



# EFFECTIVE MENTORSHIP

Elmore County Board of  
Education

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# WHY MENTORING IS IMPORTANT:

- 48 states and the District of Columbia employed approximately 366,000 teachers who were not fully certified for their teaching assignments in 2025.
- 31 states and the District of Columbia reported data on teacher vacancies, identifying more than 45,000 unfilled positions.

Combined, these figures show that over 411,000 teaching positions nationwide were either vacant or staffed by under-certified educators, representing roughly one in eight teaching positions in the United States.

Compared to 2024, this marks a continued upward trend, with several thousand additional classrooms affected. While the pace of increase has slowed in some states, the overall problem remains heading into 2026.

**105 OF ECBOE TEACHERS ARE NOT CERTIFIED - OUT OF 700 TEACHERS: 15%**



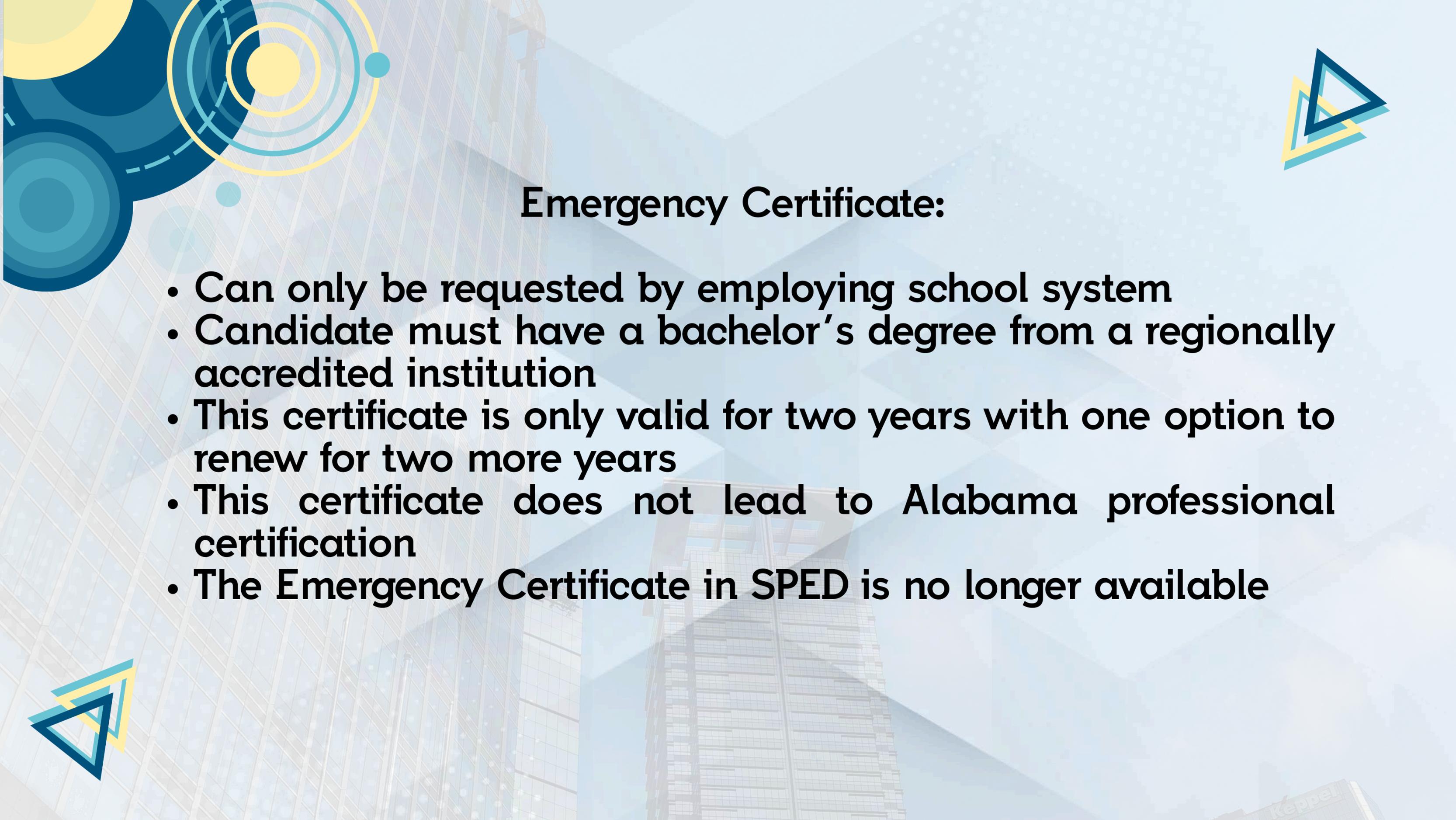
## Alabama's Highest Teacher Shortage Areas

