

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

**Tuesday, March 12, 2002, 10:00 a.m.
Room 544, Legislative Office Building
Representative Rogers, presiding**

◆ WELCOME AND INTRODUCTIONS

Representative Rogers and Senator Dalton, Cochairs

◆ INITIAL LICENSURE PROGRAM (10:00-12:00)

Dr. Shirley Iorio, Committee Education Specialist

Mr. Philip Price, Fiscal Analyst, NCGA Fiscal Research Division

Dr. Kathy Sullivan, Director, Human Resource Management, DPI

Ms. Kenyatta Byrd, Teacher, Ben L. Smith High School, Guilford County

Mr. John Bryant, Teacher, Southern High School, Alamance County

Ms. Lamantha Perry-Anthony, Teacher, Southeast Raleigh High School, Wake County

Ms. Chandra Lovejoy, Teacher, Piedmont Middle School, Union County

Mr. Randy Lovejoy, Teacher, Piedmont Middle School, Union County

Ms. Erin Fuller, Teacher, Jones Dairy Elementary School, Wake County

Ms. Jaime Holland, Teacher, Jones Dairy Elementary School, Wake County

Ms. Margaret Wirth, Teacher and Product Assessor, JH Rose High School, Pitt County

Ms. Selma Cherry, Principal, Wintergreen Primary School, Pitt County

Ms. Melinda Stephani, Assistant Principal, Southeast Raleigh High School, Wake County

◆ UNC BUDGET FLEXIBILITY (12:00-1:00)

Mr. Jim Newlin, Principal Fiscal Analyst, NCGA Fiscal Research Division

Mr. Jeffrey R. Davies, Vice President for Finance, Office of the President, UNC

Dr. Jim Leutze, Chancellor, UNC-Wilmington

◆ LUNCH BREAK (1:00-2:00)

◆ CHANGING DEMOGRAPHICS AND THEIR IMPLICATIONS FOR EDUCATION IN NC (2:00-5:00)

Dr. James H. Johnson, Jr., Kenan Distinguished Professor, and Director, Urban Investment Strategies Center,

The Frank Hawkins Kenan Institute of Private Enterprise at UNC-CH

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

Wednesday, March 13, 2002, 9:00 a.m.
Room 544, Legislative Office Building
Representative Rogers, presiding

- ◆ **WELCOME**
Representative Rogers, Cochair

- ◆ **FIRST IN AMERICA REPORT (9:00-10:00)**
Dr. Charles Thompson, Director, North Carolina Education Research Council

- ◆ **UNC OVERHEAD RECEIPTS (10:00-10:45)**
Ms. Charlotte Todd, Principal Fiscal Analyst, NCGA Fiscal Research Division
Mr. Jeffrey R. Davies, Vice President for Finance, UNC General Administration

- ◆ **UNC ADMISSIONS CRITERIA (10:45-11:15)**
Ms. Sara Kamprath, Committee Policy Analyst
Dr. Gretchen Bataille, Senior Vice President for Academic Affairs, Office of the President, UNC

- ◆ **REPORT ON THE TRANSFER OF THE BUREAU OF TRAINING INITIATIVES FROM THE DEPARTMENT OF LABOR TO THE COMMUNITY COLLEGES SYSTEM (11:15-12:00)**
Ms. Kristine Leggett, Fiscal Analyst, NCGA Fiscal Research Division
Dr. Scott Ralls, Vice-President, Economic & Workforce Development, North Carolina Community Colleges System Office

- ◆ **NEW AND EXPANDING INDUSTRIES TRAINING REPORT (12:00-1:00)**
Dr. Scott Ralls, Vice-President, Economic & Workforce Development, North Carolina Community Colleges System Office
Dr. Ann Britt, President, Martin Community College
Mr. Stan Crowe, Director, Martin County Economic Development Corporation

INITIAL LICENSURE PROGRAM REPORT

Prepared by

**North Carolina Department of Public Instruction
Division of Human Resource Management
March 2002**

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Initial Licensure Program Study

Background

Session Law 2001-424 Section 28.19 directed the State Board of Education to study the mentor program and the performance-based licensure program to determine whether these programs provide adequate support for initially licensed teachers and enhance their professional development. Specifically, the Board was directed to consider:

1. The effectiveness of the programs;
2. The need for modifications to or enhancements of the current programs;
3. Alternative ways to deliver services to initially licensed teachers and to provide them with the resources they need to develop as professional;
4. Strategies or alternative for improving teacher retention rates through the administration of these programs; and
5. The adequacy of funding for programs for initially licensed teachers.

To this end, the Division of Human Resource Management completed a comprehensive study of the Initial Licensure Program. This study included surveys of beginning teachers who had completed the Performance-Based Licensure Program and their mentors, surveys of principals, LEA Initial Licensure Program coordinators, LEA personnel administrators, superintendents, and professional associations, review of ILP Program reports from the LEAs, analysis of retention data, and review of what other states are doing. The results of this study are presented in the following pages.

History of the Initial Licensure Program

North Carolina implemented the Initial Licensure Program (ILP) in the mid 1980's to provide support for beginning teachers and to ease the transition from preservice to inservice teacher. Local school systems were responsible for developing Initial Licensure Programs to support beginning teachers. Initial Licensure Program plans, which required collaboration with colleges and universities with approved teacher education programs, were submitted annually to the Department of Public Instruction.

With the implementation of the program (ILP), beginning teachers were issued initial licenses which allowed them to teach for two years. During their first two years of teaching, these teachers were assigned mentors (unpaid), formally observed at least three times each year, and evaluated annually by their principals. At the end of the second year, beginning teachers who received ratings of "at standard" or "above standard" on the first five functions (management of instructional time; management of student behavior; instructional presentation; instructional monitoring; and instructional feedback) of the NC Teacher Performance Appraisal Instrument (TPAI) were recommended by their school systems for a continuing license. With very few exceptions (at most 5-10 per year), all beginning teachers were recommended for a continuing license.

Based on the results of a 1992 study of the Initial Licensure Program conducted by an external consulting firm and 13 focus groups conducted during the 1994-95 school year, the Department of Public Instruction began development of a performance-based licensure process for beginning teachers. The process was predicated on the following beliefs:

- ◆ Professional development should be seamless in nature. Because the INTASC standards are connected to the five core propositions undergirding the National Board for Professional Teaching Standards and are reflected in the National Council for Accreditation of Teacher Education (NCATE) standards, the use of these standards during the induction phase should provide a seamless connection of standards throughout a teacher's career, beginning in undergraduate study and extending through National Board certification.
- ◆ Teachers work in a variety of contexts. The model must recognize the various contexts and provide teachers the autonomy to present that which best reflects their knowledge and skill in that context.

- ❖ Licensure decisions should be separated from employment decisions. Teachers should make the licensure recommendation for teachers. The local school system is the final authority on personnel decisions.
- ❖ The process used to license a professional must be legally defensible.

The initial development of the Performance-Based Licensure Program in 1994 was guided by an advisory board. As originally designed, the Performance-Based Licensure product required the beginning teacher to complete five activities/components: Demonstrating Your Content Knowledge and Your Ability to Teach It; Examining the School-Community Link: Your Role in a Learning Community; Focusing on Classroom Climate; Addressing Students' Unique Learning Needs; and Appraising Yourself as a Professional.

The product included a 30-minute video, a unit plan, lesson plans, student work, a case study, analysis of student test scores, a classroom management plan, an analysis of discipline incidents comparing discipline rates across the first and second years, a self-administered interview, a professional activity log, parent and student surveys, sample communications with parents, a family contact log, and reflective responses.

The feedback from individuals who participated in initial piloting of the program was positive. Even those beginning teachers whose products were rated unsatisfactory reported that the process was helpful and improved their teaching.

The Excellent Schools Act mandated changes to the Initial Licensure Program. These changes included: focus on teachers, rather than all initially licensed personnel; the extension of the program from two years to three years; the identification of optimum working conditions for beginning teachers; and the identification of selection criteria for mentor teachers. The Excellent Schools Act also directed that:

The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing certification. The new requirements shall reflect more rigorous standards for continuing certification and to the extent possible shall be aligned with quality professional development programs that reflect State priorities for improving student achievement.

To this end, an advisory committee was convened by the Department of Public Instruction during the 1997-98 school year. The committee's recommendations were presented to the State Board of Education in the spring of 1998. They were as follows:

1. The NC Teacher Performance Appraisal Instrument (TPAI) should be updated to reflect current teaching strategies and methods and new research findings in these areas. (This has been done.)
2. The revised instrument should be used to observe and evaluate beginning teachers during their first three years. A minimum of three observations should be conducted annually by an administrator using the new/revised instrument. (This is being done.)
3. A fourth observation should be conducted by a well-qualified teacher, preferably not the assigned mentor. (This is being done.)
4. The submission of a performance-based product which addresses the national standards for what beginning teachers should know and be able to do should be required. (This is the basis of the Performance-Based Licensure Program.)
5. The product should be reviewed externally by trained assessors, preferably practicing teachers experienced in the same area of licensure. (We now have over 3500 trained assessors. Each product is assessed by two trained assessors. At least one of the assessors assigned to each product is a practicing teacher and at least one of the assessors assigned to each product holds a license in the same speciality area as the beginning teacher.)

6. The recommendation to grant a continuing license should be made by the external assessors. (This will be the case.)

At that time, the State Board of Education adopted the Performance-Based Licensure Program as part of the Initial Licensure Program.

Current Status of the Initial Licensure Program

The Initial Licensure Program is a three-year period of support and assessment for beginning teachers. All initially licensed teachers are required to participate in the Initial Licensure Program. Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Initial Licensure Program, nor are student services personnel (e.g., media coordinators, counselors), administrators, and curriculum-instruction specialists. Classroom assignments for which no specific licensure area is mandated (e.g., In-School Suspension [ISS] or remediation assignments) cannot be used to satisfy the Initial Licensure Program requirement. Completion of the Initial Licensure Program requirements in one teaching area satisfies the Initial Licensure Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require an ILP experience.

The initially licensed teacher must serve three years, within a five-year period from the date of enrollment to complete the initial licensure process. It is preferred, but not required, that the three years be successive. For the Initial Licensure Program, "year" means not less than six successive calendar months of full-time or permanent part-time (50% or more) employment in one LEA, charter school, or non-public institution with an approved Initial Licensure Program. The teacher must serve at least 50% of the school's instructional day in the licensure area. If the initially licensed teacher is not appropriately placed in field for a three-year period, the teacher's employer may apply to the Department to extend the initial license. The Department may extend the initial license for up to two years, provided that the extension occurs within five years of the date of qualification as determined by the dating and/or renewal requirements.

Each beginning teacher is required to develop an **Individualized Growth Plan** in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan must include goals, strategies, and an assessment of the beginning teacher's progress in improving professional skills. Throughout the year, formative assessment conferences should be held to reflect on the progress of the initially licensed teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Initial Licensure Program. A copy of the file should be in the teacher's ILP cumulative folder.

Each initially licensed teacher prepares a **Performance-Based Licensure product** that must reflect the initial teaching licensure area. The product is typically submitted during the second year of teaching. Lateral entry and provisionally licensed teachers must be within six semester hours of completing their prescribed programs of study to submit the product.

The product is evaluated by at least two trained assessors, who do not know the candidate and work independently of each other. The candidate is guaranteed that both a practicing classroom teacher and an assessor who holds a license in the same field will review his or her product. Based on their evaluations, the candidate either receives a recommendation for continuing licensure or is required to rework and resubmit the portion(s) of the product with identified deficiencies. The product may be resubmitted twice.

Each initially licensed teacher is **observed** at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher. The initially licensed teacher is evaluated at least once annually by a qualified school administrator.

Revisions to the Performance-Based Licensure Program

In response to concerns expressed by various stakeholders that the process might be overwhelming to beginning teachers, a working group was convened by the Department of Public Instruction during the 1999-2000 school year to identify ways in which the product could be streamlined. The committee included representatives of professional associations, the Governor's Office, the PBL Field-based Coordinators, and

DPI staff. Based on the recommendations of this group, the requirements of the product were revised. In making the revisions, every effort was made to balance the commitment to rigor and high standards with concern for the challenges facing beginning teachers.

The revisions included:

- ❖ the consolidation of the five activities/components into three: Instructional Practice, Unique Learner Needs, and Classroom Climate.
- ❖ providing greater focus to the reflective writing.
- ❖ maximizing the interrelatedness between components so that evidence can be and is used across components.
- ❖ shortening the video from 30 to 15 minutes.
- ❖ utilizing assessment data that is readily available to teachers.
- ❖ replacing the required case study with asking the teacher to focus on one student's particular needs and how these have been addressed.
- ❖ replacing the required comparison of discipline rates between years 1 and 2 with a sample log of discipline incidents and description of how the teacher handles disruptions.
- ❖ formally providing principals and mentors the opportunity to review and comment on the products before they are submitted.

Based on feedback from the field, the Performance-Based Licensure Program continues to be refined. Specifically, feedback indicated that the reflective questions needed to be streamlined to eliminate redundancy. This has been done. An advisory committee has been established to provide a vehicle for formal, continuous feedback. The committee includes an initially licensed teacher who submitted a product last summer, veteran teachers, school based and central office administrators, and professional association representatives.

PBL Performance of Candidates--Summer 2001

The first statewide submission of Performance-Based Licensure products occurred in June 2001. Assessment centers, directed by the PBL Field-based Coordinators, were set up at seven locations across the state. Approximately 400 assessors reviewed 3,440 products over a four week period last July. Each product was read by at least two assessors. The results of the assessments by region are contained in Table I. Individual LEA results are contained in Appendix A.

The cost of the July assessment was \$578,194, approximately \$168 per product. This total includes payment for assessors in the amount of \$571,244.00. Assessors were paid at their daily rate of pay on the teacher salary schedule. The average assessor daily rate of pay was \$184.25. The total amount paid to the centers (including rental, supplies, janitorial services, etc.) was \$6,950. Federal Title II Teacher Quality Enhancement Grant funds were used to fund the assessment.

