

# AN OVERVIEW OF THE ALABAMA TEACHER MENTOR PROGRAM



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# Alabama Teacher Mentor Program (ATMP)

## General Overview



THE “WHY” OF  
THE ALABAMA  
TEACHER  
INDUCTION &  
MENTOR  
PROGRAM

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In 2004, the Alabama Legislature passed a resolution establishing the Alabama Teacher Mentor Program.

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Nationwide, it is estimated that anywhere from 10% to 50% of new teachers leave the teaching profession by the fifth year of entering the profession.

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The State of Alabama now more than ever is poised to mitigate the problem through teacher **induction, mentoring, recruitment, and retention.**

THE “WHY”  
OF THE  
ALABAMA  
TEACHER  
INDUCTION  
& MENTOR  
PROGRAM  
CONTINUED

The ATMP was set up to provide a framework for LEAs in their effort to mitigate teacher attrition due to a lack of mentoring support.

### State Context

Alabama, like states across the nation, is experiencing teacher shortages especially, in hard-to-staff rural counties and hard-to-staff areas including special education, mathematics, science, English Language Arts, and Career and Technical Education.

# WHAT IS THE ATMP?

- The ATMP is a statewide initiative available to LEAs who wish to provide mentorship support to novice teachers
- The program provides paid mentorship support for academic, career, and technical teachers
- The program is open to public and charter schools
- LEAs voluntarily opt into the ATMP
- Approximately ninety-five percent of the LEAs participate in the program

# PARTICIPATION TRENDS

2021-2022:  
8,452  
Teachers

2022-2023:  
8,922  
Teachers

2023-2024:  
9,036  
Teachers

*Due to the teacher shortage, the Alabama State Department of Education has increased the number of certification pathways.*



# ATMP VISION & MISSION



## *Vision*

We believe that formal, comprehensive induction and mentoring programs accelerate the successful transition of new teachers into the teaching profession. The bedrock of quality education for **all students** lies in providing exceptional instruction.



## *Mission*

We support the **recruitment** and **retention** of skilled teachers by leveraging the expertise of veteran teachers to mentor novice teachers.

# ATMP FUND ALLOCATION

- The ATMP disburses to LEAs a \$1200 stipend for each mentor with an assigned mentee
- The stipend is paid in two installments of \$500 at the end of each semester
- The remaining \$100 per semester is paid to the LEA to cover fringe benefits





# Program Guidelines



# Who is a mentee teacher?

- A first-year or a second-year teacher new to the teaching profession with the following certification types:
- Professional Educator Certificate in a Teaching Field
  - Early Childhood Development Certificate
  - Conditional Certificate in a Teaching Field (CCTF)
  - Interim Employment Certificate (IEC) in a Teaching Field
  - Provisional Certificate in a Teaching Field (PCTF)
  - Temporary Special Education Certificate (TSEC)
  - Emergency Certificate



# Who is a mentee teacher?

## Continued

- A first-year or a second-year teacher new to the teaching profession with the following certification types:
- Career and Technical Temporary Certificate
  - Degree Equivalent Career and Technical Certificates
    - a) Bachelor's Equivalent Technical Education 1
    - b) Bachelor's Equivalent Technical Education 2
    - c) Bachelor's Equivalent Health Science 1
    - d) Bachelor's Equivalent Health Science 2

# Who is NOT a mentee teacher?

- The ATMP shall not provide paid mentorship support for individuals who hold the following certificate/license::
  - Adjunct Instructor Permit
  - Speech-Language Pathology Assistant (Level 1 or Level 2) Certificate
  - Substitute Teacher License
- Any teacher who has more than 2 years total teaching experience (Irrespective of where the individual has taught)



# Who is a mentor teacher?

- A teacher with a minimum of three years of successful teaching experience with the following skills:
  - Demonstrates effective instruction and pedagogical standards
  - Strong formative and summative practice
  - Pays attention to diversity and equity
  - Open to continued professional learning
  - Facilitates adult learning
  - Possesses interpersonal and leadership skills
  - Effectively uses technology in the learning environment

