



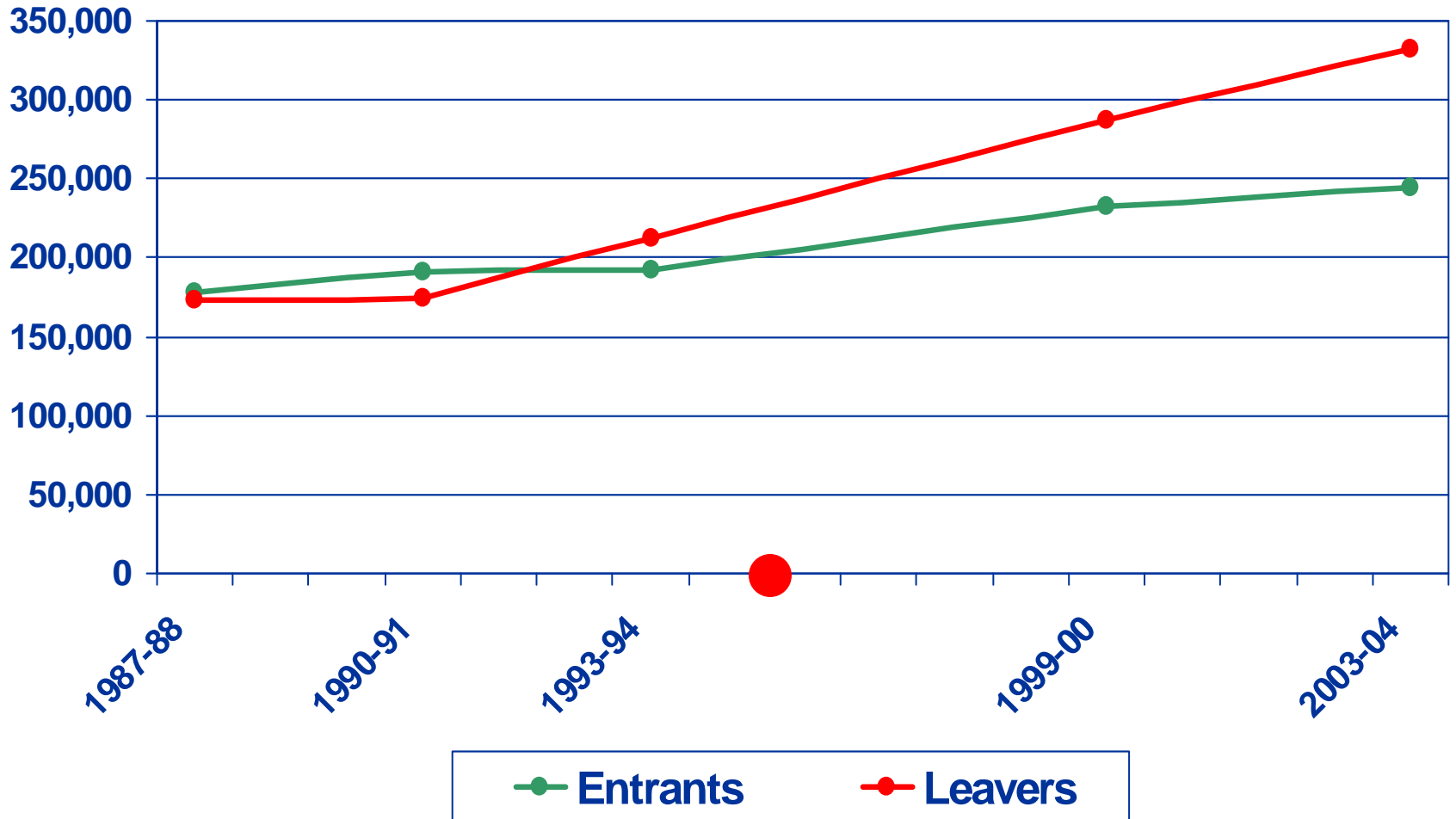
**The Alabama Teacher Mentoring Program:  
Strengthening The Profession By Supporting  
New Teachers**