Table I: Assessment Results by Region

Region	Score Range	Average Score	Number Passed	%	Number Failed	%	Number Non-Scoreable	%
Central	237 - 419	350.81	1035	95.83	42	3.89	3	0.28
Northeast	256 - 412	346.41	201	93.06	12	5.56	3	1.39
Northwest	224 - 414	351.76	419	97.44	9	2.09	2	0.47
Sandhills	228 - 421	346.46	314	91.28	30	8.72	0	0
Southeast	241 - 416	350.11	318	94.64	18	5.36	0	0
Southwest	223 - 410	344.63	770	93.79	48	5.85	3	0.37
West	283 - 406	344.13	204	95.77	9	4.23	0	0
Totals	223 - 421	348.32	3261	94.80	168	4.88	11	0.32

Support for Beginning Teachers

LEA Support for Beginning Teachers

LEAs are expected to provide a comprehensive program for initially licensed teachers. While some LEAs have identified an individual whose sole responsibility is the Initial Licensure Program, it is more common than not, for the Initial Licensure Program Coordinator to have additional responsibilities.

Each LEA must develop an Initial Licensure Program plan. This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program may submit an Initial Licensure Program Plan to the SBE for approval. The plan must be on file for review at the LEA, charter school, or non-public institution. The Initial Licensure Program plan is to:

- ❖ describe adequate provisions for efficient management of the program;
- ❖ provide for a formal orientation for initially licensed teachers, which includes a description of available services, training opportunities, and the process for achieving a continuing license.;
- ❖ address compliance with the optimum working conditions for initially licensed teachers identified by the SBE;
- ❖ address compliance with the mentor selection guidelines identified by the SBE;
- ❖ provide a qualified, well-trained mentor for each initially licensed teacher;
- ❖ provide for the involvement of the principal or the principal's designee in supporting the beginning teacher;
- ❖ provide for a minimum of 4 observations per year in accordance with the Excellent Schools Act and SB 1126, using the instruments adopted by the SBE for such purposes;
- ❖ provide for the preparation of an Individualized Growth Plan (IGP) by each initially licensed teacher in collaboration with the principal or the principal's designee, and the mentor teacher;
- ❖ provide for a formal means of identifying and delivering services and technical assistance needed by initially licensed teachers;
- ❖ provide for the maintenance of a cumulative file for each initially licensed teacher that contains the IGP and the performance-based criteria evaluation report(s);
- ❖ provide for the timely transfer of the initially licensed teacher's cumulative file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the initially licensed teacher;
- ❖ describe efforts to involve IHEs with approved teacher education programs in the Initial Licensure Program;

- ❖ describe a plan for the systematic evaluation of the Initial Licensure Program to assure program quality, effectiveness, and efficient management;
- ❖ designate, at the local level, an official to verify eligibility of initially licensed teachers for a continuing license; and
- ❖ document that the local board of education has adopted the LEA plan, or that the SBE has approved the charter school or non-public institutional plan.

Each LEA, charter school, or non-public school with an approved Initial Licensure Program must submit an annual report to the Department. While previous reports focused on what the LEAs planned to do, this year's report focused on what was done to support beginning teachers. The reports included:

- ❖ a brief description of the orientation program conducted during the year;
- ❖ a brief description of system-wide activities/programs for mentor teachers during the report year;
- ❖ a brief description of IHE involvement in the program during the report year;
- ❖ a justification for any exceptions to the mentor selection guidelines identified by the SBE;
- ❖ a justification for any exceptions to the optimum working conditions for beginning teachers identified by the SBE; and
- ❖ a brief description of the local evaluations/assessments of the Initial Licensure Program conducted during the report year and program changes made/anticipated based on the evaluative data.

A summary of the reports received to date from the LEAs is included as Appendix B.

SBE Policies Supporting Beginning Teachers

The State Board of Education has articulated optimum working conditions for beginning teachers and identified guidelines for the selection of mentor teachers. By both SBE policy and legislation, beginning teachers are not to be assigned extracurricular activities unless they request them in writing.

Optimum Working Conditions for Beginning Teachers

The SBE has articulated optimum working conditions for beginning teachers. They include assignment in the area of licensure; early assignment of a mentor, teaching in the same licensure area and in close proximity; a limited number of preparations; a limited number of exceptional or difficult students; and no extracurricular assignments, unless requested in writing.

Orientation

Each initially licensed teacher is to be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies, procedures; a description of available services and training opportunities; the Initial Licensure Program and the process for achieving a continuing license; the NC Standard Course of Study; local curriculum guides; the State's ABC Program; and the State Board of Education's Strategic Priorities and Goals.

Mentor Assignment/Guidelines for Mentor Teacher Selection

Each initially licensed teacher is to be assigned a qualified, well-trained mentor as soon as possible after employment. To ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area the system may assign a mentor housed in another school), the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

The guidelines for mentor selection are:

- ❖ successful teaching in the area of licensure as evidenced by appraisal ratings among the highest in the school regardless of instrument/process used, and strong recommendations from principal and peers;

- ❖ commitment to mentoring, as evidenced by willingness to serve as a mentor and to participate in ongoing annual professional development related to mentoring; and
- ❖ preference for career-status teachers who have successfully completed a minimum of 24 hours of mentor training and who have experience in the district norms, culture, and mission, as well as the State's goals (ABC's), strategic priorities, and standard course of study.

DPI Support

At the state level, the Initial Licensure Program is coordinated through the Division of Human Resource Management. One consultant is assigned primary responsibility for the program. As described below, additional support for the program is provided through PBL Field-based Coordinators and Coach2Coach Teachers. Staff in the DPI Instructional Technology Area also provide support for the program. They are developing the technological infrastructure needed to support the scoring of the products.

PBL Field-based Coordinators

Ten teachers-on-loan from their respective school systems to the Department of Public Instruction serve as Regional PBL Field-based Coordinators. The coordinators work with public, charter, private, and non-public schools within their assigned regions. They provide staff development to initially licensed teachers, mentors, and administrative personnel on requirements of Performance-Based Licensure, INTASC Standards, reflective writing, and the development of the PBL product. They provide personnel at institutions of higher education information on PBL, and they consult with them to provide support for beginning teachers. PBL coordinators work directly with product submitters and, if necessary, re-submitters on issues relating to the preparation of their products. In addition, they train qualified, career teachers to assess the PBL products; organize the assessment centers where the products from their regions are assessed; and maintain and coordinate web-based data and information related to PBL.

Since the coordinators were identified two years ago, they have conducted numerous training sessions for PBL product assessors, beginning teachers, and mentor teachers. To date, 3,524 individuals have completed product assessor training. Over eleven thousand (11,071) beginning teachers and over five thousand (5,248) mentor teachers have participated in workshops designed to introduce them to the Performance-Based Licensure Program. Approximately twenty-eight hundred (2801), teachers participated in reflective writing workshops; 3,393 teachers participated in training on the INTASC Standards; and 11,047 teachers participated in other training sessions related to supporting the development of beginning teachers. The evaluations of the workshops have been positive and additional workshops and training sessions are ongoing. (Note: With the exception of the number of individuals who have completed product assessor training, these numbers are duplicative, i.e., the same teacher may have participated in numerous workshops. PBL Coordinators report the number of individuals in attendance at each session.) A summary of involvement of teachers in these workshops by LEA is included in Appendix C.

Coach2Coach Teachers

Utilizing Title II Teacher Quality Grant funding, each of the public universities was invited to identify a public school teacher to serve as a "Coach2Coach" clinical faculty member. Thirteen teachers currently serve in these roles. They have developed and delivered training for mentor teachers. Over the past two years, 9,556 preservice teachers and university faculty and 26,979 inservice teachers have participated in sessions conducted by the Coach2Coach teachers. Topics covered in these sessions included coaching techniques, cognitive coaching, helping beginning teachers deal with stress, cycles of supervision, active listening, helping beginning teachers learn to manage the classroom, active listening, PBL, problem solving, reflective practice, and new teacher orientation. (As noted above, these numbers are duplicative, i.e., the same teacher may have participated in numerous workshops. Coach2Coach teachers report the number of individuals in attendance at each session.) A summary of involvement of teachers in these workshops by LEA is included in Appendix C.

The Coach2Coach teachers developed an extensive, 14 volume set of training materials for mentor teachers. The materials focus on the 10 INTASC Standards as well as stress management, conferencing with parents, organizational skills, and portfolio development. These materials have been distributed to each LEA and placed on the DPI website.

Additionally, the Coach2Coach teachers planned and implemented a state-wide mentoring conference last spring. Approximately 200 teachers participated in this conference. The evaluations were most positive and a second conference is being planned for March.

The Coach2Coach teachers have developed a planned program of services for the 2001-02 school year. The catalog of services has been distributed to local school systems.

Legislated Support

Beginning teachers are provided with paid mentors during their first two years of teaching. By law, beginning teachers are not to be assigned extracurricular duties unless they request them in writing.

Action by the General Assembly during the 2001 Session provides initially licensed teachers with up to three days of approved paid leave during their second year of employment to work on their performance-based products or to consult with their mentors. Initially licensed teachers who have not successfully completed the performance-based licensure requirements by their third year of employment are provided up to three days of approved paid leave to complete all requirements. The paid leave is to be taken only with the approval of the beginning teacher's supervisor.

Survey Results

To provide feedback to the Department on the Initial Licensure Program and to LEAs on the effectiveness of their mentoring programs, beginning teachers that submitted products last summer, their mentors, and their principals were asked to complete surveys. Personnel administrators, Initial Licensure Program coordinators, and superintendents were also asked to respond to surveys. Feedback was also solicited from professional associations (NCAE, PENC, and AFT-NC) and from the advisory committee. The results of the surveys are summarized below. Copies of the surveys are contained in Appendix D.

Feedback from Beginning Teachers

Surveys were mailed to all beginning teachers who submitted a product last summer. Just over twenty-four percent (24.4%) responded. The survey asked beginning teachers to rate their satisfaction with a series of items, using "A" as the highest rating and "E" as the lowest rating, and provided them an opportunity for comments. Their ratings are summarized in Table II.

Additionally, beginning teachers were asked evaluate the impact of the PBL process on their professional development and to report how often they met with their mentors. Over half (57.2%) of the respondents indicated they had experienced some growth as a professional as a result of competing the PBL process. Approximately thirty percent (29.3%) indicated they had experienced no growth as a professional as a result of going through the PBL process; 13.5% indicated they experienced much growth as a professional as a result of the PBL process. In response to the question on how often they met with their mentors, 26% reported meeting on a daily basis; 34% met on a weekly basis; 15% met on a monthly basis; 21% reported meeting seldom; and 4% indicated their mentor did not meet with them. Sixty-four percent (64%) of the respondents indicated they had completed a NC teacher education program; 30% indicated they had completed a teacher education program in another state; 6% indicated they were lateral entry teachers. Over half (58%) of the respondents taught at the elementary level; 21% of the respondents taught at the middle school level; 21% of the respondents taught at the high school level.

Table II: Summary of Beginning Teachers' Survey Responses

Satisfaction with . .	\bar{X}	% A	% B	% C	% D	% E
1. their teacher education/preparation program.	4.05	38.75%	39.73%	17.6%	2.69%	1.22%
2. their LEA's orientation program for beginning teachers.	3.41	17.50%	36.21%	27.22%	11.91%	7.17%
3. the support provided by their mentor.	3.77	44.79%	19.13%	16.59%	10.05%	9.44%
4. the support provided by their principal.	3.67	36.88%	22.13%	22.13%	10.88%	7.98%
5. the support provided by their LEA.	3.4	21.52%	29.58%	29.46%	11.61%	7.82%
6. the feedback they received on their performance in the classroom.	3.8	29.04%	39.49%	21.26%	7.41%	2.79%
7. their working conditions.	3.71	25.00%	39.37%	23.19%	8.33%	4.11%
8. the communication they received from their LEA regarding the expectations of beginning teachers.	3.23	17.76%	35.91%	27.41%	12.74%	6.18%
9. the communication they received regarding licensure requirements.	3.02	17.39%	34.77%	25.74%	13.61%	8.49%
10. their performance in the classroom.	4.17	29.61%	62.14%	8.01%	0.12%	0.12%
11. their decision to become a teacher.	4.17	47.34%	31.82%	15.38%	4.60%	0.97%

Almost all (97%) of the beginning teachers who returned the surveys responded to the open-ended questions. The most frequent responses to each question (up to ten) are provided below. The number of times each response was given is in parentheses.

In addition to your teaching responsibilities, what other responsibilities (if any) were assigned to you (e.g., committee work, coaching, sponsoring clubs, etc.)?

- ❖ serving on a committee (303) --283 reported serving on more than one committee
- ❖ club sponsor (154) -- 33 reported sponsoring more than one club
- ❖ bus, hall, and/or lunchroom duty (100)
- ❖ coaching (92) -- 37 reported coaching more than one sport
- ❖ tutoring (65)
- ❖ grade level chairperson (58)
- ❖ committee chairperson (56)
- ❖ PTA activities (24)

Note: Only 49 beginning teachers responded "None."

What were the strengths of the support provided to you by your mentor teacher?

- ❖ provided emotional support (224)
- ❖ provided professional support (149)
- ❖ provided little or no support (127)
- ❖ helped with product (121)
- ❖ provided management ideas, planning, assisted with reflection (107)
- ❖ was available (102)
- ❖ provided immediate feedback (81)
- ❖ provided materials (77)
- ❖ shared knowledge/experiences (70)
- ❖ communication (54)

How could the support provided to you by your mentor teacher be strengthened?

- ❖ No improvement needed (157)
- ❖ More knowledgeable about PBL (140)
- ❖ Provide time to communicate (98)
- ❖ Need to meet on a weekly basis (98)
- ❖ Need to be in same content area (66)
- ❖ Need to be on same grade level (46)
- ❖ Observe teaching and provide feedback (44)
- ❖ More positive attitude (22)
- ❖ Be in closer proximity (17)
- ❖ Respect ILT ideas and input (16)

What were the strengths of the support provided to you by your principal?