# MENTOR CANDIDATE QUALITIES

<p>Effective Classroom Instruction, and Knowledge of Pedagogy and Standards</p>	<ul style="list-style-type: none"><li>• Exemplary Teacher</li><li>• Expert</li><li>• Articulate</li></ul>	<ul style="list-style-type: none"><li>• Recognized as an exemplary classroom teacher and excellent professional role model</li><li>• Able to clearly articulate effective, equitable classroom practices</li></ul>
<p>Formative Assessment Practices</p>	<ul style="list-style-type: none"><li>• Differentiates</li><li>• Analyzes Student Work</li><li>• Uses Data Collaboratively</li></ul>	<ul style="list-style-type: none"><li>• Uses a broad range of student data to plan differentiated instruction</li><li>• Clearly articulates the role of formative assessment in instruction</li><li>• Collaborates with colleagues to analyze student work to inform changes in instructional practices and organizational structures</li></ul>

# MENTOR CANDIDATE QUALITIES

<p>Attention to Diversity and Equity</p>	<ul style="list-style-type: none"><li>• Focuses on Underserved Students</li><li>• Holds High Expectations</li><li>• Empowers All Students</li></ul>	<ul style="list-style-type: none"><li>• Strong teaching practice and advocacy for English language learners/special needs students</li><li>• Articulates high expectations for all students</li><li>• Incorporates cultural differences, learning preferences, and student experiences and interests into instruction and school community</li></ul>
<p>Professional Learning</p>	<ul style="list-style-type: none"><li>• Reflective</li><li>• Inquiring</li><li>• Thoughtful</li></ul>	<ul style="list-style-type: none"><li>• Actively seeks constructive feedback and learning opportunities</li><li>• Has an inquiring stance towards teaching practice such as<ul style="list-style-type: none"><li>◦ Approaching issues with thoughtful questions and reflective responses</li><li>◦ Exploring issues from multiple perspectives</li></ul></li></ul>

# MENTOR CANDIDATE QUALITIES

<p>Facilitating Adult Learning</p>	<ul style="list-style-type: none"><li>• Collaborative</li><li>• Exemplary</li><li>• Teamwork</li><li>• Optimistic</li></ul>	<ul style="list-style-type: none"><li>• Initiates and facilitates collaboration among colleagues to foster inquiry, reflection, and innovation</li><li>• Participates actively in teacher teams, clarifies and mediates the learning needs of others</li><li>• Expresses optimism for the potential of teachers and schools to advance student learning and development</li></ul>
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# MENTOR CANDIDATE QUALITIES

<p>Interpersonal and Leadership Skills</p>	<ul style="list-style-type: none"><li>• Integrity</li><li>• Listens</li><li>• Leads</li></ul>	<ul style="list-style-type: none"><li>• Exhibits a high degree of personal integrity, resilience, ethical conduct, and credibility</li><li>• In interaction with all members of the school community, listens well, asks insightful questions, responds thoughtfully</li><li>• Effectively presents ideas, leads discussions, and creatively structures learning opportunities</li></ul>
<p>Use of Technology</p>	<ul style="list-style-type: none"><li>• Adopts new Technology Easily</li><li>• Willingness to Learn</li></ul>	<ul style="list-style-type: none"><li>• Actively seeks new technology and virtual platforms to enhance learning for students and staff</li><li>• Quickly adopts new technology, integrating it into daily tasks</li><li>• Views technology and virtual platforms as a value-add to learning and encourages others to do the same</li></ul>

# MENTOR SELECTION COMMITTEE

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
- A mentor teacher can be assigned no more than one mentee
- A CTE mentor will be assigned one mentee by the LEA
- A retired teacher can be assigned up to five mentees



# 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 completion of the surveys by the appropriate individuals
- **Consider utilizing the Mentor-Mentee Dialogue Tool (Best Practice Resources) or the Professional Learning Labs (Cognia Content Library).**



# 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 mentee to support them throughout the semester
- Consider utilizing the Mentor-Mentee Dialogue Tool (Best Practice Resources) or the Professional Learning Labs (Cognia Content Library).



# 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.
- Consider utilizing the Mentor-Mentee Dialogue Tool (Best Practice Resources) or the Professional Learning Labs (Cognia Content Library).



