation: As new teachers become oriented to the routines and expectations of their school site, they are also learning norms of behavior and practice from peers. Quality mentoring during this period is critical. Effective and positive socialization and enculturation can lead to the success of the beginning teacher and minimize the feelings of frustration and isolation that can lead to teacher attrition. This period can also have a lasting impact on how novices approach teaching and relate to students, colleagues, the community, and more.
- Comprehensive, Formal Program of Professional Support for Beginning Teachers: Induction programs vary greatly, from robust programs with highly trained mentors to "buddy" systems. The support provided through formal mentoring in the context of

coherent system structures for initial and ongoing teacher professional growth and development influences productive habits of mind, accelerates practice, and introduces new teachers to a school community culture of learning.

MENTORING

Mentoring is a reflective, individualized, and instructional-focused process between experienced and novice educators to guide, coach, and support the new teacher's progression toward greater levels of competence, confidence, and autonomy.

MENTEE TEACHER

For the Alabama context, a mentee is a teacher in their first or second year in the teaching profession (academic and career and technical educators) under any of the following categories: Emergency Certificate, Provisional Certificate, or Alternative A Certificate.

Exclusions:

1. Teachers who are new to a school system but have more than two years of teaching experience in other school systems within or outside the State of Alabama
2. Substitute teachers
3. Teachers who move to instructional support positions

HIGH-QUALITY MENTORING & INDUCTION PRACTICES OVERVIEW

Anniston City Schools

This resource outlines guidance for education leaders seeking to create and/or impose induction programs with specific practices that support teacher retention, teacher development, and improved student learning. Additional specific recommendations are provided throughout the handbook.

MOVING TOWARD	MOVING AWAY FROM
Rigorous Mentor Selection Based on Qualities of an Effective Mentor Qualities may include evidence of outstanding teaching practice, strong intra- and interpersonal skills, experience with adult learners, respect for peers, current knowledge of professional development.	**Choosing Mentors Without Criteria or an Explicit Process** Without strong criteria and a rigorous selection process, mentors may be chosen based more on availability or seniority rather than their qualifications to engage in meaningful interactions with beginning teachers.
Ongoing Professional Learning and Support for Mentors Effective teachers do not always know what It is about their effective teaching. Many mentors are also surprised to find that translating knowledge to students is different from translating knowledge to adults. High-quality and ongoing training, as well as a mentor professional learning community all help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.	**Insufficient Professional Development and Support for Mentors** Without initial, and ongoing, high-quality training to support their development, mentors miss the guidance and professional community they need to support the developing practice of beginning teachers and to help them address the challenges they face.
Sanctioned Time for Mentor-Teacher Interactions Mentors need sanctioned time to focus on beginning teacher development. Mentors and beginning teachers should have time to allow for the most rigorous mentoring activities. That time should be protected by teachers and administrators.	**Meetings Happen Occasionally or "Whenever Mentor and Teacher are Available"** Often, both parties are so busy that meeting time gets relegated down the list of priorities. The short fragments of time that may be found are typically insufficient for fostering real relationships and professional growth.
Multi-Year Mentoring Mentoring should be intensive and ongoing (for at least two years) to improve teacher practice and consequently, student achievement. Research suggests that most deep learning about instruction (through mentoring) happens during the second and third years of teaching.	**Mentoring for First-Year Teachers Only** One-year mentoring programs are great at providing the initial support first-year teachers need to survive but are insufficient to help teachers reach optimal effectiveness.
Intensive and Specific Guidance Moving Teaching Practice Forward Mentors who are trained to draw upon professional teaching standards and appropriate content area standards can focus their support on instructional growth and concrete steps to help new teachers improve their practice. Example: "Let's look at your assessment data and talk about what strategies will help you address the concern you had about reaching your struggling English language learners."	**Non-Specific, Emotional, or Logistical Support Alone** Emotional support is important but alone is not sufficient to improve teacher practice. Without specific instructional feedback, mentoring cannot impact student learning. Example: "You are doing a fantastic job. Keep it up!"

MOVING TOWARD CONTINUED…	MOVING AWAY FROM CONTINUED…
Professional Teaching Standards and Data-Driven Conversations Just like student learning, beginning teacher learning should be data-driven and standards-based. To be effective, feedback to beginning teachers must be grounded in evidence about their practice, including information gathered through classroom observations and student work. Use of professional teaching standards, documentation of mentoring conversations, and data collection on various components of classroom practice ensure a solid structure for focusing on continuous instructional growth.	**Informal and Lack of Evidence-Based Feedback** The rigor of the program may be compromised when interactions are too often based on informal conversation and opinions not drawn from evidence. Without a structure and focus on real-time data derived from beginning teacher practice, interactions may not result in improved teaching practice.
Ongoing Beginning Teacher Professional Development Beginning teachers benefit from a professional learning community guided by professional teaching, appropriate content-area standards, and collaborative time focused on teacher development, problem-solving, and mutual support. Opportunities such as regularly scheduled seminars and online learning communities minimize mentor isolation and provide a context for rich networking, professional dialogue, and reflection.	**Professional Development Not Specifically Tailored to the Needs of Beginning Teachers** Novices are in a unique developmental phase that cannot be addressed by "one size fits all" workshops or training. Professional development disconnected from teacher needs can feel irrelevant, at best, and, in many situations only serve to overwhelm beginning teachers.
Clear Roles and Responsibilities for Administrators Administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction support, and establishing a positive culture for teacher development in their buildings and the system. Professional development for administrators and ongoing communication with them about new teacher needs and the nature of the program ensures that they understand their role in fully supporting induction.	**Lack of Training/Communication with Administrators** Without clearly articulated strategies to support beginning teachers and protected time for mentoring, principals may inadvertently undermine the prospects of beginning teacher success (e.g., assigning beginning teachers the most challenging classes, assigning additional responsibilities, or not anticipating their needs for basic resources).
Collaboration With All Stakeholders Effective communication and collaboration among stakeholders, including administration, school boards, union/ association leadership, and professional partners, creates a culture of commitment and ensures success.	**Isolated Programming and Lack of Alignment** Without strong partnerships and alignment, instructional initiatives can be undermined. Beginning teachers may receive mixed messages from varying support providers and feel overwhelmed, confused, and frustrated by all the different layers of information coming at them.

MENTOR—MENTEE DIALOGUE TOOL

Pelham Public Schools

Utilization of this tool is NOT required; however, mentors may find it helpful in structuring mentee assistance.

The mentor will watch the mentee interact and engage with students in the classroom setting. As the mentor watches the mentee, the mentor will note areas where they have visibly seen, heard, or experienced the mentee in areas covered in subsequent pages. As they notice these areas, the mentor can highlight or check the areas observed. If something else is seen, the mentor can add this to the list too. Once the mentor teacher has completed the observation, he/she can reflect and provide feedback to the mentee on what was observed and the next steps to strengthen teaching.

Reflection:

Under this heading the mentor teacher will provide descriptions of what he/she observed and how it aligns with the topic. He/she can do this by highlighting under the "looks like", "sounds like" and "feels like" tabs or he/she can add other things that he/she observed that would fit in these categories.

Next Steps:

If the mentor teacher noted areas of concern or growth, this information should be listed under "Next Steps". The mentor teacher can detail action items for the mentee to work on to grow in these areas. Keep in mind that the mentor teacher should be a supportive resource. Although there may be areas for growth, he/she should sandwich this information with what the mentee teacher is doing well. In doing this, the mentor does not deflate the mentee and helps build a stronger relationship.

Each month: the mentor teacher should examine the extent to which the mentee is providing instructional activities that enable the students to learn and demonstrate their learning in a variety of ways such as listening, reading, hearing, using their hands, and teaching with music. The mentor and mentee should observe the following commonalities in each other's classroom. The elements common to each month are listed here:

Looks Like:

- A teacher advocates for Every Child. Every Chance. Every Day.
- A teacher provides instruction to every learner based on his/her level.
- A teacher organizes and modifies instruction to be inclusive, building on students' strengths.
- Students understand what they need to do and the step-by-step ways to accomplish each task.
- Students have multiple opportunities with various materials to practice their learning until the goal is achieved.

Sounds Like:

- Students interact with one another and explain what the concepts mean to them in their language and vocabulary.
- Students ask the teacher questions to elicit a deeper understanding of unfamiliar concepts.
- Active learning buzz or students engaging in topics with enthusiasm.
- Students engage in topics with enthusiasm.
- Students' voices are acknowledged and heard.