- ❖ Principal was supportive (218)
- ❖ Provided encouragement and caring (150)
- ❖ Provided a day to work on product (116)
- ❖ Provided little or no support (113)
- ❖ Honest feedback (106)
- ❖ Availability (46)
- ❖ Provided equipment and materials (43)
- ❖ Knowledgeable of PBL process (32)
- ❖ Open and frequent communication (30)
- ❖ Reviewed my product and video (27)

How could the support provided to you by your principal be strengthened?

- ❖ Have better understanding of product (183)
- ❖ No improvement needed (119)
- ❖ Require the principal to meet with the ILT and provide more frequent feedback on the product (54)
- ❖ Provide more proactive support for ILTs (54)
- ❖ Meet with mentors regarding expectations (33)
- ❖ Provide time to work on product (32)
- ❖ Provide fewer responsibilities other than teaching (21)
- ❖ Be more concerned with the demands on ILT's time (20)
- ❖ Speaking to me (20)
- ❖ Have more contact, earlier in the year (18)
- ❖ Provide more feedback on classroom management (17)

What were the strengths of your school system's orientation program for beginning teachers?

- ❖ Valuable information shared (156)
- ❖ Supportive/friendliness (113)
- ❖ Workshops on PBL (99)
- ❖ Provided ample workshops (76)
- ❖ Scheduled support sessions (73)
- ❖ Provided needed materials (55)
- ❖ ILT Coordinator kept everyone informed (26)
- ❖ Question and Answer sessions with experienced teachers (24)
- ❖ Expectations clearly defined (23)
- ❖ Good instructors (20)

- ❖ Meetings were useless (55)
- ❖ Was never offered (29)
- ❖ Not provided correct information (8)

How could the orientation program for beginning teachers be strengthened?

- ❖ Be more structured and organized (61)
- ❖ Clearly explain ILT requirements (53)
- ❖ Gear to grade level being taught (40)
- ❖ Have fewer meetings (37)
- ❖ None needed (36)
- ❖ Have more ILT meetings (35)
- ❖ Provide more work days in the classroom (31)
- ❖ Introduce the product in year 1 (29)
- ❖ Interact more with peers and less with speakers (29)
- ❖ Show examples (27)
- ❖ Make it shorter (24)
- ❖ Provide more information on cooperative learning, IEPs, etc. (18)
- ❖ Waste of time (16)
- ❖ Do away with (15)
- ❖ Have prior to the start of school (12)

What were the most positive aspects of your Initial Licensure Program experience?

- ❖ Networking/meetings (132)
- ❖ Opportunity to reflect on strengths and weaknesses (94)
- ❖ The mentor/mentee relationship (76)
- ❖ Having finished it (70)
- ❖ My mentor and principal (61)
- ❖ Supported belief of good teaching and what was learned in college (29)
- ❖ Professional growth (20)
- ❖ LEA provided support (19)
- ❖ ILT Coordinator visits (13)
- ❖ Forced me to stay positive, organized (10)
- ❖ Developing unit and lesson plans (10)

- ❖ Unwanted stress
- ❖ Demands of product took too much time

How could your Initial Licensure Program experience have been improved?

- ❖ Eliminate Praxis or PBL (100)
- ❖ LEAs need to be more supportive (51)
- ❖ Provide extra time to work on the product (42)
- ❖ Eliminate the product and use classroom observations (39)
- ❖ Fewer meetings and less busy work (39)
- ❖ PBL questions too redundant (37)
- ❖ More communication on requirements (36)
- ❖ Move PBL to year 3 (33)
- ❖ Schools need to be more supportive (23)
- ❖ More training sessions (22)
- ❖ Better mentor support (17)
- ❖ Provide time for meeting with mentor (16)
- ❖ Keep PBL requirements consistent/don't revise (13)
- ❖ More time with mentors (10)

Please describe ways in which the Performance-Based Licensure process was beneficial to your growth as a professional.

- ❖ Reflected on strengths and weaknesses (187)
- ❖ Without it, I would not have reflected or thought about my teaching (48)

- ❖ Caused me to evaluate my actions to ensure value (33)
- ❖ Helped me develop organizational skills (32)
- ❖ Forces you to evaluate and adjust (25)
- ❖ Grew in instruction and modifying instruction for the unique learner (21)
- ❖ Made me introspective (19)
- ❖ Learned more about my students (13)
- ❖ Held me to a high standard (4)

- ❖ It didn't (137)
- ❖ Unnecessary and cumbersome (29)
- ❖ Very stressful/hindered teaching (29)
- ❖ Growth came from classroom experience (12)

How could the Performance-Based Licensure process be improved?

- ❖ Eliminate product (140)
- ❖ Eliminate redundancy of questions (102)
- ❖ Lessen requirements/shorten the product (73)
- ❖ Limited number of questions (44)
- ❖ Move the product to year 3 (38)
- ❖ Provide better guidelines and expectations from State (17)
- ❖ Spread over 3 years (12)
- ❖ Get information to LEAs earlier (11)
- ❖ Move the product to year 5 (8)
- ❖ Do during student teaching (4)

Feedback from Mentor Teachers

Surveys were distributed to the mentor teachers of those beginning teachers who submitted a product last summer. The response rate from the mentors was 42%. Like the beginning teachers, they were asked to rate their satisfaction with a series of items, using "A" as the highest rating and "E" as the lowest rating, and provided an opportunity for comments. Their ratings are summarized in Table III.

Mentor teachers were asked evaluate the impact of the PBL process on the professional development of their beginning teachers and to report how often they met with their mentees. Overwhelmingly, mentor teachers reported that their beginning teachers had experienced professional growth as a result of going through the PBL process. Approximately thirty percent (29.42%) reported their beginning teacher experienced much growth; 62.24% reported some growth. The largest percentage of mentors reported meeting with their beginning teacher weekly (40.01%), followed closely by daily (36.45%). Almost one in five (19.42%) reported meeting on an as-needed basis. Approximately three-fourths (73%) indicated they had previously served as a mentor teacher.

Table III: Summary of Mentor Teachers' Responses

Question	\bar{X}	% A	% B	% C	% D	% E
1. their LEA activities/programs for mentor teachers.	3.61	24.39%	35.88%	24.95%	9.25%	5.54%
2. the report they received from their principal.	3.74	35.89%	29.13%	17.77%	9.55%	7.67%
3. the resources provided to them as mentors by their LEAs.	3.66	26.08%	34.35%	23.85%	10.99%	4.73%
4. the communication they received regarding their LEA expectations of mentor teachers.	3.61	30.27%	33.14%	20.63%	10.93%	5.03%
5. the communication regarding PBL they received from their LEA.	3.61	29.26%	31.76%	23.96%	10.01%	5.01%
6. their LEA's orientation and on-going program to support ILTs.	3.66	31.62%	34.88%	19.36%	9.50%	4.64%
7. the support they provided their ILT.	3.86	31.46%	42.96%	13.67%	8.13%	3.78%
8. the working conditions for their ILT.	3.71	24.44%	44.54%	15.76%	11.41%	3.85%
9. the effectiveness of the Initial Licensure Program.	2.97	12.96%	35.11%	28.36%	17.05%	6.52%

Most of the mentors (93%) returning the survey responded to the open response questions. The most frequent responses (up to ten) to each question are provided below. The number of times a response was given is in parentheses.

How could the Initial Licensure Program be modified to further support beginning teachers?

- ❖ The program is working well because of mentor support (327)
- ❖ Streamline the questions in the product (147)
- ❖ Have more regular mentor meetings, including at the state and regional levels (145)
- ❖ Lessen extra duties of ILTs (141)
- ❖ Eliminate "it" (121)
- ❖ Require the PBL components to be submitted separately (115)
- ❖ Eliminate PBL (108)
- ❖ Less emphasis on the product (103)
- ❖ Good working model in theory (95)
- ❖ Move product to third year (93)
- ❖ Emphasize the support and not the assessment (92)

How could the Performance-Based Licensure Product be modified to further support beginning teachers?

- ❖ Too time consuming/too much required (417)
- ❖ Eliminate the product (307)
- ❖ Move the product to the third year (219)
- ❖ Provide more guidance for the ILT (187)
- ❖ Provide release time for ILTs to work on the product (162)
- ❖ Provide more specific timelines/deadlines (152)
- ❖ Provide release time for mentors to work with ILTs (138)
- ❖ Teachers completed a product in college and do not need to do it over (91)
- ❖ Provide more examples of reflection (32)

How could mentors be better supported?

- ❖ Provide release time to work with ILTs (364)

- ❖ Make sure ILTs and mentors have the same planning periods (311)
- ❖ Have examples of products in LEAs and schools (302)
- ❖ Pay mentors for each ILT mentored (253)
- ❖ Provide time for mentors to observe ILTs (216)
- ❖ Provide better/more training (117)
- ❖ ILTs need paid mentors for three years (102)
- ❖ Provide more training on the product (72)
- ❖ Better define the expectations of mentors (65)
- ❖ Move product to the third year (57)

In addition to teaching and mentoring, what responsibilities (if any) were assigned to you (e.g., coaching, sponsoring a club, etc.)?

- ❖ Department or grade level chair (1325)
- ❖ Committee chair (788)
- ❖ Club sponsor (430)
- ❖ Coaching (212)

Feedback from Principals

Surveys were mailed to all principals in the state. Like the beginning teachers and the mentor teachers, they were asked to rate their satisfaction with a series of items, using "A" as the highest rating and "E" as the lowest rating, and provided an opportunity for comments. Their ratings are summarized in Table IV.

Table IV: Summary of Principals' Survey Responses

Question	\bar{X}	% A	% B	% C	% D	% E
1. their LEA's activities/programs for ILTs.	4.31	47.27%	38.88%	11.61%	2.10%	0.15%
2. their LEA's activities/programs for mentors.	3.93	29.25%	41.42%	23.05%	5.59%	0.68%
3. the support they provided ILTs at their school.	4.23	37.22%	49.48%	12.63%	0.67%	0.00%
4. the support they provided mentors at their school.	4.02	26.94%	50.91%	19.25%	2.66%	0.23%
5. the resources provided by the LEA for the ILTs.	4.14	39.28%	39.43%	17.77%	2.85%	0.67%
6. the communication they received regarding their LEA's expectation for ILTs.	4.17	40.57%	41.06%	13.88%	3.84%	0.65%
7. the communication they received regarding their LEA's expectations for mentors	3.96	31.16%	41.29%	20.43%	6.27%	0.86%
8. the working conditions of their ILTs.	4.22	38.31%	47.45%	12.14%	1.87%	0.22%
9. The working conditions of their mentors.	4.18	35.08%	50.26%	12.57%	1.80%	0.30%
10. their LEAs orientation and on-going program to support ILTs.	4.32	48.73%	37.50%	11.23%	2.15%	0.40%
11. their LEA's orientation and on-going program to support mentors.	3.94	30.04%	40.42%	23.68%	4.85%	1.00%
12. the effectiveness of the current Initial Licensure Program.	3.51	17.79%	37.38%	27.63%	12.23%	4.96%

Just over sixty percent (61.08%) responded. Roughly half (48.77%) of the principals reported having 0-5 years experience as a principal; 50.96% reported having six or more years experience as a principal. Overwhelmingly, principals rated the working conditions of ILTs and their mentors satisfactory. Approximately

85% of the principals rated these items as with an "A" or "B." It is interesting to note that while 86% of the principals rated as "A" or "B" the support they provided ILTs, only 78% of the principals rated their support for mentor teachers as an "A" or "B." Approximately one in five (19.25) rated their support of mentor teachers as a "C." The greatest difference in the ratings of principals was between the LEA activities/programs for ILTs and the LEA activities/programs for mentor teachers. While 86.15% of the principals rated the activities for ILTs as "As" or "Bs," only 70.67% of the principals chose these ratings for LEA activities/programs for mentor teachers.

Approximately two-thirds (61%) of the principals returning the survey responded to the open response questions. The most frequent responses (up to ten) to each question are provided below. The number of times a response was given is in parentheses.

How could the Initial Licensure Program be modified to further support beginning teachers?

- ❖ Provide ILTs time to do the product (382)
- ❖ Provide ILTs time to meet with their mentors (124)
- ❖ Eliminate the product (108)
- ❖ Reduce the number of questions in the reflection (107)
- ❖ Reduce the number of requirements for the ILT (85)
- ❖ Provide more socialization opportunities for ILTs (37)

What are the strengths of your LEA Initial Licensure Program?

- ❖ Support from the central office (214)
- ❖ The mentors (197)
- ❖ Monthly meetings (114)
- ❖ Workshops/staff development (107)
- ❖ Good communication (71)
- ❖ Organized coordinator (66)
- ❖ Product development sessions (55)

How could the Performance-Based Licensure Product be modified to further support beginning teachers?

- ❖ Provide time for beginning teachers to work on the product (443)
- ❖ Eliminate it (309)
- ❖ Provide release time for mentors to work with the beginning teachers (147)
- ❖ Decrease the requirements (107)
- ❖ Pay mentors for each ILT (49)
- ❖ No changes needed (48)

How could mentors be better supported?

- ❖ Provide release days for mentors (356)
- ❖ Provide more training on the product (305)
- ❖ Pay mentors for the number of mentees they have (207)
- ❖ Provide more staff development (112)
- ❖ Provide more pay (107)
- ❖ Provide more time for mentors to work with the beginning teachers (35)
- ❖ Provide mentor updates (17)

What are the strengths of your LEA mentoring program?

- ❖ The training program (344)
- ❖ Paid mentors (214)
- ❖ The Central Office ILT Coordinator (114)
- ❖ Good information about the process (97)
- ❖ Good communication (92)
- ❖ None (25)

What challenges have you faced in implementing a mentoring program at your school?