# 2024–2025 ATMP Updates



# MENTOR-MENTEE DIALOG TOOL

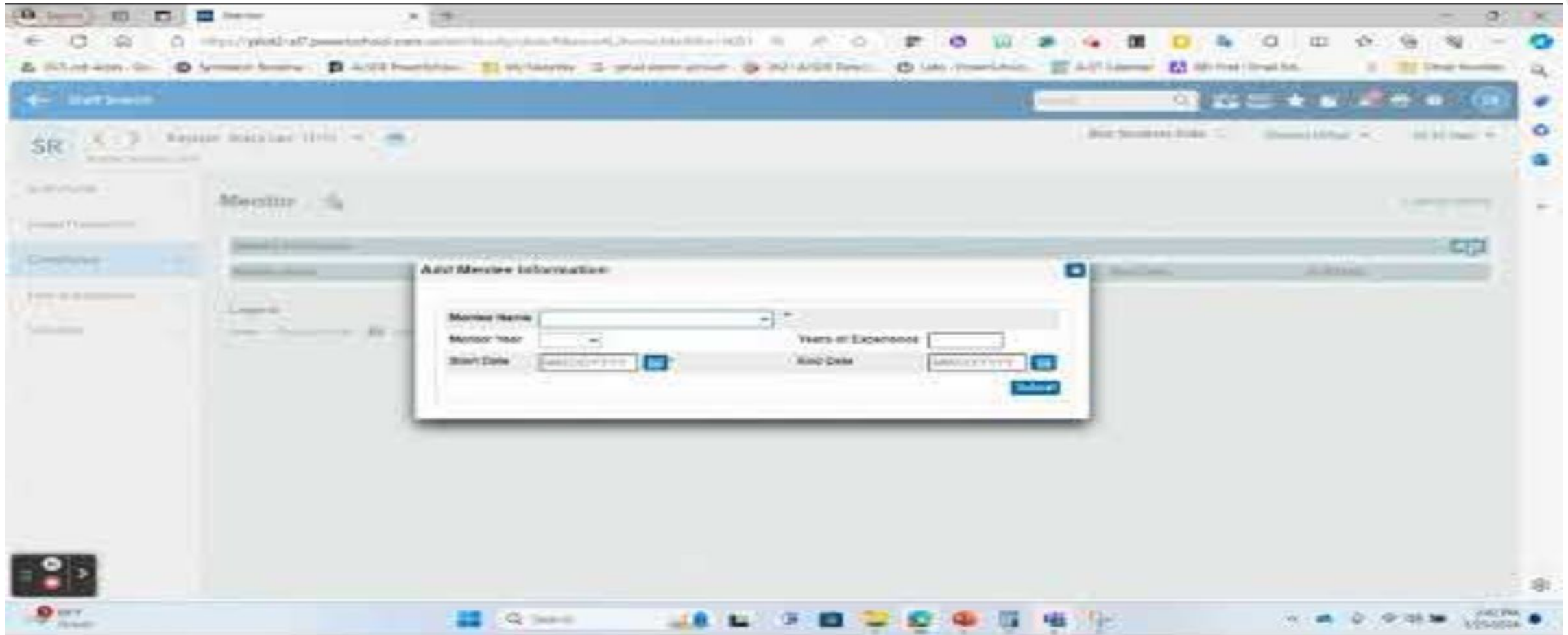
- Utilization of the Mentor-Mentee Dialog Tool is NOT required; however, mentors may find it helpful in structuring mentee assistance.
- Each month, the mentor should examine the extent, to which the mentee provides instructional activities to enable students to learn and demonstrate learning.
- The common dispositions and commonalities include but are not limited to listening, reading, hearing, using their hands, and teaching with music.
- Examples of the commonalities are grouped under headings such as” Looks Like,” “Sounds Like” and “Feels Like” in the Best Practice Resources guide.

# ATMP LEVERAGING THE CAPABILITIES OF POWERSCHOOL

- Data selection without recreating an Excel file
- Required data fields already captured
- LEAs and Schools already identified
- Save history
- Ability to certify data accuracy



# ATMP POWERSCHOOL INTERFACE



# ATMP 2024–2025: Leveraging the ALSDE Partnership with Cognia



# Why Cognia

Cognia is a nonprofit educational agency comprised of educators passionate about providing opportunities for students to thrive by connecting professionals in a community that learns, grows, and improves together.

Statewide availability  
and familiarity

Comprehensive  
supports

Research -based  
professional learning

# Proposed Use of Cognia Partnership Resources

- Supporting the Gathering and Dissemination of Information
- ATMP Plan Development for LEAs
- Survey Administration
- Optional Professional Learning
- Optional Communities of Practice



# Dissemination of Information

Home » [Teacher Center](#) » [Teacher Mentor Program](#)

Teacher Center

Teacher Certification ▾

Teacher Mentor Program

TEAMS

Teacher Assessment

Teacher Preparation ▾

Teacher Preparation Programs




Recruitment and Retention

## Teacher Mentor Program

Page Navigation [ show ]

Search within this section...