**NASDSE's 71st Annual Conference  
and Business Meeting**

**10-21-08**



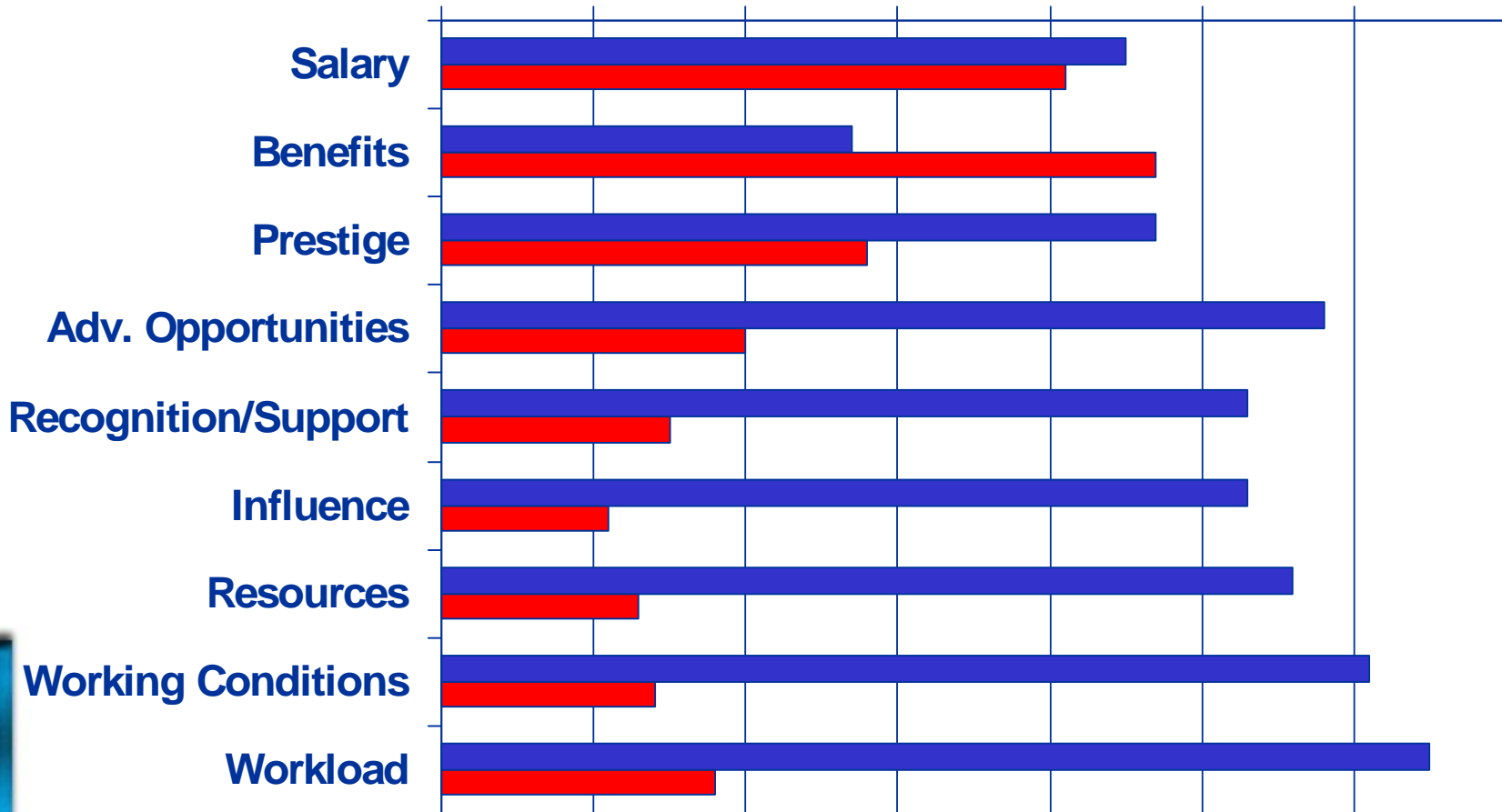
# Trends in Teacher Attrition



# Teacher Leavers

**■ Better in current position**      **■ Better in teaching**

0%    10%    20%    30%    40%    50%    60%    70%



# **GEMS**

## ***Gaining Expertise through Mentoring and Support***

- **Federally funded through the State Improvement Grant/State Professional Development Grant (SIG/SPDG), the program, Gaining Expertise through Mentoring and Support (GEMS), was begun during the 2003-2004 school year.**

# **What was Gaining Expertise through Mentoring and Support (GEMS)?**

**A way for school systems to:**

- Identify the needs of beginning teachers.**
- Generate and implement strategies to support beginning teachers within the context and culture of special education.**
- Build collegial relationships between mentor teachers and beginning teachers to promote instructional excellence.**
- Improve teaching satisfaction and job retention of special education teachers.**

# **Who participated in GEMS?**

- **At the beginning, new teachers to the field of Special Education in their first year of service participated.**
- **Later, teachers in their second year were added to the program.**

# **What were the requirements?**

- **Mentor must provide support and guidance as needed to the new teacher.**
- **Mentee (new teacher to the field of Special Education) must maintain contact with the mentor and assist in determining goals requiring mentor support to accomplish.**

# **What incentives were provided?**

- School Systems were reimbursed a \$500.00 stipend for each mentor teacher plus employer share of fringe benefits.**
- Each mentor and mentee took up to three substitute teacher release days for needed observations, seminars, or team planning and work.**