Feels Like:

- A student moving in and out of groups and learning stations smiling because they understand and grasp concepts.
- A teacher creates formative assessments that take multiple and provide opportunities for all students to succeed.
- Students feel that they are valued and that their opinions can be freely expressed without criticism.
- A learning environment where students are not mocked or demeaned for being different.
- A classroom where students are not mocked or demeaned for needing additional support.
- A classroom where there is mutual respect for students, parents, and colleagues.

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Encourages learners to share their opinions without fear of negative comments from their peers (Culture/Climate 3)

Looks Like

- A teacher providing instructional tools in different languages and methods.
- Students organize materials to explain a concept based on the way they view it and what it means to them.
- A teacher provides a learning environment where students ask and answer questions offering their opinions without being afraid.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

- Students feel like they belong to the community of learners.
- A classroom where there is mutual respect.

Creates enthusiasm for the learning at hand (Culture/Climate 4)

Looks Like

- A teacher providing a learning environment supportive of Every child. Every Chance. Every day.
- A teacher provides thoughtful feedback to every learner respecting their individuality.
- Communicating a sense of enthusiasm towards the learning tasks and belief in the learners.

Sounds Like

- A classroom where support from parents, colleagues, and other school professionals is acknowledged.

Feels Like

- Students feel that they are valued and that their opinions can be freely expressed without criticism.
- A classroom where parents, colleagues, and other school staff feel welcome in the learning environment.

OCTOBER

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Promotes respectful and caring interactions toward and between learners (Relationship 1)

Looks Like

- A teacher providing instructional tools in different languages and methods.
- A teacher creates a learning environment where individual and collective learners see each member as a member of a family of learners.

Sounds Like

- Students working in small groups support each other.

Feels Like

- A classroom where students feel like they belong in the learning community.
- A classroom where students confidently move in and out of learning stations smiling because they understand and grasp concepts.

Cultivates learner cooperation, collaboration, and inclusivity (Relationship 2)

Looks Like

- A teacher creating a healthy environment where teamwork is acknowledged and valued.
- A teacher provides thoughtful feedback to every learner based on knowledge and confidence.
- A teacher communicating clearly with parents, colleagues, and other school professionals about the progress and needs of individual learners in different languages.

Sounds Like

- Students interact with the teacher freely and ask procedural questions without being afraid.

Feels Like

- A classroom where parents, colleagues, and other school staff feel welcome in the learning environment.

NOVEMBER

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Preserves learners' dignity while attending to their individual needs (Relationship 3)

Looks Like

- Providing instructional tools in different languages and methods.
- Students organize materials to explain a concept based on the way they view it and what it means to them.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

- A classroom where students feel successful on assessments that consider multiple learning styles and provide opportunities for all students to succeed.
- A classroom where there is mutual respect for the individuality and voice of each learner.

Implements lessons and/or activities that stimulate learners to use high order thinking skills (Learning 2)

Looks Like

- A teacher creating an enabling learning environment where students engage in the learning tasks beyond the classroom.
- A teacher provides a learning environment where students are encouraged to draw on interdisciplinary skills to deepen their understanding of concepts and topics.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

Please refer to the common elements at the beginning of this section.

DECEMBER

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Delivers lessons that are relatable to the learners or aligned to their interests (Learning 3)

Looks Like

- A teacher provides instruction to every learner based on his/her level and interest.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

Please refer to the common elements at the beginning of this section.

Monitors Learners' understanding of the content and or the acquisition of skills (Learning 4)

Looks Like

- A teacher provides thoughtful feedback to every learner based on knowledge and confidence.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

Please refer to the common elements at the beginning of this section.

JANUARY

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Adapts instruction and/or activities that meet individual learners' needs (Learning 5)

Looks Like

Please refer to the common elements at the beginning of this section.

Sounds Like

- Active play or students engaging in topics with enthusiasm.

Feels Like

Please refer to the common elements at the beginning of this section.

Provide learners with purposeful feedback about their progress and/or needs (Learning 6)

Looks Like

Please refer to the common elements at the beginning of this section.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

Please refer to the common elements at the beginning of this section.

FEBRUARY

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Delivers and/or facilitates the lesson with knowledge and confidence (Essentials 1)

Looks Like

- A teacher providing instructional opportunities and tools in different languages consistently and systematically.
- Students understand and practice safe classroom procedures and processes before, during, and after.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

Please refer to the common elements at the beginning of this section.

Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being (Essentials 2)

Looks Like

Please refer to the common elements at the beginning of this section.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

- A classroom where students are not mocked or demeaned for being different or demonstrating learning in ways that are different from others.

MARCH

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Facilitates the use of resources that support learners' needs (Essential 3)

Looks Like

- A teacher exposing learners to diverse perspectives about the content.
- A classroom where students choose problem-solving techniques, activities, or tasks to be active participants in their learning.
- A classroom where students engage with and adapt resources to meet their learning needs.

Sounds Like

- A classroom where students engage in a learning buzz discussing with one another what the concepts mean to them in their language/wording by applying the concepts to real-world situations.
- A classroom where students ask the teacher high-level questions to elicit a deeper understanding or application of concepts in real-world scenarios.

Feels Like

Please refer to the common elements at the beginning of this section.

Implements instructional strategies that actively engage learners (Essentials 4)

Looks Like

- A teacher implementing the use of resources that support learner needs.
- A teacher providing instruction with modification to suit learner needs without losing sight of the learning goal.
- A teacher adjusting instruction based on formative and summative performance student data.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

- A classroom where there is flexibility and mutual respect between the teacher and students.

APRIL

In addition to the common elements, the mentor/mentee dialogue can be driven by the following elements:

Empowers learners to be responsible for the learning at hand (Agency 1)

Looks Like

- A teacher communicating and upholding high expectations for learners' behaviors to maximize their learning and well-being (Essentials 2)
- A teacher helps students rate their learning and provides feedback useful to improve student growth.
- A teacher providing instruction in a safe learning environment where students work cooperatively and collaboratively with one another in a non-threatening manner.
- A teacher advocating for safe, legal, and ethical use of information and technology.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

Please refer to the common elements at the beginning of this section.

Gives learners choices about the learning activities or tasks (Agency 2)

Looks Like

- A teacher provides instruction that provides learners opportunities to explore, discover, and express content by drawing examples across content areas.
- Students express learning and apply learning to real-world experiences while achieving specific learning goals.

Sounds Like

Please refer to the common elements at the beginning of this section.

Feels Like

Please refer to the common elements at the beginning of this section.

COMPREHENSIVE MENTORING PROGRAM

Walker County Schools

ROLES OF PRINCIPALS AND SCHOOL LEADERS

Research confirms that school leaders play an essential role in teacher effectiveness and student achievement. We also know that teacher support and development, especially mentoring and coaching, are critical to school improvement efforts. In supporting mentors, school leaders can positively impact teaching and learning across the building, develop instructional leadership talent, and achieve school and district goals.

To leverage the impact of high-quality mentoring, school leaders should be able to:

- Articulate how the induction program serves school and district instructional goals, improvement plans, and priorities
- Understand tools, structures, and expectations that support high-quality, research-based instructional mentoring
- Support collaboration and acceleration of practice between mentors and mentees
- Identify site-specific action steps and leadership supports for immediate and ongoing induction program implementation, monitoring, and improvement

Principals, specifically, can support high-quality induction and mentoring programming in

the following ways:

Understanding the components of an effective mentoring program

Mentoring should be integrated into overall school goals, initiatives, and professional development plans to provide coherent, effective, and sustained support for new teachers. A principal's ability to explain high-quality mentoring to staff, parents, and the school community and include mentoring as part of the infrastructure of the school strengthens support for novice teachers.

Understanding and promoting the role of instructional mentors

In some schools, mentors have assumed the role of providing informal and non-academic support. While empathy and emotional support are critical to building trust, to truly accelerate beginning teacher growth, mentors must do much more. Instructional mentors focus their support on new teachers' professional growth and improved teaching and learning.