### TEACHER MENTOR PROGRAM

Title	Description
<a href="#">ATMP 2022-2023 Effectiveness Report</a> 	ATMP 2022-2023 Effectiveness Report
<a href="#">ATMP 2022-2023 Second Semester Presentation</a> 	ATMP 2022-2023 Second Semester Presentation
<a href="#">ATMP-NTC Pilot Program Effectiveness Report</a>	ATMP-NTC Pilot Program Effectiveness Report
<a href="#">ALSDE FY22 One Pagers</a> 	ALSDE FY22 One Pagers

## Alabama Achieves ATMP Webpage

<https://www.alabamaachieves.org/teacher-center/teacher-mentor-program/>

Cognia Client Care ☎ 1 888.413.3669 ⌚ Business Hours: Mon-Fri 7AM-3PM MT (9AM-5PM CT) ✉ [clientcare@cognia.org](mailto:clientcare@cognia.org)

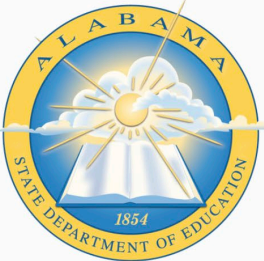
**cognia**

## Alabama Program Help & Support

Resources	Compliance Monitoring	Recorded Webinars	Gifted Education	Teacher Observation Tool
Career & Technical Education	Federal Programs	Cognia Learning Community	Teacher Mentoring	

Alabama Teacher Mentoring Program

- [State Board Resolution Adopting Standards for Teacher Mentoring](#)
- [State Superintendent's Memo 2022-2023 Academic Year](#)
- [Mentoring Basics Best Practices](#)
- [Roles and Responsibilities for Mentors and Mentees](#)
- [First Semester Presentation](#)
- [Second Semester Presentation](#)
- [Effectiveness Report](#)



Need Support?

Teacher Observation Tool

✉ [Telena Madison](#)  
☎ 334.694.4827  
✉ [Alabama Teacher Observation Tool \(ATOT\)](#)

## Cognia ALSDE Support Site

<https://alsde.onlinehelp.cognia.org/>



# ATMP Annual Plan Development

← Diagnostics

Alabama Teacher Mentor Program Plan for 2024-2025\_05072024\_12:41

Settings

Alabama Teacher Mentor ...

- 1. Select N/A and enter the na...
- 2. Select N/A and enter email a...
- 3. Select N/A and describe the ...
- 4. Does the LEA participate in t...
- 5. Does the LEA have a structu...
- 6. Does the LEA have formal st...
- 7. Does the LEA assign first an...
- 8. Does the LEA have procedur...
- 9. Does the LEA have clearly de...
- 10. Does the LEA ensure that ...
- 11. Does the LEA have a mento...

Send to Workspace

Download Report

Previous Next

## Alabama Teacher Mentor Plan

1. **Select N/A** and enter the name of the District Liaison in the comments box. N/A

Please answer in the comments.

- > Comments
- > Attachments

2. **Select N/A** and enter email address of District Liaison in the comments box. N/A

Enter email in comments.

- > Comments
- > Attachments

3. **Select N/A** and describe the vision and mission of the LEA pertaining to teacher recruitment, mentorship, and retention in the comments box or upload as an attachment. N/A

Provide answer in the comments. If uploading an attachment, please describe in the comments box what the attachment is.

- > Comments
- > Attachments

4. Does the LEA participate in the Alabama Teacher Mentor Program? If yes, please upload a copy of a signed MoA and District-Level Plan. Y N

## Cognia Diagnostic Module

Respond to requirements

Provide evidence documentation for ALSDE ATMP Section Review, Evaluation & Feedback



# ATMP Surveys Administration

- *1<sup>st</sup> Semester Mentee Survey*
- *1<sup>st</sup> Semester Mentor Survey*
- *2<sup>nd</sup> Semester Mentee Survey*
- *2<sup>nd</sup> Semester Mentee Survey*
- ALACTE Survey for In-Service Teachers
- ALACTE Survey for Employers