# **GEMS RESULTS**

<b>Year</b>	<b># LEAs</b>	<b>#Mentors/Mentees</b>
<b>2003-04</b>	<b>15</b>	<b>108/108</b>
<b>2004-05</b>	<b>31</b>	<b>300/300</b>
<b>2005-06</b>	<b>28</b>	<b>256/300</b>

**85% of new teachers renewed their contracts; 7.5% left due to family transfers; 7.5% left for other reasons.**

# **Alabama Teacher Induction Program**

**The GEMS program continued in 2004-2005; however, encouraged by the results of GEMS the Alabama State Department of Education began to pilot the Alabama Teacher Induction Program for beginning teachers in Alabama, funded by a grant entitled “The Teacher Quality Enhancement Project”.**

# **Alabama Governor's Commission on Quality Teaching**

- In 2007, the Alabama Governor's Commission on Quality Teaching recommended the immediate implementation of a statewide mentoring program for every new Alabama teacher, and recommended that the Alabama Legislature fund such a program.**
- The Legislature appropriated \$3,950,000.00 for the teacher mentoring program to be implemented within each school system.**

# **First Year Training Modules**

- **Foundations of Mentoring**
- **Coaching for Excellence**
- **Formative Assessment**
- **Increasing Student Engagement to Maximize Student Achievement**
- **Connecting to the Content**
- **Making Mentoring Meaningful: A Manual for Mentors of Alabama's Beginning Teachers**

# **Second Year Mini-Modules**

- **Classroom Management 1, Classroom Management 2**
- **Questioning 1: Checking for Understanding**
- **Questioning 2: Engaging Student Thinking**
- **Assessment for Learning**
- **Diversity 1: Honoring and Addressing School and Classroom Demographic Diversity**
- **Diversity 2: Addressing Diversity of Learning Styles**

# **Second Year Mini-Modules**

- **Communicating with Families (preparing for conferences; framing questions)**
- **Determining Impact of Teaching 1: Adopting an Inquiry Approach**
- **Determining Impact of Teaching 2: Collecting and Using Evidence**
- **Promoting Professional and Ethical Behavior**
- **Student Engagement 1: Using Cooperative Learning**
- **Student Engagement 2: Promoting Metacognition**
- **Professionalism: Becoming a Part of Professional Learning Community**

# **The Effects of the ATM...**

## **What does the Data Tell Us?**

- 80% of FYTs and 84% of FY Spec Ed teachers indicate their mentor has been “Helpful” or “Very Helpful” with induction into the profession**
- 78% of FYTs indicate their mentor has been “Helpful” or “Very Helpful” with classroom effectiveness**
- 84% of FTYs say their mentor’s help has been vital to their understanding of the curriculum that drives what they teach**

# Things I liked most...

40. **The Alabama Teacher Mentoring Program has given me confidence. I don't feel like I'm all alone and unsure of what I am doing. It has helped with the new job/first year teaching 'jitters'.**

**Mon, 1/21/08 9:11 AM**

# Things I liked most...

71. I am just grateful that there is a mentoring program. It has really helped me this year as far as policies and procedures for Special Education. Otherwise, I would have been lost.

Wed, 1/16/08 10:31 AM

# **Things I liked most...**

**83. The aspect that I like most is the fact that my mentor is going to be compensated for helping. She takes a great deal of time with me and it is only fair. It also makes me feel better about my constant questions.**

**Wed, 1/16/08 9:00 AM**

# **Most Helpful Information...**

- 10. That the mentoring program is not a token "feel good" program for first year teachers. Retention of teachers is a huge issue and knowing the state is trying to ease transitions and create stronger, more effective teachers will hopefully also create more resilient teachers who can "survive" and not leave the profession. This shows me that the state is serious about supporting us.**

**Tue, 2/5/08 6:43 AM**

# Most Helpful Information...

64. I have gained a tremendous amount of insight about state guidelines for special education, especially the necessary paperwork. **I have also gained a great deal of knowledge about how to work with children with varying special needs.**

**Wed, 1/16/08 12:27 PM**

# **The Effects of Mentoring...**

## **What does the Data Tell Us?**

**Only 2% of the first year teachers and 1% of first year Spec Education teachers in the Alabama Teacher Mentoring program indicated that they do not intend to continue in the teaching profession. Nationally, the profession loses 10-12.5% of first year teachers.**

# **Preliminary Impact on 2009**

- **Initial data indicate that approximately 27% fewer new teachers will need to be hired this year**
- **Cost of Teacher Turnover in Five School Districts (NCTAF, 2007)**
  - **Rural Systems, \$ 5,000 per teacher**
  - **Urban Systems, \$16,000 per teacher**

**For More Information  
Regarding the ATM:**

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**or**

**[http://ti\\_sp.alsde.edu/qt](http://ti_sp.alsde.edu/qt)**