To do this:

- Mentors must have a clear picture of effective teaching
- Be able to talk about pedagogical practice and content aligned with rigorous expectations and standards
- Balance beginning teachers' immediate concerns and long-term growth
- Collaboratively build inquiry and reflection as a part of the new teacher's practice

Principals can recognize and promote the strategies and tools that comprise the primary work between mentors and beginning teachers — observing and giving feedback, analyzing student work, accessing school and community resources, and planning lessons — and can align priorities

and resources. Further, knowing the role and responsibilities of both mentor and new teacher sends a clear message of support and respect.

Articulating the value of new teachers and lifelong learning

Assumptions that teachers graduate from pre-service programs as fully formed teachers prepared for all the responsibilities, they will face can lead to a culture in which challenges are not talked about and teachers think they are expected to keep their mistakes to themselves. By explicitly articulating the norm of lifelong learning for all staff, principals nurture a culture of safety in which educators are not afraid to take risks and embrace learning throughout their professional lives. Building a professional school community where every person and their knowledge and contributions are valued goes a long way to making all teachers, especially novices, feel appreciated and respected.

Mentor-Principal Relationships—Communication, Collaboration, and Coordination

Effective mentoring programs are built on quality principal and mentor relationships. Principals can inform mentors about school needs, goals, procedures, policies, and practices and how best to navigate the school context. They can keep mentors aware of their concerns and offer suggestions for support. Mentors can explain their roles, share sample formative assessment tools, articulate expectations for beginning teachers, and identify beginning teacher professional learning needs to support the school's induction and professional development programs. This coherence and alignment between principal and mentor support is especially beneficial for beginning teachers as they work to understand their new school community.

Principals can schedule regular meetings with mentors, either brief check-ins or longer conferences. The goal is to develop collaborative relationships to support deep, mutual understanding about new teacher support and needs in the school context and to provide opportunities to ask questions and offer suggestions. Mentors can also make certain that principals understand the rationale for, and actively promote, the confidentiality between a beginning teacher and mentor. A principal who understands and respects this confidentiality fosters a community of trust.

Mentors also work to build strong relationships between beginning teachers and principals via three-way meetings. Mentors can strengthen and guide these interactions, helping beginning teachers to grow as professionals, and informed principals can promote effective three-way relationships that sanction confidentiality and clearly demonstrate that everyone is working toward a shared goal — effective and equitable teaching and learning.

Influencing the System

Principals have a critical role in influencing district policy and system-wide support for high-quality mentoring and induction. For example, a principal who advocates for reasonable working conditions for new teachers can change the status quo. Principals can also share data that demonstrate the impact of mentor support with stakeholders such as other principals, union representatives, district administrators, the community, and the media.

Reflection Questions

- What structures or practices are in place to ensure effective communication between principals and mentors in support of beginning teachers as well as overall implementation and alignment of the mentoring program with other school priorities and initiatives? What other strategies can be put in place?
- What are examples of how the principal does or can support new teachers? What are some other strategies to test?
- How can principals become allies in cultivating or reinforcing system norms of lifelong learning, positive working conditions, and valuing new teacher voices?
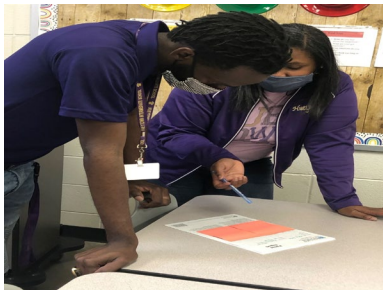
Birmingham City Schools

Jefferson County Schools

Huntsville City Schools

COGNIA ALABAMA TEACHER MENTOR PROGRAM
CONTINUOUS IMPROVEMENT RESOURCES

About a decade ago, the United States Department of Education approved Alabama's plan for a statewide system for continuous improvement using Cognia's continuous improvement model and resources. The Cognia Alabama State Department of Education Partnership Site offers up-to-date information supporting the Alabama Teacher Mentoring Program.

THE ALABAMA TEACHER MENTOR PROGRAM PLAN

Each district shall submit a plan aligned with ALSDE requirements for teacher mentoring and in alignment with general continuous improvement to support the organization for a successful implementation program. Components of the plan will include:

1. Identifying a district liaison and supplying contact information

2. Proving a description of the vision and mission-aligned to teacher recruitment, mentorship, and retention

3. Confirming participation in the Alabama Teacher Mentoring Program with Memorandum of Agreement and District-Level Plan

4. Structuring, policies, and procedures for mentoring program implementation (ex. lead mentors at the building level, induction and mentoring guidelines/protocols, confidentiality, ethics, feedback)

5. Providing veteran mentor-mentee teacher assignments

6. Defining roles and responsibilities of the mentors

7. Documenting weekly contact time between mentor and mentee

8. Ensuring Mentor-Mentee selection process

9. Providing Teacher retention data

10. Providing feedback from mentors and mentees

The Cognia resource information on the forthcoming pages, including video support for aligning information, and other related Alabama Teacher Mentoring Program support information is also available on the Cognia Alabama State Department of Education Program Help & Support site (click the Teacher Mentoring Tab).

CREATING A DISTRICT PLAN

1. Using a Chrome browser (highly recommended), go to https://myjourney.cognia.org/. Enter your email address as username and password. (Click Request Password, if needed, and follow those directions).

2. In the Search box enter your district's name in the dropdown menu. If your district's name is offered as a selection, click on it.

3. Click the button that states 'Go to Diagnostics'.

Administrations 📋 Diagnostics

All (15753) 30 Days (291) 2024-25 SY (304) ⬇️

	👥Diagnostics Completed	👥Diagnostics In Progress	👥Assurances Completed	👥Assurances In Progress	Other Diagnostics Completed	Other Diagnostics In Progress
Early Learning Schools	1	4	2	0	5	25
Elementary Schools	427	139	532	39	1991	3104
Middle Schools	135	21	164	15	574	1064
High Schools	184	100	231	22	481	1470
Unit Schools	57	17	85	5	248	414
Other Schools	1	0	1	0	31	98
District	257	269	230	36	1545	1545
SEA	0	7	1	5	27	144
Total:	1062	557	1246	122	4902	7864

e|Prove® diagnostics

Go to diagnostics

4. The landing page will have tabs showing My Content and Certified Content
a. If the tabs are not visible, click the 3 lines in the upper left-hand corner to open the Menu and click Content Library My Diagnostics.
b. If the Alabama Teacher Mentor Program Plan for 2024-2025 is not easily visible, type the word 'mentor' (without the quote) in the search bar and click continue.

5. Click the 3 dots on the right and side, and click 'Start a diagnostic with custom content'

6. Click Open Diagnostic

7. As the Diagnostic is now open, prompts can be responded to. When moving from one page to another within the Diagnostic be sure to click the 'Previous' and 'Next' buttons within the Diagnostic program. **If the forward or back button are used the information will not be saved and will need to be re-entered.**

8. Upon providing all required information, review, and click Send to Workspace.

9. If the system detects the Diagnostic is not completed, you will receive a confirmation prompt.
    (a.) Click 'Close' to return the Diagnostic and return to Step 7.
    (b.) Click 'Yes' to continue to send the information as it is currently provided for ALSDE ATMP Department review. Proceed to the next step.