← 2024-2025 Alabama Teacher Mentor Program First Semester M ... – Preview

7. What is your highest academic degree?

8. How often does your mentor observe your teaching?

Daily Weekly Monthly Never

9. How often does your mentor analyze your teaching data with you?

Daily Weekly Monthly Never

10. How often does your mentor analyze your lesson plans?

Daily Weekly Monthly Never

11. How often does your mentor analyze samples of students' work?

Daily Weekly Monthly Never

# Optional Professional Learning For Mentees & Mentors

- Cogna Learning Community
  - Research-Based
  - Job-Embedded
  - Supports varying models
    - Prescriptive PD
    - PLCs
    - Teacher Voice/Continuous Self-Improvement



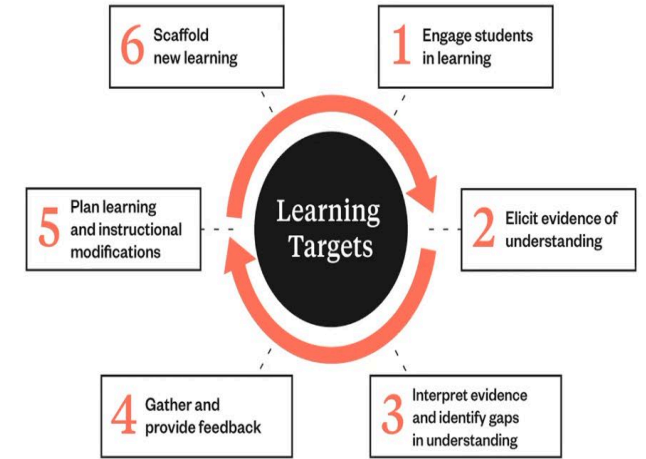
**Stanford**  
GRADUATE SCHOOL OF  
**EDUCATION**

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.

The image shows a vertical navigation menu for the Cogna Learning Community. At the top is the Cogna Learning Community logo. Below it are several menu items, each with an icon: Dashboard (circular arrow), Organizations (graduation cap), Learning Labs and Cycles (person with gear), Learning Libraries (bookshelf), Community (two people), Settings (gear), Coaching (hand with arrow), and Take Survey (document with checkmark). The 'Learning Labs and Cycles' item is highlighted with a dark background.

Search

## The formative assessment process



C

A dark blue rectangular button with a white circular icon containing a list symbol. Below the icon, the text '2. Reflect' is written in white.

A dark blue rectangular button with a white circular icon containing a pencil symbol. Below the icon, the text '3. Tinker' is written in white.

A dark blue rectangular button with a white circular icon containing a lightbulb symbol. Below the icon, the text '4. Grow' is written in white.





# Cognia Learning Labs

- <https://home.cognia.org/p/homepage>
- <https://clc.cognia.org/app/cycles/115>

## Cognia Community Activity



Scott Davidson

Years ago

## What is a Community of Improvement?

You may be wondering why Cognia has provided a Community space within this platform. We have many hopes and dreams for the Community moving forward, but our main goal is to provide a forum for discussions centered on improvement in education. One of the foremost experts on improvement in education, Dr. Anthony Bryck, has been writing about Networked Improvement Communities for over a decade. I'm sharing an [interview with Dr. Bryck here](#).

I think that this interview captures the essence of why Cognia's Learning Community has the potential to impact of our collective work as we seek better outcomes for all learners. I would love to hear your thoughts regarding the concept of Communities of Improvement.



Helen Thomas

A year ago

This information was very informative and will be very valuable to our students.

0

Reply



Karen Martin

A year ago

It's all about the students. We must keep them safe.

0

Reply



Samah Ismail

A year ago

It's a great idea for getting the best outcomes for our school learners and educators as well.

0

Reply



Russell Sowell

A year ago

Clearly, we do have to strive to attain a deeper understanding of the complex system needed to obtain the learning outcomes we desire. I agree that we cannot just work on the parts rather than make the complex systems work all together to advance quality outcomes for all students. This will take the entire learning community working together at all times, and it will have to be an ongoing embedded process. We can no longer work in silos or within our individual classrooms and departments, we must form a dedicated community

[View more](#)

# Optional Communities of Practice

Collaborate, connect, engage, and exchange with members to find solutions to relevant problems of practice.