(as reported by LEAs)  
2024-2025

Teaching Field/Area of Instructional Support	December 2024
Collaborative Special Education (K-6)	198
Collaborative Special Education (6-12)	219
Early Childhood Education	261
Elementary Education	551
English Language Arts (6-12)	110
General Science (6-12)	120
General Social Science (6-12)	110
Health/Physical Education	115



## Emergency Certificate:

- Can only be requested by employing school system
  - Candidate must have a bachelor's degree from a regionally accredited institution
  - This certificate is only valid for two years with one option to renew for two more years
  - This certificate does not lead to Alabama professional certification
  - The Emergency Certificate in SPED is no longer available
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## Alternative Certificate Options



- Bachelor's degree from regionally accredited institution of higher education and a minimum grade point average of 2.50 on a bachelor's degree and 3.0 on a master's degree. (For candidates with 2.0-2.49 GPA - an Increased Praxis score is required)
- Pass the required Praxis exam

**Provisional Approach:** must teach for three years while completing four ALSDE designated required courses at the college level (grade of C or higher), pass the Praxis and the edTPA exam.



**\*\*this approach is not available for Early Childhood, Elementary, Special Education, or Instructional Support**





**Interim Approach: must teach for three years while completing an Alternative Class A Master's Program, pass the Praxis and the edTPA exam. This approach is available for Early Childhood, Elementary, Special Education and Instructional Support.**

**Conditional Approach: must teach for three years while completing an Alabama-approved Alternative Teacher Preparation Organization (i-Teach). This approach is available for Early Childhood, Elementary, Special Education and Instructional Support.**