10. Upon clicking the Diagnostic to Workspace titled 'ATMP,' the District name must be selected and click send.
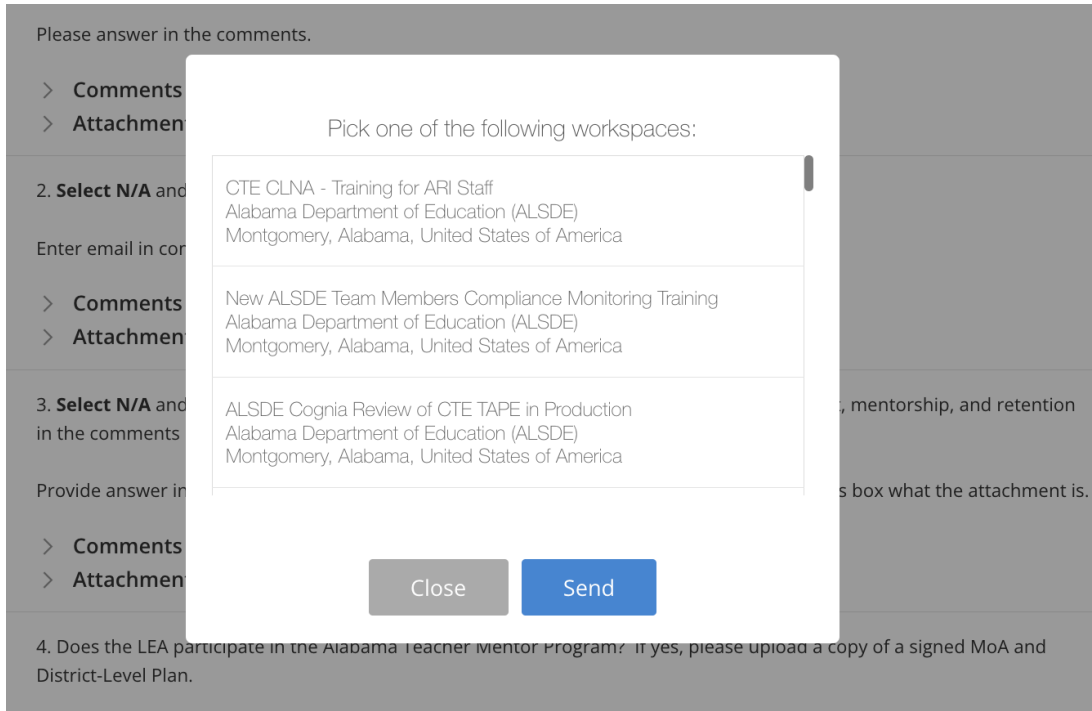
11. Upon successfully sending the plan to the Workspace a verification message will be provided.
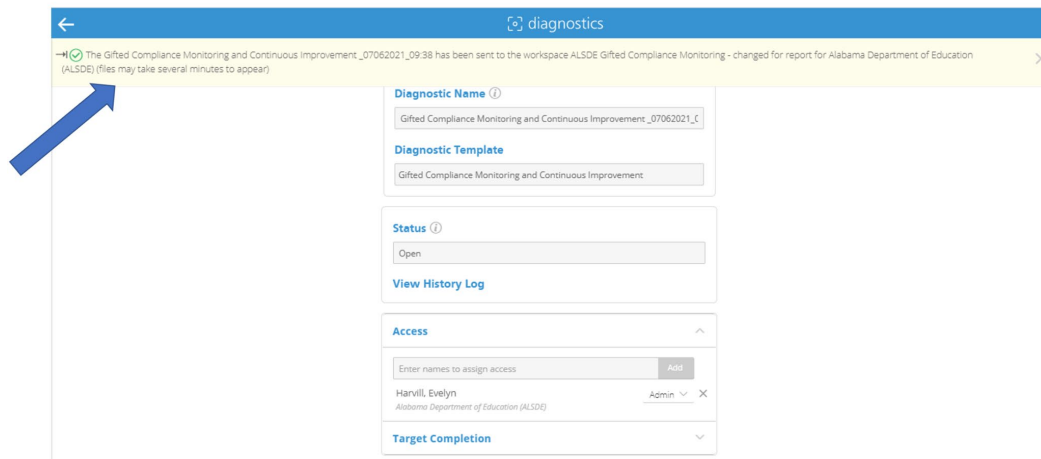
12. Scroll up until you see 'Lock Diagnostic' and click 'Lock the Diagnostic'.

13. Click Save to complete the saving process.

14. If a PDF version of the plan is desired, click Download Report in the bottom left-hand side. Select (a.) PDF and click (b.) Download. The report will be delivered shortly via email.
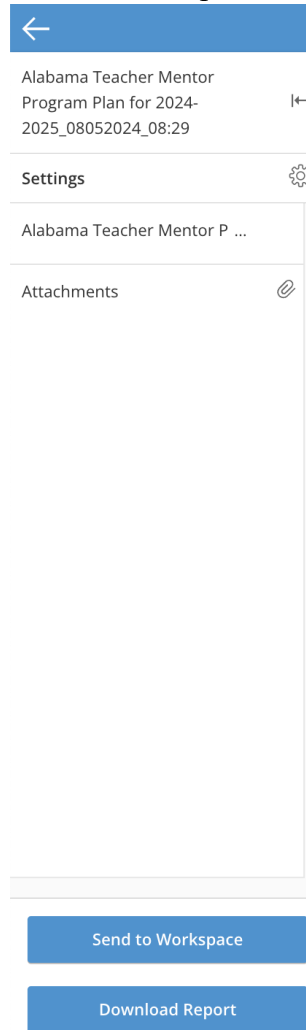
15. Select PDF and click Download.
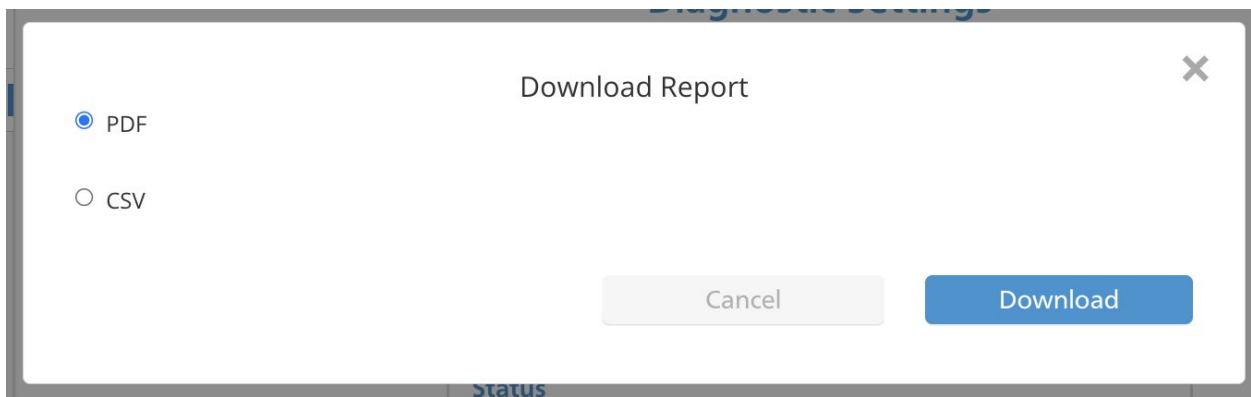
16. A message is provided stating the report will be sent to the user's email address. Click 'OK' to dismiss the message.
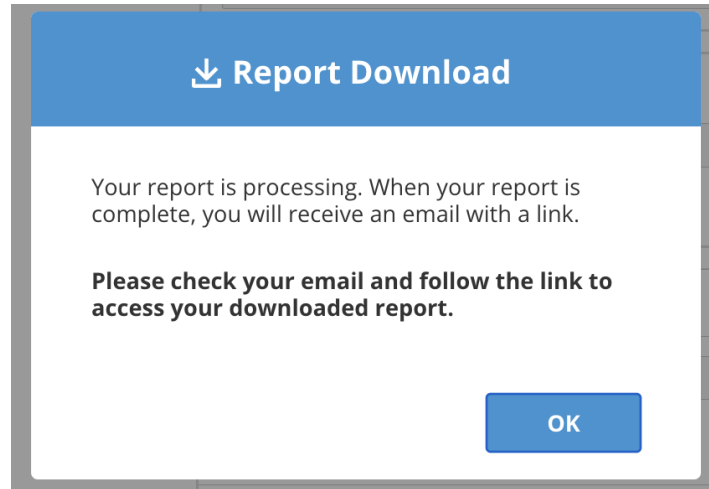
17. When returning to the My Diagnostics screen there will now be a lock symbol to indicate the plan is locked. There is also a blue circle that is fully filled in indicating that the system has a response to all prompts. If the blue circle is only partially filled, the system is documenting partial completion. If the circle has no blue color the system is documenting the plan has not been started.
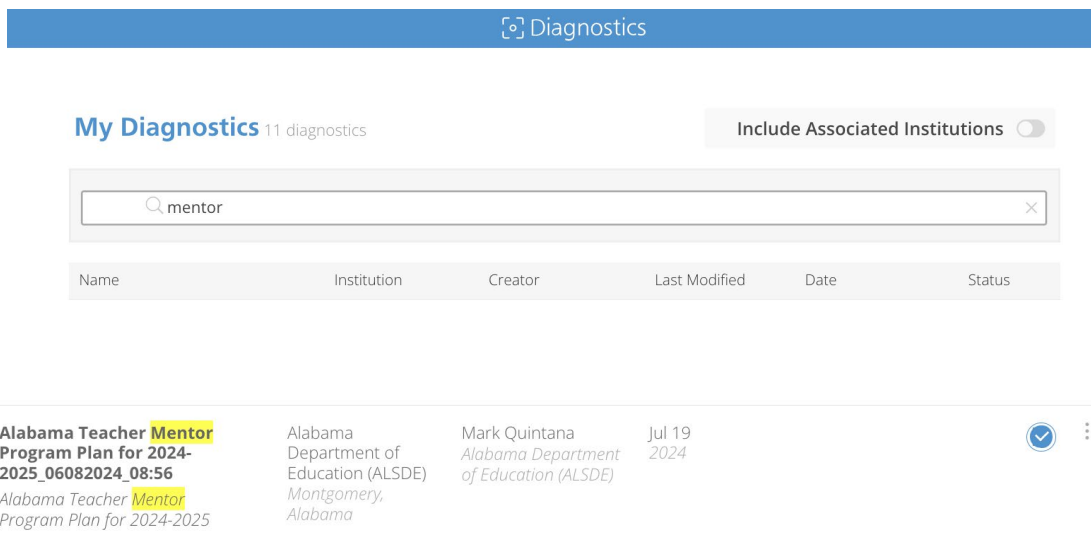
18. The ATMP Plan can be opened for viewing by clicking the 3 dots on the right-hand side.