- ❖ High mentor to ILT ratios (446)
- ❖ Time (365)
- ❖ Not enough mentors (125)
- ❖ Getting mentors trained (75)
- ❖ Finding teachers willing to mentor (17)
- ❖ Too many ILTs (12)
- ❖ Working with the central office (7)

Other comments you would like to make:

- ❖ The program needs to be simplified (519)
- ❖ Eliminate PBL (271)
- ❖ Mentors are the key to success (182)
- ❖ Reduce the paperwork (87)
- ❖ Leave the program the way it is (34)
- ❖ PBL is driving teachers away (31)
- ❖ PBL makes it hard to get a license (17)

Feedback from ILT Coordinators

Fifty-two (52) Initial Licensure Program Coordinators responded to the survey. The most frequent responses to questions are summarized below. The number of times a response was given is in parentheses.

How could the Initial Licensure Program be modified to further support beginning teachers?

- ❖ Address pay issues--these included paying the mentor teacher for three years, released time for mentors to work with the beginning teachers, and paying mentors for each beginning teacher mentored (17)
- ❖ Provide each LEA personnel staff to help administer and implement the program (10)
- ❖ Eliminate the product--it is too stressful (8)

How could the Performance-Based Licensure Product be modified to further support beginning teachers?

- ❖ Eliminate or modify the product (13)
- ❖ In theory, the process is a good working model (10)
- ❖ Provide more training/staff development on the process (7)
- ❖ Improve feedback and communication about the system and the product (4)

How could mentors be better supported?

- ❖ Pay mentors for working with more than one ILT (26)
- ❖ Provide more training/staff development and updates (26)
- ❖ Provide mentors time to work with ILTs

What challenges have you faced in implementing the Initial Licensure Program in your LEA?

- ❖ Lack of time to work with the program (27)
- ❖ Lack of positive attitude toward the process and lack of willingness to change (25)
- ❖ Licensure issues related to ILTs (8)
- ❖ Lack of personnel/staff (6)

Other comments you would like to make:

- ❖ PBL is causing us to lose teachers (5)
- ❖ Modifications made to the product have been helpful (5)

- ❖ The release time given to ILTs this year has been helpful (4)
- ❖ Universities should be preparing teachers for this process (4)
- ❖ More staff are needed to support the program (3)

Feedback from Personnel Administrators

Forty-five (45) personnel administrators responded to the survey. The most frequent responses to each question are provided below. The number of times each response was given is in parentheses.

How could the Initial Licensure Program be modified to further support beginning teachers?

- ❖ It does not need to be modified (9)
- ❖ Provide state funding to support the 3 days of paid leave for ILTs (8)
- ❖ Provide state funding for each LEA to have an ILT Coordinator (8)
- ❖ Pay mentors for all ILTs they have (6)
- ❖ Pay mentors for the third year and for lateral entry teachers until they submit their products (4)
- ❖ Pay for more time at the beginning of the school year (3)
- ❖ Eliminate it (3)

How could the Performance-Based Licensure Product be modified to further support beginning teachers?

- ❖ It does not need to be modified (9)
- ❖ Eliminate it (6)
- ❖ Make it part of the teacher education program (4)
- ❖ Provide more examples of the product for ILTs to see what to expect (3)
- ❖ Streamline requirements and omit redundancy (3)
- ❖ Move to the third year (3)

How could mentors be better supported?

- ❖ Provide paid time for mentors to work with ILTs (11)
- ❖ Provide training for mentors (10)
- ❖ Pay mentors for all three years (9)
- ❖ Pay mentors for all the mentees they have (7)
- ❖ Provide specific guidelines for mentors (5)
- ❖ Provide a paid mentor for the lateral entry teacher in the year they submit the product (3)
- ❖ Provide greater flexibility for use of mentor funds (3)

What challenges have you faced in implementing the Initial Licensure Program in your LEA?

- ❖ Negative reactions from other teachers and administrators (13)
- ❖ None (8)
- ❖ It takes too much of the ILTs' time (8)
- ❖ Not enough mentors (8)
- ❖ Not enough money to get personnel to support the process (6)
- ❖ Not enough training (8)
- ❖ Need better/more information about the process (5)
- ❖ Difficulty in working with the different needs of lateral entry and traditionally prepared teachers (5)

How has the Initial Licensure Program impacted your efforts in recruiting and retaining teachers?

- ❖ Positively, for the support it provides (13)
- ❖ Individuals are leaving the state to teach (5)
- ❖ Individuals are leaving teaching because of it (5)
- ❖ Out-of-state teachers do not want to come to NC to teach (3)
- ❖ Fewer individuals are going into teaching because of it (3)

Other comments you would like to make:

- ❖ Thanks for all the help and support (13)
- ❖ Eliminate PBL (5)

Feedback from Superintendents

Through NCASA a survey was emailed to superintendents soliciting their input on the Initial Licensure Program. Responses were received from 26 systems. Their responses are summarized below. The numbers in parentheses indicate the number of times a similar response was given.

How could the Initial Licensure Program be modified to further support beginning teachers?

- ❖ Provide more on-line courses for teachers
- ❖ Offer regular support sessions for ILT1s and ILT2s at the regional levels (2)
- ❖ Mentors should have at least 24 hours of training in order to be paid
- ❖ Mentors should serve only one ILT
- ❖ Mentor handbooks, similar to the PBL Core Handbook are needed to more clearly define the role of the mentor.
- ❖ The State PBL Team is a tremendous support to LEAs. More Team members are needed for support for ILT2s (4)
- ❖ Presently, there is little assistance on the state level for beginning teachers.
- ❖ The PBL Core Handbook and Directions are improved and easier to read
- ❖ A detailed handbook for LEA ILT Coordinators is needed
- ❖ Provide time for mentors and mentees to collaborate during the working day (3)
- ❖ There needs to be more consistency across teacher education programs in the state. Some require a product similar to what they do with PBL. In this case, there is duplication of time, effort, and energy (3)
- ❖ Provide statewide training tapes to be used by ILT Coordinators so that all ILTs receive the same accurate information (2)
- ❖ Provide generic models of products (2)
- ❖ The modifications made to improve the program over the past years are adequate (2)
- ❖ Provide paid mentors for all teachers until the PBL process is completed.
- ❖ Consider providing ILTs with three days of release time each of the three years
- ❖ Continue communication with personnel directors and ILT Coordinators
- ❖ The Coach2Coach support we get in this region (western) is really good (2).
- ❖ Provide funding for orientation for all ILT1s.
- ❖ Expand the orientation to four days.
- ❖ Continue providing the three days of paid leave for teachers working on their products.
- ❖ Consider requiring all new teachers (school counselors, speech, media coordinators, etc.) To participate in the program. A new teacher is a new teacher.

How could the Performance-Based Licensure Product be modified to further support beginning teachers?

- ❖ Move the product to year 3 (3)
- ❖ Offer a third year of financial support for mentors assigned to ILTs who have not completed the process
- ❖ The three days of released time have been appreciated (2)
- ❖ The three days are excessive. Teachers do not need to be out of the class. One day is enough.
- ❖ Differentiate between the needs of beginning teachers with education degrees and lateral entry teachers
- ❖ Eliminate Praxis completely
- ❖ Reduce the product to one component instead of three (eliminate the Unique Learner and Classroom Management components)
- ❖ Reduce the number of questions (2)
- ❖ The coding of the reflective process after each of the questions has been helpful.
- ❖ Last year's revisions of the reflection questions eliminated the issues that I had with the product.

- ❖ The reflection questions still need to be better worded in more simple, direct ways. (3)
- ❖ The requirements and expectations are reasonable.
- ❖ Provide an on-line template
- ❖ If the product is to continue, finely tune it for the last time--annual modifications make the process more complicated.
- ❖ The Field-based Coordinators must continue to be part of the process (2).
- ❖ Better communication and collaboration with the IHEs regarding PBL and the product. (2)
- ❖ I am very impressed with the support we get for PBL. We get information in a timely manner and communications are relevant and clear.
- ❖ The process is unwieldy and labor intensive; we need to ask if it is value-added and if it aligns with broader aims.
- ❖ Consider eliminating the video.
- ❖ Continue to emphasize the reflective components of the product. The structured reflective activity is very beneficial to new teachers.
- ❖ Provide some flexibility in the year teachers submit their products (some are ready to submit in year 1, others might not be ready until year 3) (2); consider providing flexibility in what is submitted.
- ❖ PBL is not a bad process. I do support the portfolio process. I would not support moving away from this process.
- ❖ More support; less assessment

How could mentors be better supported?

- ❖ Mentors need more pay. The job, well done, requires plenty of extra time and extra workshops. (3)
- ❖ Offer annual training at the state and/or regional level for mentors to update them and encourage them in their efforts. (4)
- ❖ Mentors need planning time with their mentees.
- ❖ Mentors need release time to work with their ILTs. (8)
- ❖ Mentors should be required to have a minimum of 24 hours of training.
- ❖ Either pay mentors for every beginning teacher they assist or provide them additional time to work with multiple teachers. (3) If a mentor serves more than one beginning teacher, they should be given fewer teaching assignments.
- ❖ There needs to be a more consistent training program for mentors. (3)
- ❖ There needs to be greater accountability for mentors.
- ❖ A mentor needs to be paid until the ILT successfully completes the product. (5)
- ❖ Continuous support from the building administrator.
- ❖ Provide additional incentives to become a mentor.
- ❖ Time is the biggest problem.
- ❖ Provide greater flexibility of use of mentor money. (4)

What challenges have you faced in implementing the Initial Licensure Program in your LEA?

- ❖ Finding enough mentors (4)
- ❖ Finding necessary classes on the internet
- ❖ Communication between DPI and the local level. This has improved significantly with the Field-based Coordinators.
- ❖ Lack of funding (4)
- ❖ The growing number of lateral entry teachers and their special needs (2)
- ❖ Determining the status of the ILT. Each beginning teacher's record must be thoroughly scrutinized to determine their classification and when they should submit their product. (2)
- ❖ Time (6)
- ❖ Lack of funds for extra incentives
- ❖ Resistance to the product from mentors and principals (2)
- ❖ Not enough manpower to adequately assist beginning teachers
- ❖ Trying to schedule time for a large group of ILTs, many of whom are also required to take college courses, tutor after school, coach, and participate in on-site staff development. (4)
- ❖ Not enough central office staff to work with increasing numbers of ILTs. LEAs should be provided a funded ILT Coordinator position. (6)

- ❖ Lack of communication between licensure and personnel and understanding what the roles are for ILT coordinators and personnel directors. Greater clarification of roles is needed.

How has the Initial Licensure Program impacted LEA efforts to recruit and retain beginning teachers?

- ❖ If any, the process makes a personnel officer work harder to attract qualified teachers. We do not want to invest all of that time and effort on lower quality candidates.
- ❖ It makes recruiting a little more difficult as teachers are able to seek employment in states where these requirements are not in place. (2)
- ❖ It does provide new teachers with a much improved support system and offers professional growth experiences.
- ❖ It offers experienced teachers an opportunity to provide leadership and support for new professionals as well as an opportunity to reflect on their own teaching skills and development.
- ❖ Overall, students from NC colleges and universities and many out-of-state graduates have come better prepared to develop the product in their second year.
- ❖ Our anecdotal records indicate we are losing some NC graduates who relocate in other states because they are seeking higher salaries, as well as exemption from the ILP. (2)
- ❖ Many ILTs last year indicated that the PBL product development was a difficult task to complete, but at the same time, they acknowledged the value of the analysis and reflection of their teaching that the product stimulated.
- ❖ Most comments from ILTs who have completed the product say that it was a meaningless task to them.
- ❖ We do not have any data to support whether or not a beginning teacher chooses to leave or stay because of the Initial Licensure Program.
- ❖ PBL is a deterrent to retaining teachers.
- ❖ Perhaps PBL could be made voluntary like NBPTS.
- ❖ Beginning teachers are very supportive of the ILP process for the most part. Many feel the product is too time consuming. We use the ILP as a recruiting tool, emphasizing the mentoring piece.
- ❖ Our human resources personnel do not feel that it has had a negative impact on efforts to bring teacher to our county.
- ❖ A very small percentage of teachers in our system have opted to locate elsewhere or leave the profession rather than complete the program. I personally think these teachers would have found other reasons for leaving.
- ❖ We have lost teachers to other states and private schools because teachers refuse to submit a product.
- ❖ Being positive about PBL and offering strong support during the process gets positive results.
- ❖ Our system has a strong Initial Licensure Program and that fact is used to recruit and retain teachers. When out-of-state potential candidates find out about product requirements, they often go to other states if they have the choice.
- ❖ We use the support component as a recruitment tool.
- ❖ Not at all in a negative way; if at all, positively. We can "brag" about our program and the level of support when we talk to beginning teachers.
- ❖ No effect noted thus far.
- ❖ Very little impact as far as we can tell. IF teachers want to teach here, the product will not keep them away.
- ❖ A strong induction program is necessary to retain young teachers. It has also proven to be a good recruiting tool.
- ❖ Other states are trying to use the PBL requirement to lure teachers away from NC. (2)
- ❖ We have only had one teacher who said they would not have started teaching if they had known the full implications of the PBL process. (2)
- ❖ Greater recognition of program completion might prove helpful; a one time bonus recognition might be a retention incentive.

Comments/Suggestions:

- ❖ There needs to be a consistent and organized support program.
- ❖ The PBL process idea is good in that it validates certain competencies, but when the teacher has already done that in college, it is punitive.
- ❖ Continue the 3 paid release days. They were very much needed (2)
- ❖ At several conferences teachers and administrators have been asked for recommendations. There is no evidence to date that their comments/requests that PBL be eliminated are being considered.
- ❖ We appreciate the support and dedication of our Field-based Coordinators with staff development and other areas as needed.
- ❖ The Coach2Coach teachers in western NC have been invaluable. They have provided support when often there was no one else who could give it!
- ❖ I would like to see an initiative that addresses ways administrators and all veteran teachers (not just mentors) can support a new teacher.

Feedback from Professional Associations

NCAE and PENC responded to the request for input from professional associations. Their comments follow.