- Potential for closed ATMP communities
- Leverage public communities

# Cognia's Alabama Leadership and Support Team

Dr. Jeff Wooten

Senior Director, Alabama  
Jeff.Wooten@cognia.org

Bree Gunter

Lead Program Manager  
Bree.Gunter@cognia.org

Dr. Jeff Langham

Director, Alabama  
Jeff.Langham@cognia.org

Dr. Mark Quintana

Vice President  
Mark.Quintana@cognia.org





# 2023-2024 ATMP SURVEY RESULTS

Mentor-Mentee Perception Feedback

# MENTEE DEMOGRAPHICS

## 2. Is teaching your first career?

[More Details](#)

 Insights



# MENTEE DEMOGRAPHICS II

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

[More Details](#)

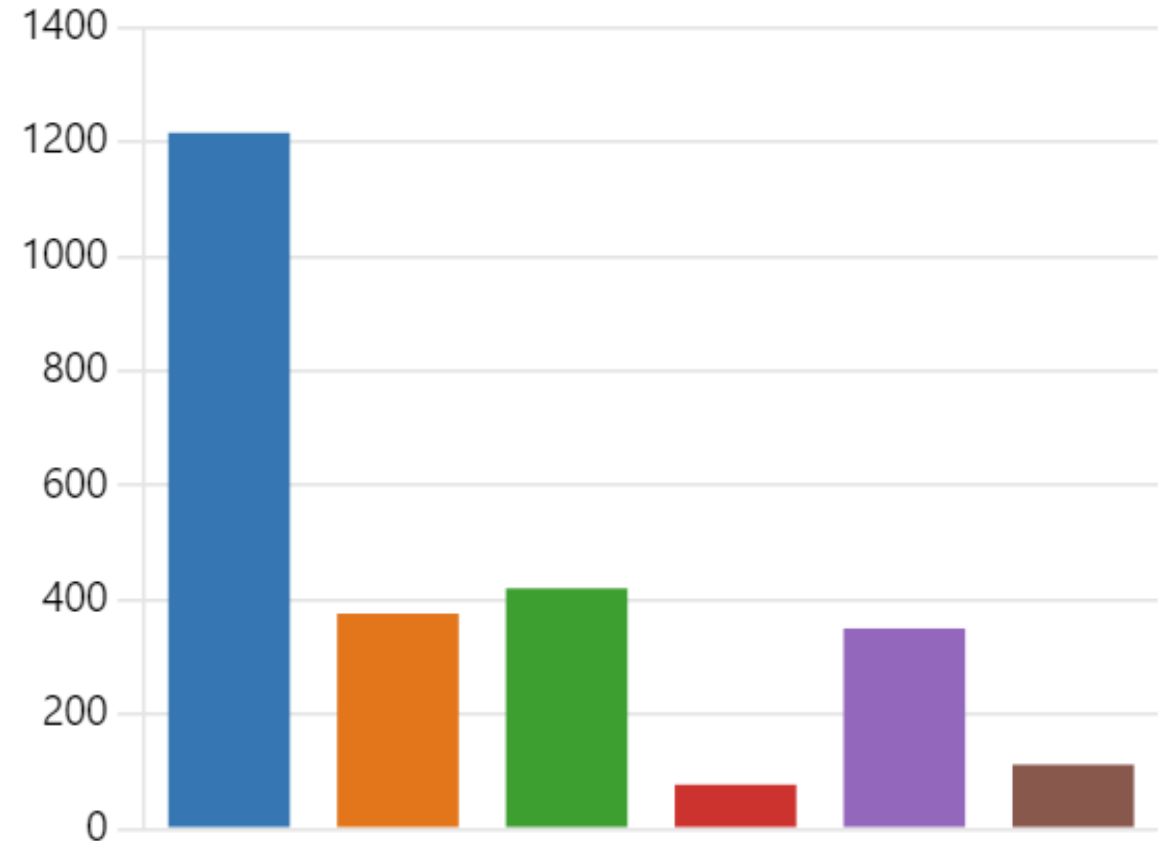
 Insights

	Yes	1324
	No	1227



# TEACHING ASSIGNMENTS

● Elementary Teacher	1216
● Middle school Teacher	376
● High school Teacher	420
● Health or Physical Education Tea...	77
● Special Education teacher	350
● Career Technical Teacher	112








# CONTACT TIME

## MENTEE

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

[More Details](#)

 Insights






 1 hour or less	494
 1-2 hours	701
 2-3 hours	525
 3-4 hours	334
 5 hours or more	497



## MENTOR

3. Considering all forms of communication (face-to-face, phone, email, text, video chat, etc.), how much time do you spend interacting with your mentee each week?