19. To revise the plan, click 'Open Diagnostic'. To revise the plan, return to step 6 and follow the directions from that point.

DISTRICT RESPONSE TO ATMP DEPARTMENT PROGRAM PLAN REVIEW

1. An email is sent to the District as a notification that ALSDE has provided information aligned to their review of the district's ATMP Program Plan. Click 'Log into Workspace.'
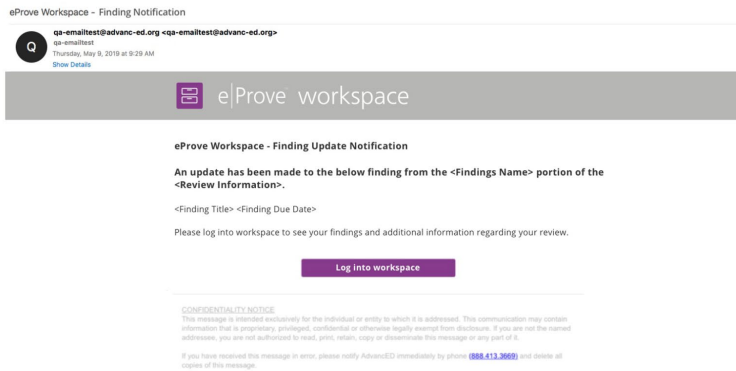
2. As prompted Log into myJourney.
   Using a Chrome browser (highly recommended), go to https://myjourney.cognia.org/.
   Enter your email address as username and password. (Click Forgot Password, if needed, and follow those directions).

3. In the Search box enter your district's name in the dropdown menu. If your district's name is offered as a selection, click on it.
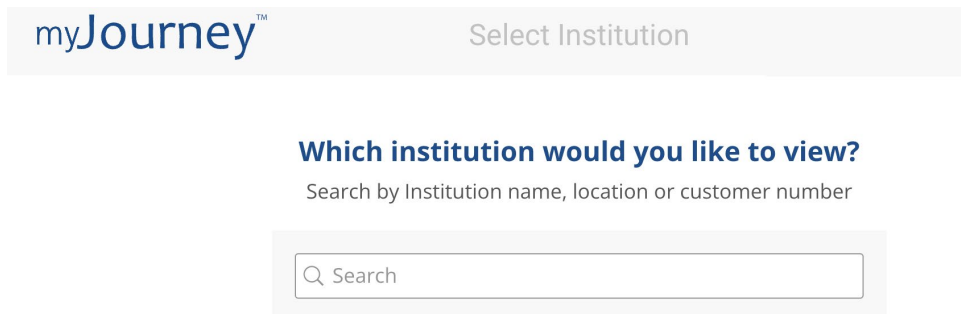
4. Click 'Go to Workspace'.

5. Search or choose your district in the dropdown menu, click the 3 dots on the right-hand side, and click open.
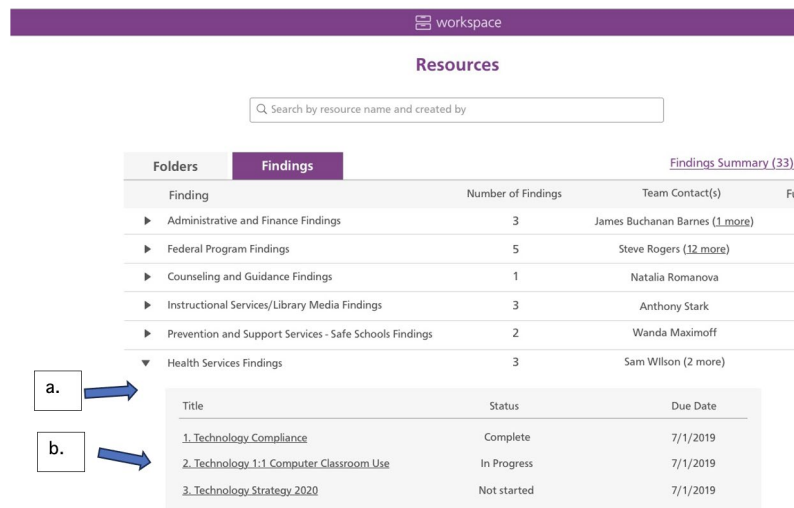
6. Click the (a.) navigation, 3 lines on the upper left-hand side to (b.) access the Manage Resources section.
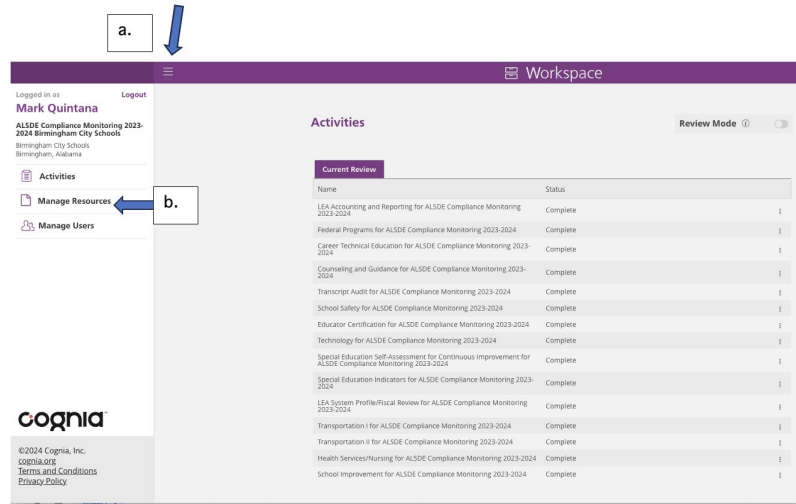
7. Click the 'Findings' tab.
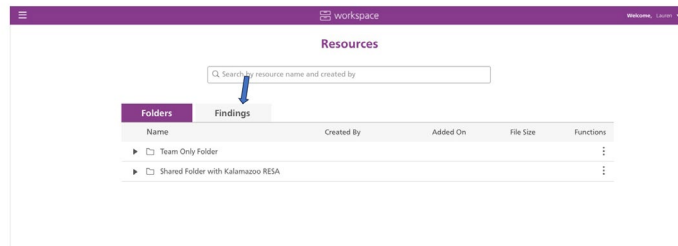
8. a.) Select the arrow to the left of an individual Findings group and (b.) Select the Finding to review and address.

9. Review the Finding and click 'Add a note' to supply the needed information.

10. (a.) Click Attach Files or External Link. For any files being submitted, drag and drop the file into the area noted. For any External Link being provided, provide the website address. (b.) click Save.

11. (a.) The district reports the status of addressing the finding in the 'Change Action' section, and (c.) click Save.

12. Repeat steps 1-10 as the ALSDE ATMP Department reviews and evaluates each submission by the District for addressing any Findings.