How could the Initial Licensure Program be modified to further support beginning teachers?

- ❖ The three year induction program needs to have a better PR program so all stakeholders know it is a supportive three year program.
- ❖ Systems should follow the legislation and DPI should enforce the three days for 1st year teachers and the three days for 2nd year teachers.
- ❖ Recruiters need to inform out-of-state teachers what is required of ILTs.
- ❖ As a professional organization we receive numerous calls from teachers who are not receiving the support and answers they need from their LEA. In addition, when these teachers try to contact the Licensure Section at DPI, they are often unable to get through to get answers. For these reasons, we support establishing a hotline dedicated to those in the Initial Licensure Program so that they may receive prompt, correct information when that is not available from the LEA. Furthermore, while our organization recognizes the value of portfolios as instruments that promote teacher growth and self-reflection, we do not believe that portfolios are an appropriate component of the Initial Licensure Program. Most new teachers have already completed portfolios as part of their teacher training programs, and repeating this process for licensure negatively affects teacher recruitment and retention. Most importantly, we do not feel portfolios accurately measure what they purport to measure--a teacher's fitness to hold a teaching license. For these reasons, we oppose the use of the PBL Product as a component of licensure.

How could the Performance-Based Licensure Product be further modified to support beginning teachers?

- ❖ The current changes are user friendly--however the videotape is not necessary. The videotape is the one item that causes the most stress and attitude problems of ILTs. Many systems do not have many videotaping resources.
- ❖ Have an interactive web site or a CD ROM so forms do not have to be retyped.
- ❖ First, our organization believes that the PBL Product should not be used as a determining factor for licensure. Assuming, however, that the product will remain part of the licensure process, we recommend the following: allow ILTs to submit college work that demonstrates applicable skills, provide paid release time for ILTs to work on the product during the school year (similar to the NBPTS release time), further modify the product to decrease dependence on the teacher's ability to write. As one of our members stated, "great writers may not be the best in the classroom, and great teachers may not be the most eloquent writers."

How could mentors be better supported?

- ❖ Make it a professional honor to be a mentor -- add Mentor on one's license.
- ❖ Better pay for mentors -- more than \$60.00 take home pay each month!

- ❖ A more uniform model of mentor preparation would allow for more consistent implementation across the state.
- ❖ Pay and/or an extra planning time to work with mentees would be a plus for most teachers.
- ❖ Mentors need a refresher course regarding the INTASC Standards, as well as what the role of a mentor is for an ILT.
- ❖ First, mentors must be provided time to work with the teachers they are mentoring. Upon surveying our members, the following suggestions were made: provide dedicated time within the school day for mentors to observe and collaborate with the teachers assigned to them; provide professional leave at least once a semester for mentors to meet with each other and share strategies for working with new teachers; give mentors a lighter teaching load to accommodate the demands of mentoring and to provide ample time to foster new teacher growth; institute a more rigorous selection and training process for mentors to ensure that those mentoring are both qualified and committed; increase the number/times of training for mentors so that more teachers will be able to consider mentoring (i.e., not all training on Saturday or during summer).

What challenges have you faced in implementing the Initial Licensure Program?

- ❖ Attitudes of mentors!
- ❖ Trying to sell the idea that reflection does make one a better teacher.
- ❖ TIME! -- Time to put together the product.
- ❖ Not honoring the induction process as a three-year program. Systems not following legislation and state policy on extra duties for ILTs.
- ❖ Untrained mentors in name only working with the ILTs just to receive the pay -- DPI needs to monitor the quality of the programs.

Other Comments:

- ❖ Revisit the mentor training programs -- and create refresher sessions for veteran mentors -- particularly regarding the INTASC Standards.
- ❖ Share feedback from the lessons learned from the three pilot projects in Charlotte-Mecklenburg, Winston-Salem Forsyth, and Wake County.
- ❖ Create guidelines for what a mentor program MUST contain and monitor LEAs to ensure the programs are useful and reliable.
- ❖ The biggest concern we have as a professional association is that we often hear from teachers who have decided to leave our state or teaching because of the unrealistic demands they feel have been placed on them in terms of licensure/completing the PBL product. Losing just one qualified teacher, especially in a time of teacher shortage, should be unacceptable to us all. Again, we see the professional development value of completing a portfolio and certainly want to maintain a high quality teaching force in our state. At the same time, we feel that the product is counterproductive to those goals. While a sample correspondence from an ILT who is a member of our association is attached, many more expressing the same concerns, frustrations, and desire to abandon teaching in North Carolina are received on a regular basis in our office. Given the challenges that already exist for new teachers, it seems we must do everything possible to eliminate unnecessary demands. The difficulties in receiving a license to teach in North Carolina are a prime example. As an association, we prioritize reexamining the licensure process for all teachers to determine if the components are necessary and if their value as potential professional development outweighs the negative effect they have on recruiting and retaining quality teachers. Note: The sample correspondence has not been included in its entirety in this report. The letter raised questions as to the value of the product. An excerpt follows:

. . . I think that this product-based licensure program is a daunting, unreasonable task and I consider it a slap in the face and a proclamation that I am not currently a professional educator. The North Carolina Board of Pharmacy doesn't require graduates from pharmacy school to submit a portfolio outlining how new pharmacists reflect on their daily prescription fills. Doctors and surgeons aren't asked to keep daily logs of how they treated patients and reflections stating how they would have prescribed patients differently. Why then, should we as teachers have to submit a

portfolio to obtain permanent licensure? . . . I speak for a vast number of new teachers in North Carolina, who are afraid to express their views about it, and for many tenured teachers who privately say they wouldn't have entered into teaching with such unreasonable requirements.

Feedback from the advisory committee

- ❖ Specific timelines should be developed and published to help the beginning teacher pace himself/herself.
- ❖ An ILT Coordinator Guidelines/Handbook needs to be developed and updated annually.
- ❖ There needs to be more PR about the process--there seems to be a lack of understanding of the process as a whole.
- ❖ There needs to be closer state monitoring of the "working conditions" for ILTs, especially out-of-field assignments and extra duties.
- ❖ Adequate staff is needed at the local level to support the program.
- ❖ The state/regional support with training needs to continue.
- ❖ The paid leave should be from a SEPARATE funding source and not the current substitute allocation.
- ❖ Several state-adopted mentoring modules should be adopted for required use. LEAs wishing to develop and use their own training should submit it to the SBE for approval.
- ❖ There should be better documentation of mentor training at the local level.
- ❖ There needs to be more accountability at the local level for the time mentors are spending with ILTs and more state monitoring of this. Perhaps mandate that mentors spend a specified minimum of time with their mentees weekly.
- ❖ Renewal credit should be provided for serving as a mentor. An individual with two mentees could earn 2 credits, thus providing an incentive for working with more than one beginning teacher when needed.
- ❖ Consideration should be given to developing a recognition program for mentors and outstanding mentoring practices.
- ❖ Principals should be required to complete updated training on PBL.
- ❖ A Mentoring Handbook and Guidelines should be developed and updated annually. The handbook should include specific roles and responsibilities for mentors, ILT Coordinators, principals, etc.
- ❖ Consider requiring a specific number of renewal hours focused on mentoring for all teachers serving in this role.
- ❖ The mentor designation should be reinstated on the license.
- ❖ A rubric detailing the qualities of an effective mentor should be developed.

Impact on Retention

To examine the impact of the program on the retention of teachers, an analysis of the DPI Licensure/Salary database was conducted. Beginning with the cohort of teachers first employed in North Carolina in the 1995-96 school year, the retention rates for first time teachers in NC with experience credit, first time teachers in NC with no experience credit, and lateral entry teachers were calculated. The results are presented in the Table V. In general, the 1999-2000 cohorts would be the first group of teachers required to participate in the Performance-Based Licensure Program. Individuals who begin teaching in North Carolina with more than three years of public school teaching experience are not required to participate in the Initial Licensure Program.

While the number of first year teachers with experience credit has increased significantly across the years, the retention rates have decreased. They have, however, remained relatively stable since the 1997-98 cohort.

The retention rates of first year teachers with no experience credit after one year have remained relatively stable. The retention rates of first year teachers with no experience credit after two years have decreased across the years, but remained relatively stable between the 1998-99 and 1999-00 cohorts.

Overall, the retention rates of lateral entry teachers have improved since 1996, with the most significant increase occurring after the 1997 year.

Table V: Retention Rates of Beginning Teachers

Cohort Year	Cohort	Number	% Remaining After 1 Year	% Remaining After 2 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.3%
2000-01	First Time Teachers in NC with Experience Credit	4,804	67.3%	NA
1995-96	First year teachers with No Experience Credit	4,201	83.7%	75%
1996-97	First year teachers with No Experience Credit	4,815	82.3%	71.7%
1997-98	First year teachers with No Experience Credit	5,097	80.8%	69.3%
1998-99	First year teachers with No Experience Credit	4,915	80.5%	67.9%
1999-00	First year teachers with No Experience Credit	4,177	80%	67.4%
2000-01	First year teachers with No Experience Credit	3,007	81.9%	NA
1995-96	Lateral Entry teachers	833	62.5%	47.5%
1996-97	Lateral Entry teachers	1,079	65%	50.8%
1997-98	Lateral Entry teachers	1,372	71.2%	56%
1998-99	Lateral Entry teachers	1,186	74.4%	53%
1999-00	Lateral Entry teachers	1,800	74.6%	54.3%
2000-01	Lateral Entry teachers	1,799	73.9%	NA

Alternatives Considered

What Other States Are Doing

To determine the types of programs and levels of support other states provided beginning teachers, an effort was made to contact all other departments of education. When it was not possible to reach an individual, a search of the state website was conducted. For each state, we sought to determine answers to the following questions:

1. Is there a required induction program? If so, what are its components?
2. Are state funds used to support the program? If so, how much money is provided?
3. Are beginning teachers provided mentors?
4. Are mentor teachers paid for working with beginning teachers?
5. Does the state have any data on the impact of its program on the recruitment and retention of beginning teachers? If so, what does the data indicate?
6. Does the state have any plans to change the program? If so, how will the program be changed? When will the program be changed? Why will the program be changed?

Table VI provides summary data on all states. A more complete summary is included as Appendix E. As reflected in the Table VI, 24 states (excluding North Carolina) have statewide induction programs for beginning teachers. Nineteen (19) states (excluding North Carolina) require mentor teachers for beginning teachers. Like North Carolina, several states have used their federal Title II Teacher Quality grant money to support their induction programs, and a number of states are facing tight budgets.

Table VI: Summary of Initiatives by Other States

State	Statewide Program for Beginning Teachers	State Monetary Support for Program	Are Mentors Provided?	Are Mentors Paid?
Alabama	No	No	Local decision	Local decision
Alaska	No	No	Local decision	If paid, use local funds. Up to \$150. per year.
Arizona	No	No	Local decision	Local decision
Arkansas	Pilots before January 2002. By January 2002 mandated for all LEAs.	\$1.7 Million as of July 2001.	Yes. As of 2001, 7300 trained mentors.	\$2000 given for each novice teacher. \$1200 paid to mentor and \$800 held in LEA Trust to use for professional activities of novice.
California	Statewide program called Beginning Teacher Support and Assessment (BTSA). License is not tied to the program.	Yes. Approximately \$135,000,000. State provides \$3000 and local must match with \$2000 for each new teacher. Monies awarded for first 2 years as teacher in state.	Yes	\$1900 for working with up to three beginning teachers.
Colorado	No	No	Local decision	Local decision
Connecticut	Mentor assigned for 2 yrs. Portfolio assessment after second year. License tied to assessment for 3 yrs. 4 th year can be awarded professional license.	\$3.2 Million per year	Yes	\$200 now. No state funds to pay. (Not paying mentors cited a one of problem with regulations.)
Delaware	Statewide program required by law.	\$800,000 per year allotted to 19 districts.	Yes	1/1 \$750 2/1 \$850 3/1 \$950 Lead mentor-\$1500.
Florida	In 1997 eliminated statewide requirement for new teacher induction program.	3 years ago received federal funds through Teacher Quality Enhancement Grant. State had to match funds.	Local decision	\$6.00 per student being taught by novice teacher. Monies place in staff development to be used by new teacher, materials, travel, conference, etc.
Georgia	Induction program required for all first year teachers. Performance tied to licensure.	State monies used to support IHE programs to develop teachers as leaders. Districts use federal and local monies to support induction and mentoring activities.	Local decision	Local decision

State	Statewide Program for Beginning Teachers	State Monetary Support for Program	Are Mentors Provided?	Are Mentors Paid?
Hawaii	No	No	Local decision	Local decision
Idaho	The General Assembly passed a law to become effective 2001-02 tying contract date to type of license.	Yes. Approximately \$2 million.	Yes. All novice teachers hired before August 1 are assigned mentors.	\$500.00 per teacher.
Illinois	No	No	Local decision	Local decision
Indiana	This fall 2001-02, the Beginning Teacher Induction Performance Assessment Program (BTIPAP) began.	Yes. Total amount of state \$\$ not reported. Supports training for mentors and assessors, coordinators of statewide program and stipend for assessors and mentors	Yes. Mentors assigned for one year Beginning Teacher Internship Program.	\$600.00 per mentor.
Iowa	No	Yes. 1999 \$300,000 then 2000 \$775,000. Funding continues in 2001.	Local decision	Local decision
Kansas	State funded mentor program. Local district can design and implement.	Yes. \$1 million to reimburse mentors.	Yes. Beginning teachers only.	\$1000.00 per year for up to 2 new teachers.
Kentucky	Statewide policy in place that all new teachers and out of state teachers with less than 2 years of successful teaching experience who are seeking initial certification must serve one year internship.	Yes. Amount unknown.	Yes. Three member committee assigned who are trained in supervising and assessing teachers.	No indication.
Louisiana	Statewide program consisting of Assistance/Assessment required by law first 2 years.	No. Federal Grants only.	Yes	Grant monies paid \$200,000 for travel and \$112,000 in mini grants
Maine	No. The State is working on a performance-based program.	No	No	No
Maryland	State requires a program in each of the 24 districts.	Legislature allotted \$17 million for statewide regulation implementation. Funding provides service to approximately 25% of new teachers for mentors and training. Federal grants, (Title II Grant funding).	Local decision	Local decision
Massachusetts	No	Federal dollars from Title II grants support induction and mentoring activities.	Local decision	Local decision
Michigan	No	No statewide funding. Federal grant dollars support some programs.	Local decision	Local decision
Minnesota	No	Yes. \$1 million	Yes if written in grants.	If paid, mentor receives \$1500 per year and local must match with \$1,000.