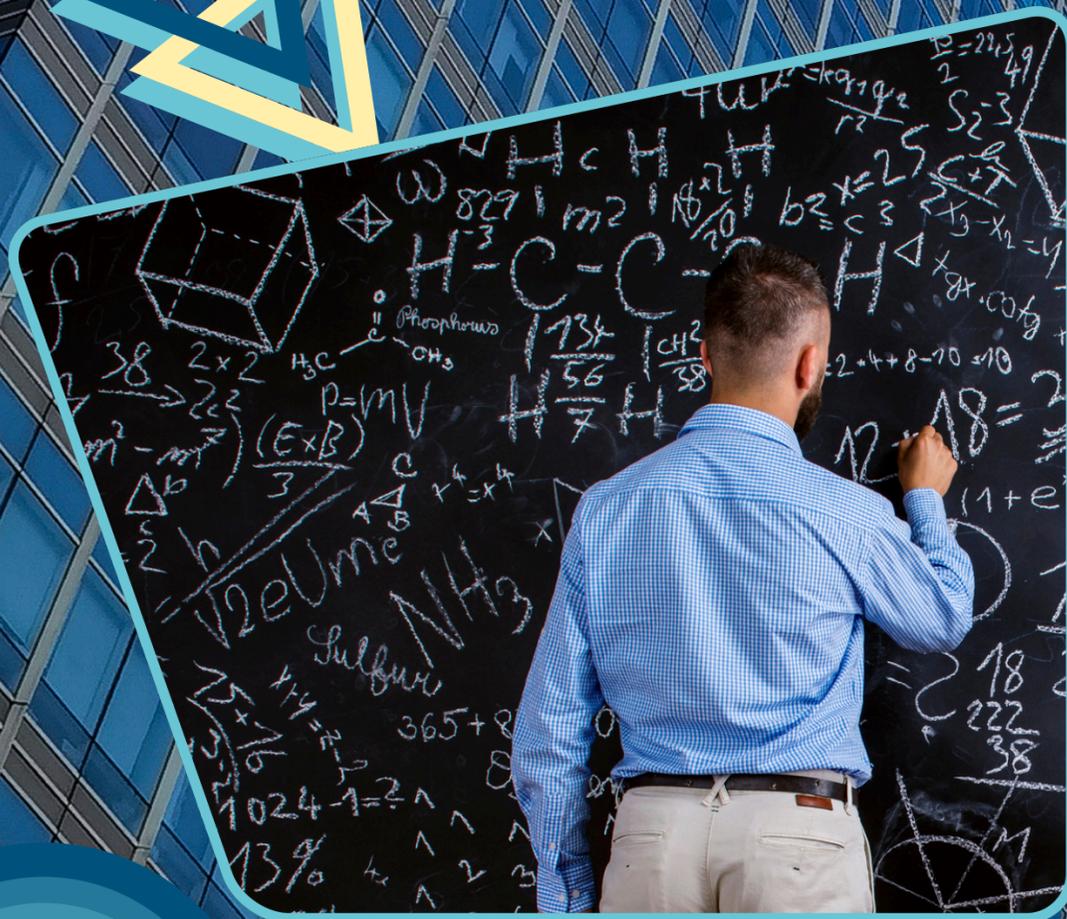
**Special Education options:**

**Interim - pursue Class A Master's in Special Education**

**Conditional - pursue ATPO program**

**Temporary Special Education Certificate (TSEC-only available for 6-12) - same GPA/Bachelor's requirements as other pathways, three years of teaching in position, passing five courses from one institution over three year period, passing Special Ed Praxis, professional learning activities**





**ECBOE Mentoring Plan:  
Retired Mentors  
Alabama Teacher Mentor Program  
Mentor on campus  
New Teacher Orientation  
Survey for feedback on programs  
New Teacher 30/60/90 Interviews**



# RETIRED MENTORS

Hire retired teachers to mentor new teachers. They are on contract and can only work 20 hours per week.

**Simple requirements:**

**Befriend new teachers**

**Help new teachers**

**Never engage like an evaluator**

**Demonstrate for new teacher**

**Co teach when applicable**

**Do not report to Administration**





# GENERATIONAL CHANGES

How we mentor matters

[Video Link](#)

Baby Boomers  
1946-1964  
Generation X  
1965-1980  
Millennials  
1981-1996  
Generation Z  
1997-2012

Blended: Digital Access/Human Connection



# ALABAMA TEACHER MENTOR PROGRAM (ATMP)

## Mentor:

- \$1000 per year provided to each mentor
- Commit to a minimum of 2.5 hours weekly
- Must document time met with mentee
- Model lessons for mentee
- Support mentee and nurture growth
- Be a thought partner as they work through obstacles
- Provide feedback for mentee without being critical
- Provide pedagogical tips

## Who is a mentee?

A first or second year teacher new to the teaching profession with the following certification types:

- Professional Educator Certificate in any content area
- Conditional Certificate
- Interim Certificate
- Provisional Certificate
- Temporary Special Education Cert
- Career Technical Certificate
- Emergency Certificate

<https://www.youtube.com/@alsde-osl2670>



# CAMPUS MENTORS (UNPAID)

Campus mentors are not paid and are selected by school administrators. These mentors are not expected to meet with the “new” teachers but just orient them to the campus. These mentors are only assigned to new employees who have taught more than two years previous to employment in our school system.