ALABAMA TEACHER MENTOR PROGRAM SURVEYS

There are four types of surveys as part of the Alabama Teacher Mentor Program:

1. Alabama Association of Career and Technical Education (ALACTE) Survey for Employers of New Teachers.

2. Alabama Association of Career and Technical Education (ALACTE) Survey for In- Service Teachers

3. Mentor Surveys

4. Mentee Surveys

SURVEY ADMINISTRATION CALENDAR

SURVEY	ADMINISTRATION DATES
Mentor Survey, 1st Semester Mentee Survey, 1st Semester	November 1 - November 30
ALACTE Survey for In-Service Teachers ALACTE Survey for Employers of Teachers	March 1 - March 31
Mentor Survey, 2nd Semester Mentee Survey, 2nd Semester	April 1 – April 30

SURVEY DESCRIPTIONS

ALACTE Survey for Employers of New Teachers - This survey is for 1st and 2nd-year teachers who have graduated from an Alabama Teacher Preparation Program ONLY. It is based on the Alabama Core Teaching Standards (ACTS), which were informed by the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

The Alabama Association of Colleges for Teacher Education (ALACTE), the Alabama State Department of Education (ALSDE), the School Superintendents of Alabama (SSA), and the Council for Leaders in Alabama Schools (CLAS) worked to develop the survey. Results from this survey will be reported in aggregate form only. Teachers and administrators will not be identified in the results. This survey provides feedback for continuous improvement of Educator Preparation Providers (EPPs) in Alabama. An Executive Summary of aggregated statewide results will be created and shared by the ALSDE annually.

ALACTE Survey for In-Service Teachers - This survey is for (1) 1st and 2nd-year teachers who have graduated from an Alabama Teacher Preparation Program ONLY and (2) are working under one of the following certification types: Class B, Class A, Alternative A, or Interim Certificate. This survey is not to be completed if the teacher is working under an Emergency Certificate, a Provisional Certificate in a Teaching Field (PCTF), or a Conditional Certificate in a Teaching Field. If you are not sure, go to Certification Search at the following website:

http://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx. The purpose of this survey is to provide feedback regarding the level of preparation received from the Alabama institution from which you received your first teaching degree. The results from the survey will be used to identify strengths and weaknesses in the preparation you received and will guide improvement efforts. Survey results will be reported in aggregate form only. Teachers will not be identified in the results.

Mentee Surveys, First & Second Semester – The purpose of these surveys is to provide feedback for continuous improvement of the Alabama Teacher Mentor Program (ATMP). Results from these surveys will be reported in aggregate form only. Mentees will not be identified in the results. Participation in the survey is highly appreciated.

Mentor Surveys, First & Second Semester - The purpose of these surveys is to provide feedback for continuous improvement of the Alabama Teacher Mentor Program (ATMP). Results from these surveys will be reported in aggregate form only. Mentors will not be identified in the results. Participation in the survey is highly appreciated.

SURVEY ADMINISTRATION DIRECTIONS

The ALSDE Teacher Mentoring Program section will provide a link to the District's Mentor Liaison before the scheduled administration dates. The Mentor Liaison will then disseminate the link to mentors and mentees for responses.

Upon clicking on the provided links:

(a.) District Mentor Liaisons will identify their district name in their responses to the ALACTE Survey for Employers of Teachers.

(b.) Mentors and Mentees will identify their school in responding to the 1st and 2nd Semester Surveys.

Identification of the district name (by District Mentor Liaisons) and the school's name (by Mentors and Mentees) can be done by typing the name into the search bar and clicking the name of the district (District Mentor Liaisons) or school (Mentors and Mentees).
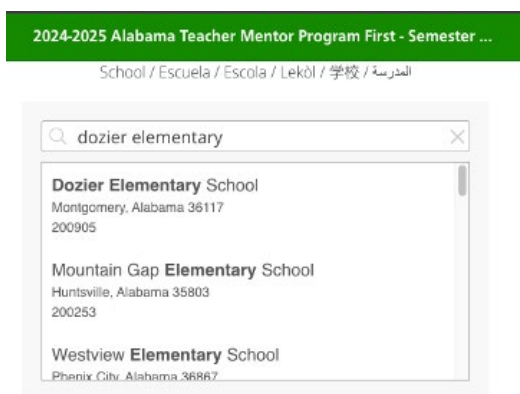
Afterwards, for all surveys, the respondents read the directions and respond to the survey.

The purpose of this survey is to provide feedback for continuous improvement of the Alabama Teacher Mentor Program (ATMP). Results from this survey will be reported in aggregate form only. Teachers will not be identified in the results. Your participation in the survey is highly appreciated.

1. Is teaching your first career?

○ Yes

○ No

2. From which Teacher Preparation Program did you graduate?

[▾]

3. If you selected Other in the question above, please provide the name of the Teacher Preparation Program you graduated from.

Enter your answer here

COGNIA LEARNING COMMUNITY

Utilization of this tool is NOT required; however, mentors may find it helpful in structuring mentee assistance.

The Cognia Learning Community (CLC) is a research-based job-embedded professional development model that uses the power of ground-breaking content to transform thinking and practice, embedded in a global community for shared learning and insight. The CLC increases educator agency by placing ownership of the learning process in learners' hands. The CLC allows for the personalization of content for teachers, the creation of PD programs, and monitoring of progress and engagement, all while keeping teachers in their classrooms and on their schedules.

The CLC uses a research-based model by Dr. Arnetha Ball and her Model of Generative Change (Ball, Arnetha F. "Toward a Theory of Generative Change in Culturally and Linguistically Complex Classrooms." American Educational Research Journal, vol. 46, no. 1, 2009, pp. 45-72, doi: 10.3102/0002831208323277) and incorporates a four-phase approach in alignment with this model: Spark (inspiration, curiosity), Reflect (notice, practice), Tinker (preparation, interaction), and Grow (adjustments, goals).

Learning Labs are individual learning modules on several topics. The following Learning Labs are available for use as part of the Alabama Teacher Mentoring Programs for mentor liaisons, mentors, and mentees. Each lab takes approximately 2-hours to complete, not including the offline and job-embedded components. Upon successful completion of each lab, a certificate is available to serve as evidence for continuing education units (CEU).

Additionally, each group can complete additional labs within the Cognia Learning Community.

The Learning Labs are "All About the Cognia Learning Community, and the Asynchronous Teacher Onboarding-Cognia Learning Community.

A description of each professional learning lab and alignment to continuous improvement performance standards (also used for Cognia accreditation) can be accessed online at Cognia Learning Lab Directory.pdf - Google Drive.
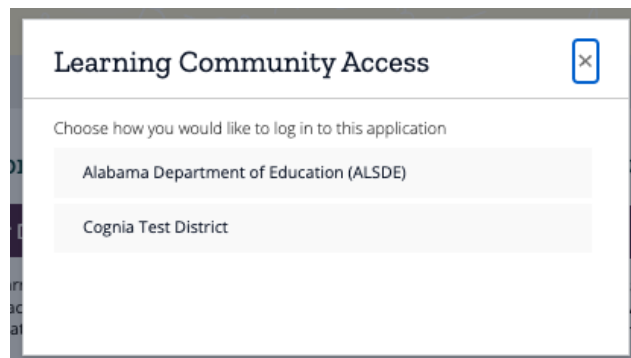
ACCESSING THE COGNIA LEARNING COMMUNITY