State	Statewide Program for Beginning Teachers	State Monetary Support for Program	Are Mentors Provided?	Are Mentors Paid?
Mississippi	Legislatively required, but no state funds provided.	No	Local decision	Local decision
Missouri	Required statewide by law. Began in 1993.	Support through lottery monies. 1% required for support of professional development and mentoring of new teachers.	Yes.	Paid Stipend or hourly rate. Determined by local school systems.
Montana	No	No	Local decision	Local decision
Nebraska	Law requires mentoring for beginning teachers. Completion of program during first 3 years leads to certification for teaching.	By law 10% of lottery monies used for mentor teacher programs.	Yes	\$600 per mentor.
Nevada	No	No	No	No
New Hampshire	No	"Best Schools" funds used for mentoring programs. Total amount unknown.	Local decision	Release time given for some mentors, others paid.
New Jersey	All classroom teachers must serve 1 year with mentor. If determined by process, may get assigned mentor for 2 nd year.	Yes. \$8 Million	Yes.	\$550 per beginning teacher.
New Mexico	No	50% matching state funds for \$1 million federal grant.	Local decision	\$1000. Per teacher.
New York	Volunteer mentoring until Feb. 2, 2004. The law is part of the revision of the teaching certification process. In place is NY Mentor Teacher Internship Program since 1886.	1986-91-- \$22 million 1997-98 -- \$18 Million 1999-Present --\$20 Million Used for staff development and training, travel and materials.	No	Local decision
North Dakota	No	Funds are allotted by SBE to be used as part of district's staff development program.	No	No. Subs are paid for both mentor and new teachers.
Ohio	Ohio First is formative inductive program. Local systems apply for grants.	No	Local decision	Local decision
Oklahoma	Statewide mentoring program. Required teacher who has never taught in Oklahoma to complete a first year residency. Assigned 76 mentor consultation hours. A committee composed of an IHE representative where they graduated, school administrator. Committee meets twice a year and make recommendation for pass or additional assistance or not recommended for continued teaching.	No Local systems must fund.	Yes.	Each mentor gets \$481 up to \$500. Each year.
Oregon	Legislation in place for statewide Beginning Teacher Support Program since 1987	State funds appropriated for the first 6 years. No state fund support now.	Mentors assigned for teachers and administrators.	Some locals pay from local or private funds.

State	Statewide Program for Beginning Teachers	State Monetary Support for Program	Are Mentors Provided?	Are Mentors Paid?
Pennsylvania	Yes	State funds support. No total amount available.	Yes	Compensation is in the form of release time, stipends, tuition waivers, etc.
Rhode Island	General Assembly mandated that all school districts have a mentoring plan.	State appropriated \$300,000 to match federal grant monies.	Local decision	Local decision
South Carolina	State law mandates all 1 st year teachers be assigned a mentoring. Must take year long course with topics based on 10 performance domains. New teacher observed each month 2 times, principal and mentor. New teacher required to observe experienced teacher.	State dollars are committed to training mentors and evaluators through Converse College, providing course for new teachers. Renewal credit given to mentor for training and to new teacher for coursework. Total dollar amount not known.	Yes.	\$400 stipend paid for each new teacher
South Dakota	No	No	Local decision	Local decision
Tennessee	No	\$800,000	Yes	Paid \$1200 per year. \$800 for support services and materials.
Texas	State requires each district to commit mentoring plan. Mentor provided for 1 st year teachers.	No state funding. Federal funding from Title II monies from last 3 years.	Yes.	\$500 per mentor
Utah	No	No	Local decision	Local decision
Vermont	No	No	Local decision	Local decision
Virginia	Statewide program provides mentors and materials for beginning teachers.	State funds of \$2,750,000 for programs for 2000-2002.	Yes.	No data on amount
Washington	No	No	Local decision	Varies by districts
West Virginia		\$500,000 state funds used to pay mentors	Yes	\$600 per teacher
Wisconsin	No	No	Local decision	Local decision
Wyoming	No	No	Local decision	Pay varies from none to \$2000

Praxis III

The Educational Testing Service (ETS) has developed the Praxis III: Classroom Performance Assessment. This is a performance assessment designed to measure beginning teachers' skills in organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism. The assessment uses direct observation of classroom practice by ETS trained observers, written descriptions of students and lesson plans (provided by the beginning teacher prior to the observation), and structured interviews with the beginning teacher before and after the observation. At this point in time, Ohio is the only state using the assessment. The cost of this assessment has been estimated at \$450 - \$1,000 per individual, depending upon the number of times the beginning teacher must be observed/evaluated.

Test of Teaching Knowledge (TTK)

Under the auspices of the Council of Chief State School Officers (CCSSO), the Interstate New Teacher Assessment and Support Consortium (INTASC) is working to develop the Test of Teaching Knowledge (TTK). The TTK will be a four hour, constructed response instrument of 28 questions. The test will include short- and paragraph-length answers to theoretical questions, several analytical questions based on a case study, and a "folio," a collection of documents from authentic teaching and learning situations. It is anticipated that the test will cost approximately \$235 per candidate, but development of the test will not be completed until there is assurance that there will be a total use volume among the states of 10,000 candidates per year.

Possible Revisions to the Performance-Based Licensure Program

Several possible revisions to the Performance-Based Licensure were considered based on input from stakeholders.

A number of stakeholders suggested that the product be completed during the third year, rather than the second year. The product is submitted during the second year to provide teachers an opportunity to resubmit portions of the product, should they need to do so, during the third year. If initial submission of the product is delayed until the third year, the initial license would need to be extended from three years to four years and the decision to award tenure would need to be delayed until the fifth year. This would require legislative action.

Consideration was also given to deleting the 15-minute video tape that is required as part of the product. Feedback from product assessors has consistently reflected the crucial nature of the video. The video provides the assessor with an opportunity to view the candidate in action.

A third recommendation from stakeholders was to move the product to teacher preparation programs, so that prospective teachers would complete it before being issued an initial license. Data on the teachers employed in North Carolina for the first during the 1999-2000 year indicates that only 31% of those employed completed North Carolina teacher preparation programs. Just over one-third (38%) came from other states; the remainder were employed on lateral entry or emergency permits. The Performance-Based Licensure Program is designed to assess the performance of teachers as they begin independent practice. Although student teachers assume increasing responsibilities during their internships, the ultimate responsibility for student learning rests with the cooperating teacher.



Conclusions/Recommendations

While there are many individuals supportive of the Performance-Based Licensure Program, the data presented in this report indicates that there are many individuals who would like the Performance-Based Licensure Program to be eliminated. Those who would like the program to be eliminated indicate that it is overwhelming to new teachers, it represents busy work, and it is driving new teachers from the state. Neither the feedback from the superintendents, nor the retention data analyzed indicate that it is doing the latter. Overwhelmingly, the mentor teachers responding to the survey reported that their beginning teachers had experienced professional growth as a result of going through the PBL process. Approximately thirty percent (29.42%) reported their beginning teacher experienced much growth; 62.24% reported some growth. Over

half (57.2%) of the beginning teachers responding to the survey indicated they had experienced some growth as a professional as a result of competing the PBL process. Approximately thirteen percent (13.5%) indicated they experienced much growth as a professional as a results of the PBL process.

Issues of time, funding, and training emerged as repeated themes in the survey responses. Beginning teachers need time to work on their products, and the three days of release time provided by the General Assembly for this purpose have been much appreciated. Mentor teachers need time to work with the beginning teachers assigned to them. This time needs to be built into the work day. ILT Coordinators need time and additional support to implement effective system-wide programs to support beginning teachers. Mentors and ILT Coordinators need training opportunities to ensure they have the knowledge and skills to effectively assist beginning teachers.

While the letter of the law that the protects the time of beginning teachers by directing that they not be assigned extracurricular activities unless they request them in writing, the spirit of the law is not being implemented. LEAs reported difficulty finding time to schedule system-wide meetings of beginning teachers because of other meetings and responsibilities assigned to the beginning teachers. A number of beginning teachers reported extracurricular activities. Fifty-eight (58) reported being grade level chairpersons; 56 reported being committee chairpersons.

The feedback from stakeholders identified a number of ways in which the Department can strengthen support for the Initial Licensure Program. These include developing ILT Coordinator and mentor teacher handbooks and additional training materials. These suggestions are being acted upon.

Based on the data contained in this report, the following recommendations are offered:

1. Mentors should be provided release time for mentors to work with their beginning teachers, especially during the year that the product is developed.
 2. LEAs should be provided the personnel resources needed to effectively support the Initial Licensure Program at the local level.
 3. A means of more closely monitoring and enforcing the policies that protect the time of beginning teachers should be implemented.
 4. Consideration should be given to reinstating the mentor license, based on completion of state-approved mentor training programs.
 5. The impact of the Initial Licensure Program on teacher retention should continue to be monitored. Because the Performance-Based Licensure Program is still in its infancy, sufficient longitudinal data to measure its impact is not yet available.
 6. The Department should develop additional training materials to support beginning teachers, mentor teachers, and ILT Coordinators. These should include a mentor handbook and an ILT Coordinator handbook. The Department should provide additional opportunities for regional and state level training for beginning teachers, mentor teachers, principals, and ILT Coordinators.
 7. This report should be updated annually and presented to the State Board of Education.
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APPENDIX A

SUMMER 2001 ASSESSMENT RESULTS BY LEA

Pass Rates by LEA

Alphabetical Order

LEA	Number Submitted	Number Passed	%	Average Score
Alamance-Burlington	74	71	95.95	357.62
Alexander	20	20	100	353.30
Alleghany	0	NA	NA	NA
Anson	9	8	88.89	343.56
Ashe	7	7	100	367.57
Asheboro City	16	16	100	357.06
Asheville City	14	13	92.86	336.14
Avery	5	5	100	350.00
Beaufort	14	14	100	341.86
Bertie	9	9	100	331.89
Bladen	15	15	100	344.20
Brunswick	20	20	100	354.50
Buncombe	53	51	96.23	348.72
Burke	58	57	98.28	357.43
Cabarrus	56	55	98.21	349.23
Caldwell	28	28	100	343.54
Camden	2	*	*	*
Carteret	21	21	100	366.14
Caswell	4	4	100	347.00
Catawba	41	41	100	357.85
Chapel Hill - Carrboro	41	39	95.12	356.00
Chatham	28	24	85.71	343.93
Cherokee	10	10	100	342.90
Clay	2	*	*	*
Cleveland	18	18	100	342.94
Clinton City	3	3	100	369.00
Columbus	13	11	84.62	342.38
Craven	26	24	92.31	356.65
Cumberland	110	99	90	344.90
Currituck	10	10	100	328.50
Dare	9	9	100	331.33
Davidson	37	36	97.3	342.00

LEA	Number Submitted	Number Passed	%	Average Score
Davie	11	11	100	359.45
Duplin	18	18	100	341.89
Durham	98	93	94.90	351.05
Edenton/Chowan	7	7	100	338.29
Edgecombe	18	18	100	350.50
Elkin City	3	3	100	370.00
Forsyth	100	97	97	345.36
Franklin	16	15	93.75	344.94
Gaston	62	57	91.94	344.27
Gates	4	4	100	369.75
Graham	1	*	*	*
Granville	21	20	95.24	352.75
Greene	10	10	100	357.90
Guilford	234	220	94.02	347.17
Halifax	10	10	100	356.80
Harnett	33	29	87.88	347.39
Haywood	15	15	100	348.67
Henderson	20	20	100	348.75
Hertford	4	4	100	364.25
Hickory City	14	12	85.71	356.54
Hoke	18	17	94.44	351.72
Hyde	0	NA	NA	NA
Iredell-Statesville	60	58	96.67	352.62
Jackson	6	5	83.33	353.50
Johnston	71	69	97.18	348.07
Jones	6	6	100	353.67
Kannapolis City	23	23	100	345.52
Kings Mountain	11	11	100	350.91
Lee	16	16	100	357.31
Lenoir	13	12	92.31	343.54
Lexington City	10	8	80	344.10
Lincoln	29	29	100	357.86
Macon	11	10	90.91	338.82
Madison	13	13	100	352.85
Martin	9	9	100	359.22

LEA	Number Submitted	Number Passed	%	Average Score
McDowell	17	16	94.12	340.71
Mecklenburg	377	345	91.51	342.05
Mitchell	2	*	*	*
Montgomery	7	7	100	351.00
Moore	20	18	90	345.90
Mooreville City	9	9	100	362.44
Mt. Airy City	2	*	*	*
Nash-Rocky Mount	41	37	90.24	341.80
New Hanover	55	53	96.36	350.38
Newton-Conover	18	18	100	351.11
Northampton	4	2	50	332.67
Onslow	60	56	93.33	350.80
Orange	16	14	87.5	353.50
Pamlico	6	5	83.33	335.83
Pasquotank	23	19	82.61	346.62
Pender	30	29	96.67	344.70
Perquimans	6	6	100	363.17
Person	17	17	100	340.06
Pitt	55	55	100	354.67
Polk	1	*	*	*
Randolph	32	31	96.88	343.75
Richmond	19	14	73.68	335.11
Roanoke Rapids	8	5	62.5	331.25
Robeson	53	50	94.34	344.42
Rockingham	28	28	100	355.46
Rowan-Salisbury	50	43	86	339.08
Rutherford	13	12	92.31	332.31
Sampson	22	20	90.91	337.18
Scotland	22	21	95.45	349.95
Shelby City	13	13	100	362.85
Stanly	32	31	96.88	347.59
Stokes	19	18	94.74	354.94
Surry	23	23	100	348.35
Swain	6	6	100	337.00
Thomasville City	3	3	100	344.67