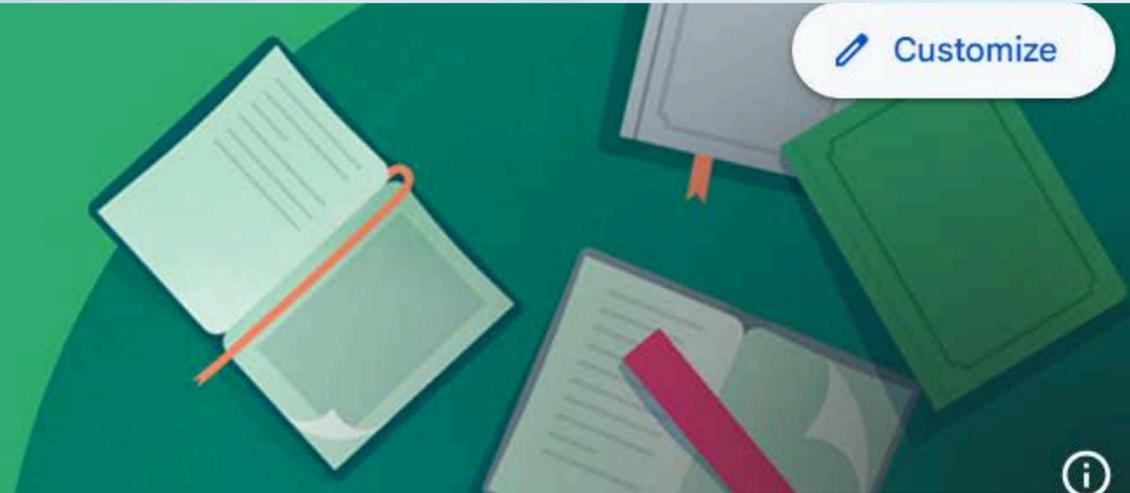


# TEACHER RETENTION TASKFORCE



Teacher Retention Taskforce

 Customize



# NEW TEACHER ACADEMY

New Teacher Academy is a two - day event held in July annually for all new hires to our district. A Google Classroom is created to share resources throughout the year:



# SURVEY DATA

## MENTOR

2. 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?



Powered by AdvancED eProve

1. 2024-2025 Alabama Teacher Mentor Program First - Semester Mentor Survey

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



28 respondents

# SURVEY DATA



## MENTEE



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



27 respondents

### 12. 12. How often does your mentor discuss how to manage job-related stress (e.g., time management, etc.)?



27 respondents

### 13. 13. How often does your mentor provide emotional support?





# NEW HIRE 30/60/90 PLAN

## NEW TEACHER INTERVIEWS

Structured 30-60-90 day interviews for new teachers are designed to move beyond compliance and focus on support, integration, and performance growth.

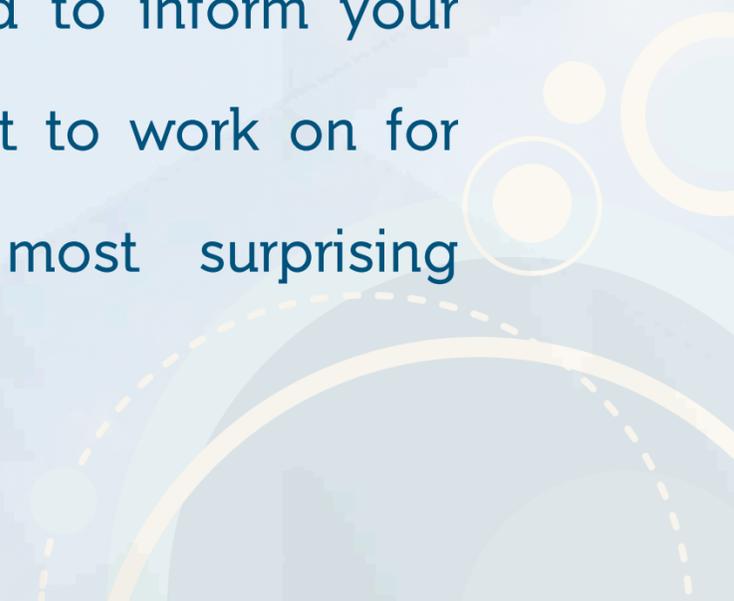
### 60 DAY

- Which of your 30-day goals did you achieve, and what did you learn?
- How are your relationships with students, parents, and colleagues developing?
- What, if any, instructional or classroom management challenges are you experiencing?
- What specific training or PD do you feel you need now?
- How is the mentoring program helping you?

### 30 DAY

- What is going well so far?
- How does the reality of the job compare to your initial expectations?
- Do you feel welcomed by the team?
- Do you have the tools, resources, and technology you need?
- What challenges are you facing with classroom routines or procedures?

### 90 DAY

- Biggest accomplishments?
  - How are you using data to inform your instruction?
  - What areas do you want to work on for professional growth?
  - What has been the most surprising aspect of your role?
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# Q&A TIME

Are there any questions?



# THANK YOU

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