1. Go to home.cognia.org, enter username, password, click Login
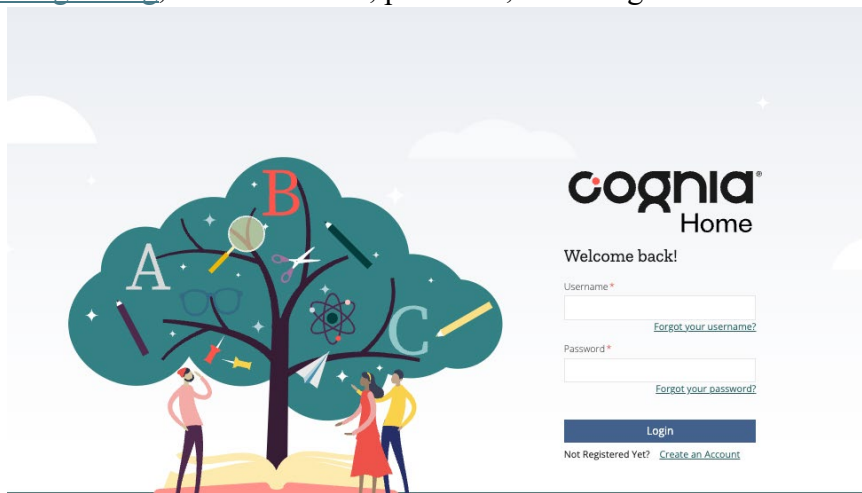
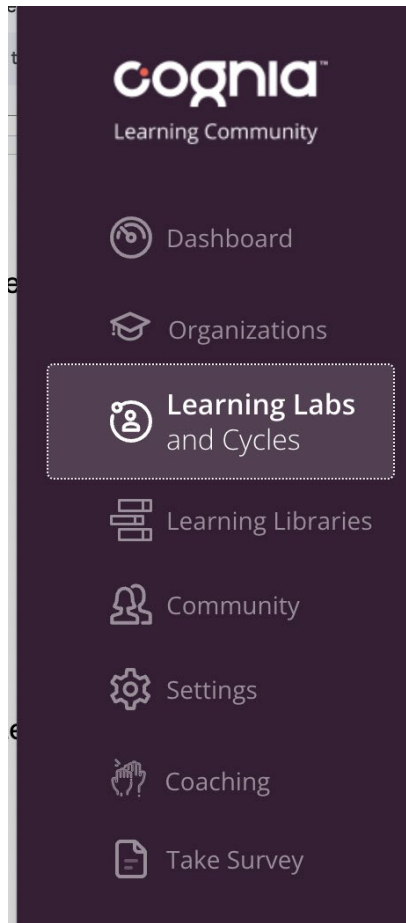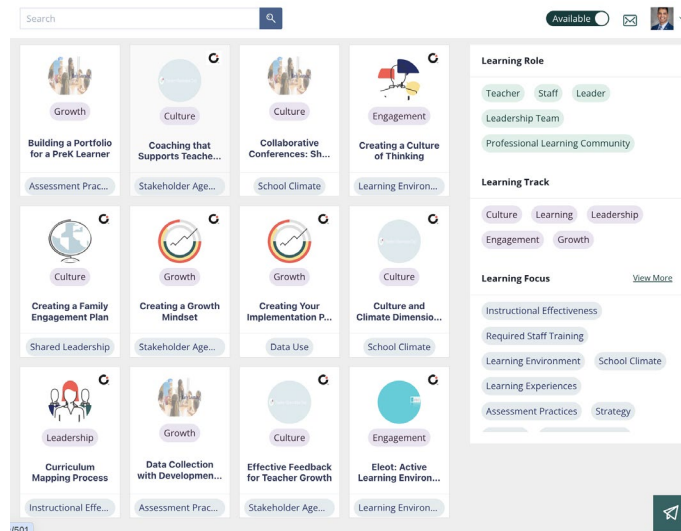2. (a.) Click Learning Community (left-hand-side menu)
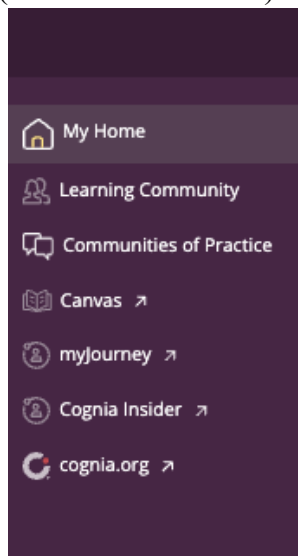
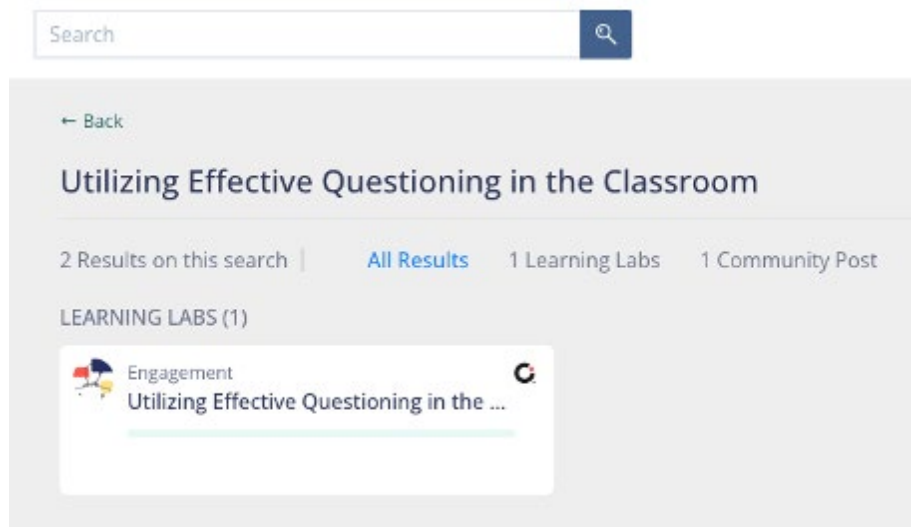(b) If prompted, selected the desired institution.
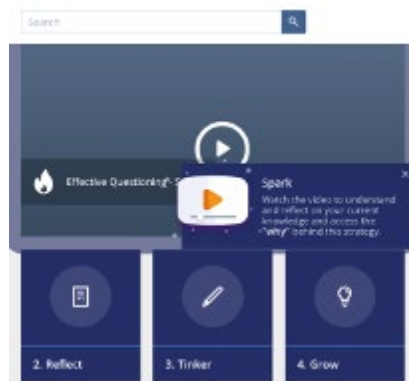
3. Click the title Learning Labs and Cycles.

4. (a.) Click on the desired learning lab or type the name of the desired learning lab in the Search bar and click the magnifying glass.

4.(b.)   If you used the search bar, click on the Learning Lab to open. If not, skip this step.


5.   Click on the Spark video to start the professional learning experience and follow directions.

COMMUNITIES OF PRACTICE

Educators can give and get advice in Communities of Practice. This online forum can connect educators with others within their districts, state, nationally, and worldwide. Communities can be open for all or closed for specific invited members only.

1. Go to home.cognia.org, enter username, and password. Click Login
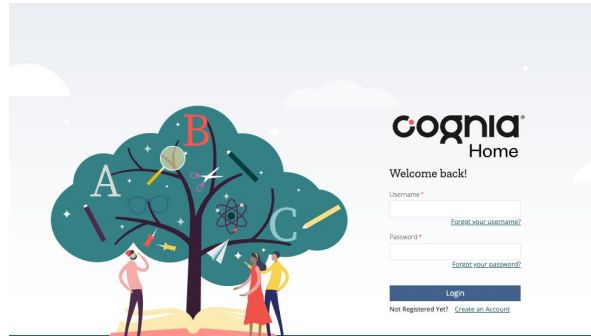
2. Click Communities of Practice
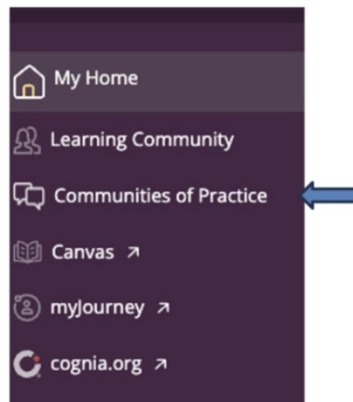
3. Communities that educators are already a part of will appear under (a.) My Groups. Educators can also click (b.) 'Create New Group' to start a new forum (can be public, limited/request to join, or private/invite only).
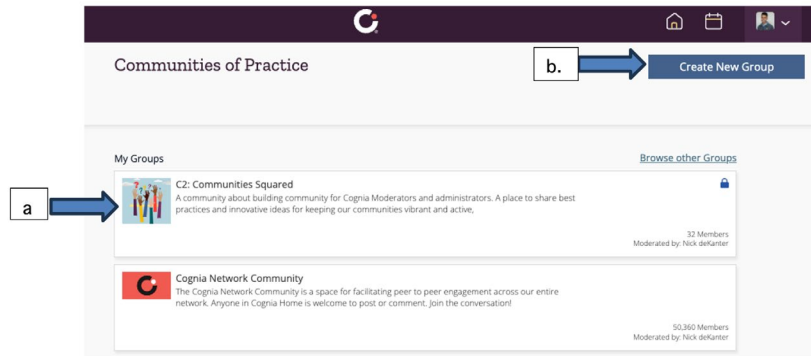
4. Enter a community and select a topic or create a new post.

5. a) Add a new comment or (b.) reply to an existing comment.

a.