LEA	Number Submitted	Number Passed	%	Average Score
Transylvania	10	10	100	350.20
Tyrrell	1	*	*	*
Union	73	71	97.26	345.47
Vance	16	16	100	354.94
Wake	284	280	98.59	355.06
Warren	1	*	*	*
Washington	6	3	50	319.67
Watauga	9	9	100	354.00
Wayne	38	33	86.84	346.29
Weldon City	2	*	*	*
Whiteville City	3	3	100	351.33
Wilkes	22	21	95.45	341.77
Wilson	15	13	86.67	343.73
Yadkin	11	10	90.91	361.18
Yancey	4	4	100	347.50

* Not Reported with Fewer Than 3 Candidates

Pass Rates by LEA

Sorted by Pass Rates

(Does Not Include LEAs with fewer than 3 candidates)

LEA	Number Submitted	Number Passed	%	Average Score
Alexander	20	20	100	353.30
Ashe	7	7	100	367.57
Asheboro City	16	16	100	357.06
Avery	5	5	100	350.00
Beaufort	14	14	100	341.86
Bertie	9	9	100	331.89
Bladen	15	15	100	344.20
Brunswick	20	20	100	354.50
Caldwell	28	28	100	343.54
Carteret	21	21	100	366.14
Caswell	4	4	100	347.00
Catawba	41	41	100	357.85
Cherokee	10	10	100	342.90
Cleveland	18	18	100	342.94
Clinton City	3	3	100	369.00
Currituck	10	10	100	328.50
Dare	9	9	100	331.33
Davie	11	11	100	359.45
Duplin	18	18	100	341.89
Edenton/Chowan	7	7	100	338.29
Edgecombe	18	18	100	350.50
Elkin City	3	3	100	370.00
Gates	4	4	100	369.75
Greene	10	10	100	357.90
Halifax	10	10	100	356.80
Haywood	15	15	100	348.67
Henderson	20	20	100	348.75
Hertford	4	4	100	364.25
Jones	6	6	100	353.67
Kannapolis City	23	23	100	345.52
Kings Mountain	11	11	100	350.91

LEA	Number Submitted	Number Passed	%	Average Score
Lee	16	16	100	357.31
Lincoln	29	29	100	357.86
Madison	13	13	100	352.85
Martin	9	9	100	359.22
Montgomery	7	7	100	351.00
Mooreville City	9	9	100	362.44
Newton-Conover	18	18	100	351.11
Perquimans	6	6	100	363.17
Person	17	17	100	340.06
Pitt	55	55	100	354.67
Rockingham	28	28	100	355.46
Shelby City	13	13	100	362.85
Surry	23	23	100	348.35
Swain	6	6	100	337.00
Thomasville City	3	3	100	344.67
Transylvania	10	10	100	350.20
Vance	16	16	100	354.94
Watauga	9	9	100	354.00
Whiteville City	3	3	100	351.33
Yancey	4	4	100	347.50
Wake	284	280	98.59	355.06
Burke	58	57	98.28	357.43
Cabarrus	56	55	98.21	349.23
Davidson	37	36	97.3	342.00
Union	73	71	97.26	345.47
Johnston	71	69	97.18	348.07
Forsyth	100	97	97	345.36
Randolph	32	31	96.88	343.75
Stanly	32	31	96.88	347.59
Iredell-Statesville	60	58	96.67	352.62
Pender	30	29	96.67	344.70
New Hanover	55	53	96.36	350.38
Buncombe	53	51	96.23	348.72
Alamance-Burlington	74	71	95.95	357.62
Scotland	22	21	95.45	349.95

LEA	Number Submitted	Number Passed	%	Average Score
Wilkes	22	21	95.45	341.77
Granville	21	20	95.24	352.75
Chapel Hill - Carrboro	41	39	95.12	356.00
Durham	98	93	94.90	351.05
Stokes	19	18	94.74	354.94
Hoke	18	17	94.44	351.72
Robeson	53	50	94.34	344.42
McDowell	17	16	94.12	340.71
Guilford	234	220	94.02	347.17
Franklin	16	15	93.75	344.94
Onslow	60	56	93.33	350.80
Asheville City	14	13	92.86	336.14
Craven	26	24	92.31	356.65
Lenoir	13	12	92.31	343.54
Rutherford	13	12	92.31	332.31
Gaston	62	57	91.94	344.27
Mecklenburg	377	345	91.51	342.05
Macon	11	10	90.91	338.82
Sampson	22	20	90.91	337.18
Yadkin	11	10	90.91	361.18
Nash-Rocky Mount	41	37	90.24	341.80
Cumberland	110	99	90	344.90
Moore	20	18	90	345.90
Anson	9	8	88.89	343.56
Harnett	33	29	87.88	347.39
Orange	16	14	87.5	353.50
Wayne	38	33	86.84	346.29
Wilson	15	13	86.67	343.73
Rowan-Salisbury	50	43	86	339.08
Chatham	28	24	85.71	343.93
Hickory City	14	12	85.71	356.54
Columbus	13	11	84.62	342.38
Jackson	6	5	83.33	353.50
Pamlico	6	5	83.33	335.83
Pasquotank	23	19	82.61	346.62

LEA	Number Submitted	Number Passed	%	Average Score
Lexington City	10	8	80	344.10
Richmond	19	14	73.68	335.11
Roanoke Rapids	8	5	62.5	331.25
Northampton	4	2	50	332.67
Washington	6	3	50	319.67

Pass Rates by LEA

Sorted by Average Score

(Does Not Include LEAs with fewer than 3 candidates)

LEA	Number Submitted	Number Passed	%	Average Score
Elkin City	3	3	100	370.00
Gates	4	4	100	369.75
Clinton City	3	3	100	369.00
Ashe	7	7	100	367.57
Carteret	21	21	100	366.14
Hertford	4	4	100	364.25
Perquimans	6	6	100	363.17
Shelby City	13	13	100	362.85
Mooreville City	9	9	100	362.44
Yadkin	11	10	90.91	361.18
Davie	11	11	100	359.45
Martin	9	9	100	359.22
Greene	10	10	100	357.90
Lincoln	29	29	100	357.86
Catawba	41	41	100	357.85
Alamance-Burlington	74	71	95.95	357.62
Burke	58	57	98.28	357.43
Lee	16	16	100	357.31
Asheboro City	16	16	100	357.06
Halifax	10	10	100	356.80
Craven	26	24	92.31	356.65
Hickory City	14	12	85.71	356.54
Chapel Hill - Carrboro	41	39	95.12	356.00
Rockingham	28	28	100	355.46
Wake	284	280	98.59	355.06
Vance	16	16	100	354.94
Stokes	19	18	94.74	354.94
Pitt	55	55	100	354.67
Brunswick	20	20	100	354.50
Watauga	9	9	100	354.00

LEA	Number Submitted	Number Passed	%	Average Score
Jones	6	6	100	353.67
Jackson	6	5	83.33	353.50
Orange	16	14	87.5	353.50
Alexander	20	20	100	353.30
Madison	13	13	100	352.85
Granville	21	20	95.24	352.75
Iredell-Statesville	60	58	96.67	352.62
Hoke	18	17	94.44	351.72
Whiteville City	3	3	100	351.33
Newton-Conover	18	18	100	351.11
Durham	98	93	94.90	351.05
Montgomery	7	7	100	351.00
Kings Mountain	11	11	100	350.91
Onslow	60	56	93.33	350.80
Edgecombe	18	18	100	350.50
New Hanover	55	53	96.36	350.38
Transylvania	10	10	100	350.20
Avery	5	5	100	350.00
Scotland	22	21	95.45	349.95
Cabarrus	56	55	98.21	349.23
Henderson	20	20	100	348.75
Buncombe	53	51	96.23	348.72
Haywood	15	15	100	348.67
Surry	23	23	100	348.35
Johnston	71	69	97.18	348.07
Stanly	32	31	96.88	347.59
Yancey	4	4	100	347.50
Harnett	33	29	87.88	347.39
Guilford	234	220	94.02	347.17
Caswell	4	4	100	347.00
Pasquotank	23	19	82.61	346.62
Wayne	38	33	86.84	346.29
Moore	20	18	90	345.90
Kannapolis City	23	23	100	345.52
Union	73	71	97.26	345.47

LEA	Number Submitted	Number Passed	%	Average Score
Forsyth	100	97	97	345.36
Franklin	16	15	93.75	344.94
Cumberland	110	99	90	344.90
Pender	30	29	96.67	344.70
Thomasville City	3	3	100	344.67
Robeson	53	50	94.34	344.42
Gaston	62	57	91.94	344.27
Bladen	15	15	100	344.20
Lexington City	10	8	80	344.10
Chatham	28	24	85.71	343.93
Randolph	32	31	96.88	343.75
Wilson	15	13	86.67	343.73
Anson	9	8	88.89	343.56
Lenoir	13	12	92.31	343.54
Caldwell	28	28	100	343.54
Cleveland	18	18	100	342.94
Cherokee	10	10	100	342.90
Columbus	13	11	84.62	342.38
Mecklenburg	377	345	91.51	342.05
Davidson	37	36	97.3	342.00
Duplin	18	18	100	341.89
Beaufort	14	14	100	341.86
Nash-Rocky Mount	41	37	90.24	341.80
Wilkes	22	21	95.45	341.77
McDowell	17	16	94.12	340.71
Person	17	17	100	340.06
Rowan-Salisbury	50	43	86	339.08
Macon	11	10	90.91	338.82
Edenton/Chowan	7	7	100	338.29
Sampson	22	20	90.91	337.18
Swain	6	6	100	337.00
Asheville City	14	13	92.86	336.14
Pamlico	6	5	83.33	335.83
Richmond	19	14	73.68	335.11
Northampton	4	2	50	332.67

LEA	Number Submitted	Number Passed	%	Average Score
Rutherford	13	12	92.31	332.31
Bertie	9	9	100	331.89
Dare	9	9	100	331.33
Roanoke Rapids	8	5	62.5	331.25
Currituck	10	10	100	328.50
Washington	6	3	50	319.67

APPENDIX B

SUMMARY OF INITIAL LICENSURE PROGRAM REPORTS

Summary of ILT Program Reports

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Alamance-Burlington Schools	Three days of induction in the beginning of the school year, emphasis on Harry Wong's <u>The First Days of School</u>	Beginning teachers attend system wide trainings in their curriculum areas conducted by appropriate curriculum directors, PBL monthly meetings with Regional PBL person	System wide session conducted by ILT person from LEA, Mentor training, TPAI-R sessions held throughout the year, a number of mentors attended mentor conference	Used NC A&T State University, Elon University and UNC-G to help provide sessions during the induction program, Praxis reviews offered to the ILTs, C2C provided additional assistance to mentors	No	No	On-going review and monitoring of the process, written and oral feedback from the ILTs and principals
Alexander County Schools	Three day induction program which focuses on promoting a successful beginning for the novice teacher	Meetings once a month with LEA ILT person, provided meetings on things such as videotaping, lesson planning, and reflection	Attends monthly meetings with mentees	Support from the C2C person from Appalachian State with videotaping, reflective writing and mentor updates	No	No	Informal feedback from mentors, principals and new teachers
Alleghany County Schools	Each new teacher participates in a three day orientation planned and organized by the Director of Personnel	Meeting with ILTs once of month by Personnel Director/ILT Coordinator, emphasis place on INTASC Standards, reflection and lesson planning	Attended ILT meetings	C2C from Appalachian State provided training for ILTs	No	No	Feedback from beginning teachers, mentors, and principals
Anson County Schools	Three day orientation held prior to teachers reporting for the school term	Monthly meetings held on topics of interest of the new teachers, sessions include topics such as discipline, lesson planning, INTASC Standards, product development and more	Mentors required to attend some of the sessions provided for the new teachers	No involvement reported	No	No	No evidence of program evaluation provided

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Ashe County Schools	Three day orientation held prior to the beginning of the school year	Three day release time provided for ILT 1s to attend an ILT institute, ILT 2s receive three one day sessions over the course of the year on best practices and the PBL process	Participation in Mentoring the Novice Teacher Training, training on the new TPAI and Assessor training, mentor update provided	Services provided by the C2C person at Appalachian State University, other services provided by the University include preservice programs as well as workshops for cooperating teachers	One ILT assigned out of field, and some participated in no more than two extra-curricular activities	No	Used focus groups to discuss Beginning Teacher Program
Asheboro City Schools	Three day orientation before the beginning of school with a focus on Harry Wong's <u>The First Days of School</u>	Monthly meeting with support from LEA ILT person, C2C, and IHE personnel, six joint meetings with Randolph County Schools for ILTs on the PBL process	PBL Assessor training, attendance at the six meetings with Randolph county schools, mentor training sessions	Training available to mentors through Randolph Community College and the Piedmont Triad Education Consortium	No	No	Survey
Asheville City Schools	Three day orientation centered around Harry Wong's <u>The First Days of School</u>	Bi-monthly meetings for training and support in the PBL process, new teachers and mentors participated in taking the <i>Myers Brigs Personality Type Indicator</i>	C2C served as coaches throughout the year for mentors, provided updates sessions for veteran mentors and training for new mentors	Partnership with two other counties and UNC-Asheville in program called USTEP (University-School Teacher Education Partnership) – purpose to provide support for new teachers	No	No	Surveys
Avery County Schools	System wide orientation held	No other activities noted for new teachers other than the orientation which included sessions on planning, managing instruction and motivation/ diversity	Mentor update on PBL process	Services provided by C2C on the PBL process, the components and reflective writing, involvement with Lees McRae to provide training on classroom instruction	No	No	Meetings with ILTs and Mentors at the beginning of the year and the end to receive feedback on the program