[More Details](#)

 1 hour or less	336
 1-2 hours	792
 2-3 hours	880
 3-4 hours	519
 5 hours or more	665





# CLASSROOM OBSERVATION

## MENTEE

11. Has your mentor observed you teaching in your classroom?

[More Details](#)

 Insights

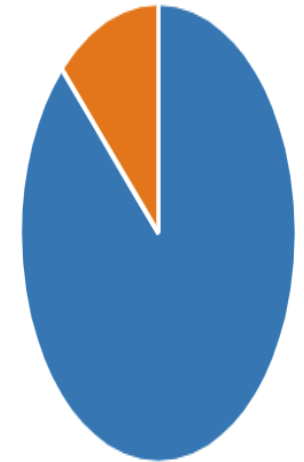


## MENTOR

4. I have observed my mentee teaching in the classroom.

[More Details](#)

 Insights



# EFFECTIVENESS

## MENTEE

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

[More Details](#)

 Insights

 Extremely helpful	1750
 Helpful	567
 Somewhat helpful	167
 Not helpful	67







## MENTOR

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

[More Details](#)

 Insights

 Extremely helpful	1019
 Helpful	1844
 Somewhat helpful	307
 Not helpful	22

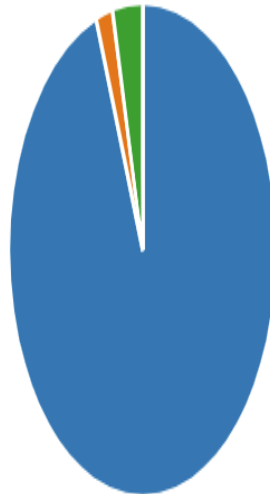


# RESPECT

## MENTEE

14. Is there a high level of trust and respect between you and your mentor?

[More Details](#)

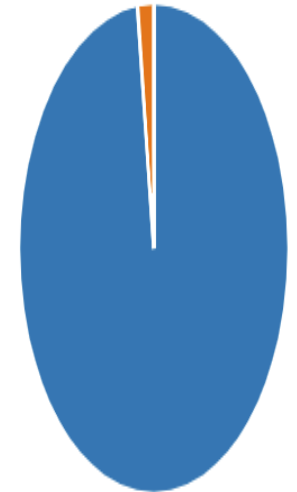


## MENTOR

11. Is there a high level of trust and respect between you and your mentee?

[More Details](#)

[Insights](#)







# CLIMATE & CULTURE

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

[More Details](#)

 Insights

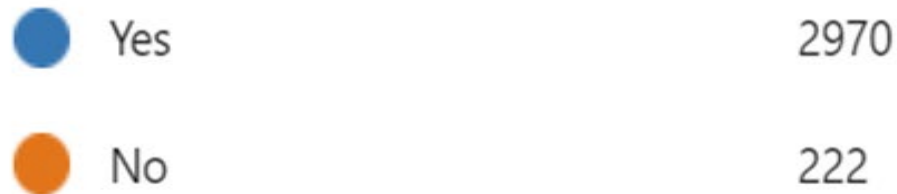
 Salary	114
 Location	780
 Community	734
 Culture and Climate	655
 Other	268



# MENTOR JOB SATISFACTION

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

[More Details](#)