← back

Cognia Cognia Portsmouth, New Hampshire
November 16, 2022 at 8:57 AM

How do we a keep a group's content fresh?
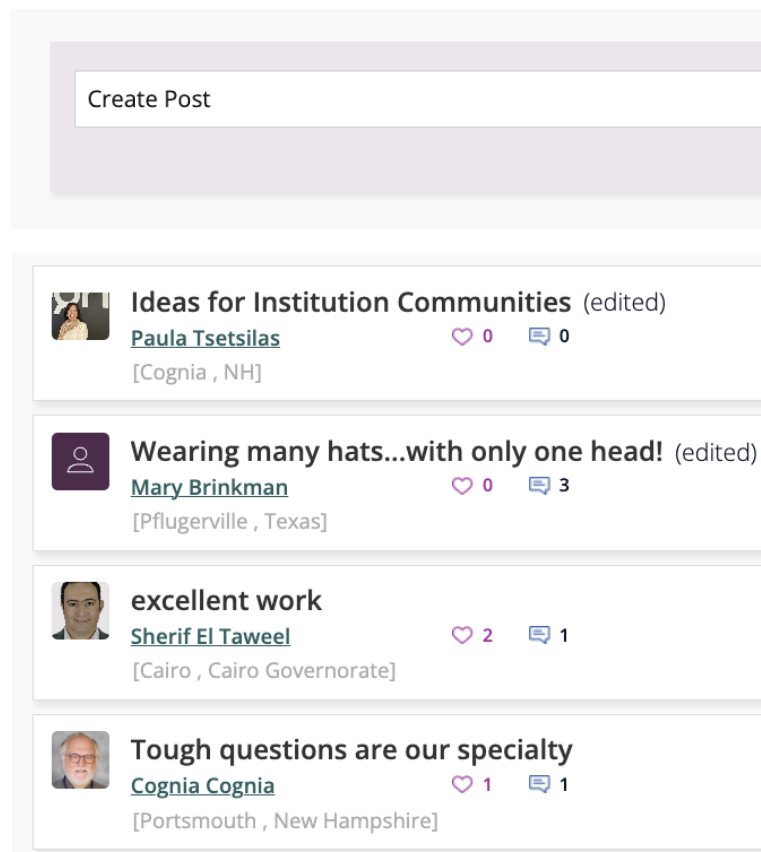Users tend to participate in groups that have active discussions and new material on a regular basis. What tips can you share about how you can keep your group's content "fresh"?

♡ 0   💬 2

Add a comment   Posting Rules

start typing

Cognia Cognia Portsmouth, New Hampshire
Dec 06, 2022 8: 51 AM

Getting to know the interface is a great first step. You can't break anything. The Tx is a quick way to remove any special formatting you may no longer want.

♡ 0   💬 0   reply

Paula Tsetsilas Cognia, NH
Dec 05, 2022 4: 22 PM

1. Share weekly lessons plans. Here's ~~an example of one of mine:~~ It's REALLY important to test out all the font options to **emphasize**, *italicize*, *and change colors*. I don't know what Tx stands for and I can't get the attachment feature to work. Can anyone else? Looking forward to someone's reply in this group. Thanks.

♡ 1   💬 0   reply

b.

Appendix A—Department Information, Initiatives, and Contacts

Continuum of Teaching Practice—core capabilities for Deeper Learning

The core capabilities are intended to provide a common language and a vision for instruction that reflects the scope and complexity of effective teaching, defining professional roles and responsibilities for educators, from beginning teachers to experienced practitioners. The capabilities are designed as professional goals to guide teachers as they develop, refine, and extend their practice. See also, What Makes an Effective Educator.

Standards and Continuum of Early Learning Teaching Practice

This resource describes indicators of high-quality, developmental early learning practice. The document outlines three dispositions, or professional habits of mind, that impact children's learning: collaboration, reflection, and persistence to meet the diverse needs of each child.

Mentor Practice Standards

With a focus on foundational, structural, and instructional aspects of mentoring, the practice standards are designed to accelerate the development of new teacher effectiveness, improve teacher retention, build teacher leadership, increase student learning, and support equitable outcomes for every learner.

Teacher Induction Program Standards

The program standards are designed to provide program leaders, policymakers, and researchers with an aspirational framework for beginning teacher induction program design, implementation, and evaluation.

Alabama Math, Science, and Technology Initiative

The Alabama Math, Science, and Technology Initiative (AMSTI) is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to support Alabama educators and students in learning STEM through doing STEM. AMSTI provides grade- and subject-specific materials, professional learning, and follow-up support.

Alabama Social Media Policy

The ALSDE Social Media Policy below is included as a general framework that may be incorporated into the local context.

This policy provides guidance for ALSDE employee use of social media, which should be understood for purposes of this policy to include Facebook, Twitter, Instagram,

various blogs, microblogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites, and other sites and services that permit users to share information with others in a contemporaneous manner. The following principles apply to professional use of social media on behalf of the ALSDE and personal use of social media when referencing the ALSDE. Employees need to know and adhere to the ALSDE Code of Conduct, Employee Handbook, and other company policies when using social media about the ALSDE. Employees should be aware of the effect their actions may have on their image, as well as the ALSDE's image.

Employees should be aware that the ALSDE may observe content and information made available by employees through social media. Employees should use their best judgment in posting material that is neither inappropriate nor harmful to the ALSDE, its employees, LEAs, students, or school communities.

Although not an exclusive list, some specific examples of prohibited social media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Employees are not to publish, post, or release any confidential or non-public information. If there are questions about what is considered confidential, employees should check with the Human Resources Department and/or their ALSDE supervisor.

Social media networks, blogs, and other types of online content sometimes generate press and media attention or legal questions. ALSDE employees should refer these inquiries to the Communications Office or an authorized ALSDE spokesperson. If ALSDE employees encounter a situation while using social media that threatens to become antagonistic, employees should disengage from the dialogue in a polite manner and seek the advice of a supervisor. Social media use should not interfere with employee's responsibilities at the ALSDE. ALSDE computer systems are to be used for business purposes only. When using ALSDE computer systems, use of social media for business purposes is allowed with ALSDE Information Technology determined limits (ex: Facebook, Twitter, ALSDE posts, etc.), but personal use of social media networks or personal blogging of online content is discouraged and could result in disciplinary action.

Subject to applicable law, after-hours online activity that violates the ALSDE policy may subject an employee to disciplinary action or termination. If ALSDE employees publish content after-hours that involves work or subjects associated with the ALSDE, a disclaimer should be used, such as: "The postings on this site are my own and may not represent ALSDE positions, strategies, or opinions."

It is highly recommended that employees keep ALSDE-related social media accounts separate from personal accounts, if practical.

For more information, contact Michael Sibley, Ed.D. Director of Communications Alabama State Department of Education. Email: msibley@alsde.edu Ph. 334-694-4687. Twitter: AlabamaAchieves @AlabamaAchieves Facebook: AlabamaDepartmentofEducation.

CRIMINAL HISTORY BACKGROUND CHECKS

- Over 23,000 new criminal history results are received each calendar year.
- The Alabama State Department of Education (ALSDE) has a cooperative arrangement with the Alabama Law Enforcement Agency (ALEA) to receive updates anytime a person is arrested in Alabama following their initial background check.
- Updated arrest records for certified/licensed employees are reviewed at ALSDE to determine the bearing the arrest has on an individual's suitability to teach.

For more information, please visit the Teacher Certification section or https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx.

EDUCATOR CERTIFICATION GENERAL INFORMATION

As a professional educator certified by the Alabama State Department of Education, it is the educator's responsibility to keep all personal data on file in the Educator Certification Section current.

As a professional educator certified by the Alabama State Department of Education, it is the educator's responsibility to prevent renewable certificate(s) from expiring by meeting all requirements and submitting the appropriate application(s) to the Educator Certification Section by the deadline.

All Requirements to continue a certificate must be completed during the certificate's valid period and by the date of expiration reflected on the certificate. Certificates are not continued before the calendar year of their expiration.

The application to continue a certificate must be received in the Educator Certification Section of the Alabama State Department of Education (ALSDE) between January 1 and June 30 of the calendar year of the certificate's expiration or mailed to the Educator Certification Section with a postmarked date of no later than June 30 of the calendar year of the certificate's expiration date.

Additional information may be found at https://tcert.alsde.edu/Portal

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS)—SCHOLARSHIP SUPPORT

The ALSDE provides an annual scholarship opportunity to fund candidates pursuing National Board Certification.