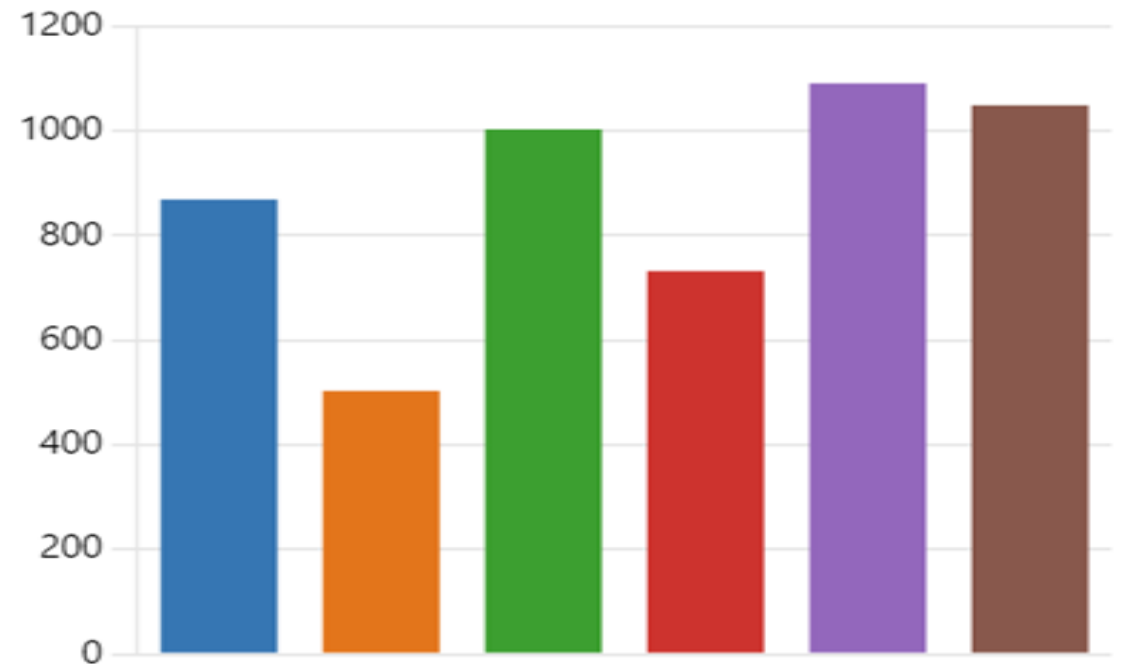


# MENTEE NEEDS

16. What would make your mentoring experience more productive this year? Select all that apply.

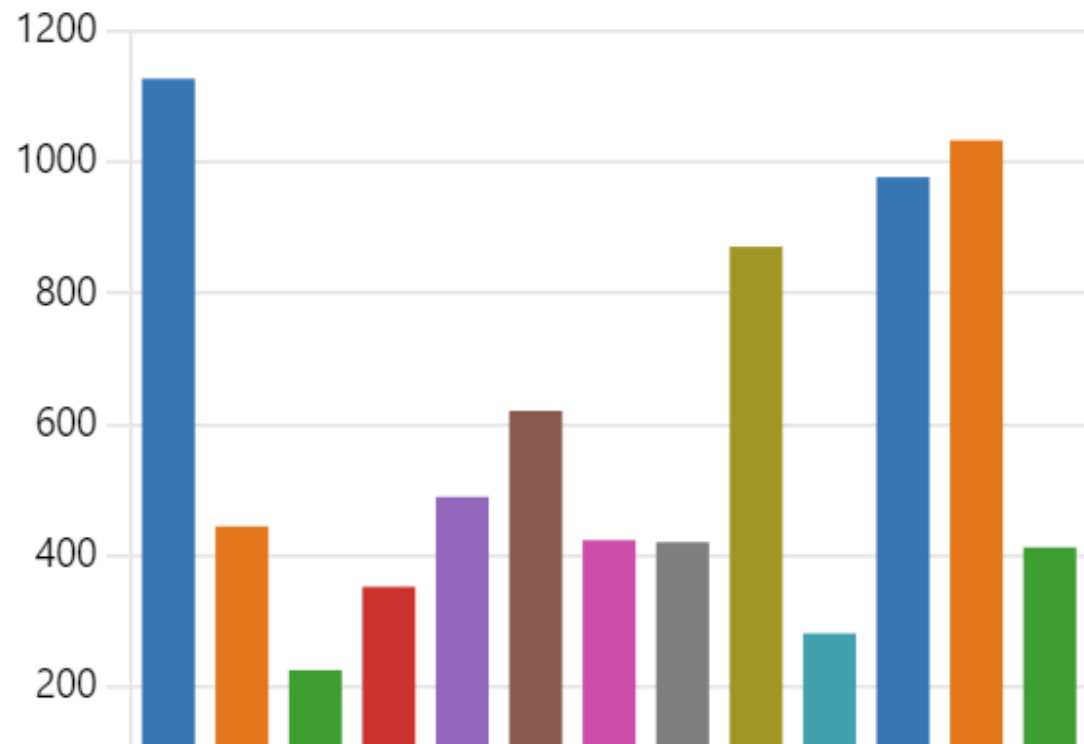
[More Details](#)

● Lesson planning	869
● Analyzing students' work	503
● Discussing instructional content...	1003
● Discussing student assessment ...	732
● Discussing effective/appropriate...	1091
● Managing classroom procedure...	1049



# MENTOR NEEDS

● Provide multiple approaches to ...	1127
● Provide examples and explanati...	445
● Sequence questions	226
● Check for understanding	353
● Promote learner agency	490
● Provide feedback to support ev...	621
● Reinforce the content or skill of ...	424
● Reinforce academic vocabulary	421
● Shift academic struggle to stude...	871
● Show care for students' well-bei...	282



# QUESTIONS





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