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Beaufort County Schools	A two day orientation held for all new teachers and their mentors at the beginning of the year	Copy of agenda for activities for orientation provided, no other evidence of activities throughout the year given	Copy of agenda for activities for orientation provided, no other evidence of activities throughout the year given	Sessions conducted by regional C2C person from ECU	No	No	Evaluation of sessions
Bertie County Schools	Three day formal orientation to take place at the beginning of the year	Participation in monthly teacher talk groups, Effective Teacher Training, PBL support groups	Mentor training, monthly meetings for mentors, PBL Assessor training, TPAI-BT training	C2C involvement in training, collaboration with ECSU and ECU on providing sessions on Classroom Management and Teaching Strategies	No	Some exceptions due to the large number of ILTs, mentors assigned in licensure area	Feedback from sessions held for new teachers
Bladen County Schools	Three days of training prior to the opening of school	Monthly afternoon sessions for ILTs and mentors	School-site meetings with their new teachers on a monthly basis, PBL training	Assistance from Bladen Community College, FSU, UNC-Pembroke and UNC-Wilmington for lateral entry teachers	No	No	Gathers data from periodic reports from persons responsible for key facets of the program
Brunswick County Schools	Three days of orientation training prior to the start of the school year	Monthly meetings for continued professional growth, four half-day release time provided for ILTs to receive training on completing the PBL product	Required to attend the three day orientation for new teachers	UNC-Wilmington provides mentor training on a regular basis throughout the school year and the summer, provides consultation to the CO and school based staff to support the needs of individual teachers	No	No	Surveys
Buncombe County Schools	Three day orientation	Monthly support meetings with mentors	Monthly meetings with ILTs, mentor training	Member of USTEP (University Schools Teacher Education Partnership), UNC-Asheville provides two day make-up orientation	No	No	Data gathered from ILT and mentor evaluations
Burke County Schools	Five day orientation for all new teachers facilitated by the Central Office staff	Six, 90 minute meetings during the school year are held for ILTs, first meeting is mandatory for mentee and their mentors	Mandatory meeting for mentees and mentors, mentors encouraged to take PBL assessor training to be able support mentees through the PBL process	Limited involvement with the IHEs, do receive support for those teachers who are lateral entry from Appalachian, Gardner-Webb, Lees-McRae College and Lenoir Rhyne	Some exceptions made when veteran teachers are not available to mentors in subject areas	Mentors are sometimes asked to work with more than one new teacher	Surveys

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Cabarrus County Schools	Three day orientation for ILTs and mentors	Four workshops scheduled for first year teachers on subjects such as INTASC Standards, Love and Logic in the Classroom, Discipline and Classroom Management and PBL Overview, ILT 2s participate in sessions related to PBL conducted by reps from UNC	Offered the opportunity to attend PBL Assessor Training, attendance by first year mentors at the new teacher orientation session	UNC-C assisted in developing the county mentor program, also provides assistance to lateral entry teachers in developing a plan of study for licensure purposes	No	No	Survey of all mentors, mentees and principals
Caldwell County Schools	Four day, six hour per day orientation session conducted the week prior to the teacher work days	Four one and a half hour sessions for ILT 1s with a focus on classroom management, instructional strategies, parental involvement; and personal and professional issues, ILT 2s have six sessions that focus on the PBL process, also provides staff development activities for ILT 3s	Two twenty-four hour mentor training, mentor updates for veteran mentors, mentors invited to attend all sessions for ILTs	Collaborated with Appalachian State and Lenoir-Rhyne College, participated in the Appalachian Partnership with ASU which supports teacher growth and development	No	No	Informal evaluations throughout the year
Camden County Schools	Three day orientation for new teachers and their mentors	Five meetings held during the year with ILTs and the LEA ILT person, participation of ILT 2s in county-wide and regional PBL sessions	Attendance at a regional workshop on ILT/PBL and process, provided with leave days to work with their mentees	Collaboration between ECSU and the LEA	No	No	Surveys completed by ILTs and mentors at the end of the year

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Carteret County Schools	Conducted a three day orientation for new teachers before the beginning of school	Monthly support meetings, lateral entries meet four times during the months of September and October conducted by professors from ECU on subjects such as planning, classroom management and assessment, PBL activities held for ILT 2s	48-hour course conducted through Carteret Community College, received 24-hours of mentor training and 24-hours of observation and conferencing techniques	Collaboration with ECU and UNC-Wilmington for lateral entry teachers	Waivers for those teachers requesting coaching assignments	Some mentors have more than one mentee due to the number of new teachers in a school	Evaluation forms completed at the end of session held for ILTs
Caswell County Schools	Three day orientation held prior to the regular teacher workdays	County-wide sessions held for ILTs at school sites, ILT 2s met monthly with facilitators to address product preparation	Attended PBL update sessions and attended question and answer meetings	Workshops provided by C2C persons from UNC-G and NC A&T State for ILTs and mentors	No	No	Informal surveys and on site-visits to beginning teachers
Catawba County Schools	Five day orientation held for new teachers which is a part of the county's Beginning Teacher Institute	Beginning Teacher Institute continues throughout the year with eight monthly meetings held after school for ILT 1s, thirteen sessions held for ILT 2s and their mentors	Mentor training conducted by C2C and the Northwest RESA, attend meetings with mentees of ILT 2s	Dialogue with Lenoir-Rhyne for support for new teachers and those going through the PBL process	Some new teachers do not have classroom and are "on a cart"	No	Evaluations of the Beginning Teacher Institute and the monthly sessions

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Chapel Hill/Carrboro Schools	Three day district wide orientation prior to first scheduled teacher work day, new teachers are provided with an additional half-day orientation which focuses on district goals and initiatives	Orientation emphasizing curriculum resources as well as using Harry Wong's <u>The First Days of School</u> and Gloria Ladson Billings' <u>Crossing Over to Canaan</u> , also training provided in the area of literacy and math	Provides three days of release time for planning with mentees, participate at the beginning of the year in a mentor update, mentor training for all new mentors offered annually	Uses the Model Developed by Dr. Dwight Rogers from UNC-CH for district support groups for the new teachers, C2C does workshops on the PBL components for the new teachers	One exception, several new teachers in over crowded schools without a regular classroom having to travel to more than one class	Some new teachers have been assigned to mentors who have not been through mentor training	Annual surveys
Charlotte/Mecklenburg Schools	Teacher induction program held three days prior to the beginning of school	Sessions offered after school, on-going training for teachers involved in the PBL process	Training offered for beginning mentor teachers by a trained CMS person	Partnerships with five IHEs offering services such as programs for lateral entry teachers, quarterly meetings with UNC-C between the Curriculum and Instruction Department and the Department of Education	No	Some exceptions made for Montessori teachers and VIF teachers	Evaluation at the end of each year for beginning teachers
Chatham County Schools	Three day orientation provided for novice teachers	System-wide scheduled meetings on areas such as educational terminology, PBL support meetings, classroom management and discipline procedures	Mentor training sessions held throughout the year, Product Assessor Training,	C2C from UNC G and A&T State University provide training, also collaborate with St. Andrews Presbyterian College on Praxis preparation for teachers needing to do testing	No	Some mentors not assigned in licensure area or in close proximity to their mentee	Needs assessment done during orientation, created on line mentor verification form to document time with mentees and to receive feedback from mentors and mentees
Cherokee County Schools	Three day orientation	Workshops and subject area conferences available for ILTs to participate in, INTASC Training	Mentor Support Team Training, TPAI training	Involvement with Western Carolina and Mars Hill for program implementing and evaluating	No	No	Written evaluation by ILTs, suggestions from principals and mentors
Clay County Schools	Three day orientation	Orientation	Attendance at the orientation for new teachers	C2C involvement	No	No	Verbal and written feedback

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Cleveland County Schools	Structured three day new teacher induction and continues throughout the year	Year round program of study inclusive of Four Block, Assertive Discipline, and technology	Mentor training at various times during the year, PBL Training and TPAI-R Training	Involvement with Gardner Webb University and UNC-C	No	No	Formal feedback from evaluations containing written comments and numerical rating scales
Clinton City Schools	Three day orientation held during the week prior to the official school calendar	Participation in the Teacher Induction Program for Success, monthly sessions, weekly meetings with mentor	Mentor Training, TPAI and/or conferencing, attendance at PBL training during the school year, annual mentor updates to review expectations and share new information	Involvement with Sampson Community College, Campbell University, ECU, FSU, and UNC-Wilmington for planning and implementing the Beginning Teacher Induction program	No	No	Surveys from mentors, ILTs and principals, exit surveys from beginning teachers leaving the system
Columbus County Schools	Four day orientation held prior to the official opening date of school	Completion of a twenty-eight hour workshop on Effective Teaching, attendance at monthly support meetings	Participation in new Teacher Orientation, mentor training	Has written agreement with UNC-Pembroke, UNC Wilmington and Southeastern Community College to help with teacher prep	No	Some teachers are assigned more than one mentee due to the number of new teachers in a school	Surveys, end of year evaluations
Craven County Schools	Each school in the system has its own orientation plan as well as a system wide orientation held at the beginning of the school year.	Sessions held for new teachers every other week during the months of September and October as well as monthly informational sessions, support sessions held for those completing a product	Attendance at support sessions with mentees, training in TPAI, mentor training for all veteran teachers wanted to be mentors, update for veteran mentors	Partnership with ECU, staff development conducting by the C2C person from the university	No	No	

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Cumberland County Schools	Three day orientation held prior to the beginning of school	Participation in the SUCCESS program (Success Unlimited with Cumberland County's Entry Support System- four sessions for ILT 1s and four sessions for ILT 2's	Mentor training, two hour session held at the beginning of the year for mentors to update them on ILT process	Involvement with FSU and Fayetteville Community College on ways to improve the ILT process	No	No	Informal evaluation by means of a plus/delta chart, surveys
Currituck County Schools	One day of formal orientation during the workdays at the beginning of the school year	No description of activities provided	No description of activities provided	No involvement stated, plans are in progress to include the local IHE	No	One mentor served two ILTs in a small school setting	TPAI and IGPs
Dare County Schools	Three day orientation program facilitated by Dare County CO Staff	Training sessions held during the school year	Mentor training	C2C through East Carolina University	No	No	
Davidson County Schools	Three day orientation scheduled at the beginning of the year, make-up sessions throughout the year	System wide and school wide meetings for ILT 2's held throughout the year, the same was done for ILT's not submitting a product.	Requirement for mentors to participate in ILT process, requirements for mentors to participate in mentor updates, two sessions of twenty four training hour for persons wishing to become mentors mentor	Collaborates with UNC-C, Greensboro College, High Point University, uses C2C reps from WSSU and UNC-C	Some exceptions made in schools where coaches are needed	No	Evaluation forms completed after sessions
Davie County Schools	Three days of orientation at the individual school level, third days et aside for pre-service workshops	Two meetings held during the year for ILT 1s, meetings held for ILT 2s and their mentors	Mentor training offered twice a year, attendance at the information/training sessions for ILTs	No direct partnership with any specific IHE, links with them for ILTs needing to complete course work for licensure	No	No	Evaluation of sessions during individual group meetings

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Duplin County Schools	County wide orientation held prior to the beginning of school and an additional school based session held	Attendance at support group meetings once a semester	Attendance of support group meetings with ILTs once a semester	None noted	No	No	Reflections from meetings and surveys
Durham Public Schools	Three day orientation held prior to the beginning of the school year, a separate orientation was held in the beginning of July for those new teachers hired in the year round schedule	Monthly meetings held for ILT 1s and ILT 2s emphasizing reflective writing and the PBL process	Quarterly meetings to discuss mentor assignments, responsibilities and accountability, PBL Assessor training	UNC-Chapel Hill teacher in residence provides support for ILTs	Some exceptions made for ILTs being transferred from one school to another due to decline in student population	Some mentors are paired with ILTs in different schools and licensure areas because of transfers due to decline in student population	Informal evaluation
Edenton/Chowan Schools	Three day formal orientation prior to the beginning of the regular contracted year	None noted	Long Term Mentor Program and other training such as Effective Teacher Training, Peer Coaching and Facilitator Training	Use of the NCSU mentoring program and partnerships with ECU and ECSU	No	No	Based evaluations and observations
Edgecombe County Schools	Three day orientation held for beginning teachers	Monthly Teacher Talk sessions, workshops focusing on curriculum, PBL, INTASC Standards and classroom management were held	Mentor training, training on the PBL process, INTASC Standards and mentor updates held throughout the year	Participation in the Model Teacher Consortium for lateral entry teachers, sessions held by C2C person from ECU	No	Some mentors served more than one ILT in schools where there were a large number of new teachers	Local staff development evaluation forms, plus/delta charts and one-on-one conferences held with ILTs
Elizabeth City/Pasquotank Schools	Five day induction program provided one week prior to the opening of school	ILT 1s have monthly meetings at the ILT Center , ILT 2s meet monthly to plan and work on PBL products	Monthly group meetings held for mentors, Ninety hour mentor training classes for potential mentors held in the fall and spring	ECSU provides Praxis workshops for teachers needing to take tests	Opening of a new school required new teachers to have three preparations instead of two	One mentor assigned a mentee prior to having been through mentor training due to a lack of trained mentors at the school site	None noted

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Elkin City Schools	Three day orientation	Group meetings and small group meetings for each new teacher by the coordinators	PBL Assessment Training, monthly mentor meetings	C2C from WSSU served as a consultant for mentors, Surry Community College helped with beginning teacher requirements	No	No	Informal Evaluations
Franklin County Schools	Three day orientation	Seven teacher talk sessions held for beginning teacher divided into job alike sessions (K-6, Middle School, High School)	Mentor meeting and attendance at orientation	Mentoring session held at NCSU	No	No	End of year evaluation of mentees
Gates County Schools	Three day orientation held prior to the beginning of school	Monthly Teacher Talk Sessions, PBL Workshops, New Teacher Conference held during the Spring	Assessor training, TPAI training, PBL prep workshops and attendance at the three day orientation for new teachers	Attendance at PBL workshops provided at Chowan College and Peer Training at ECSU	No	No	Numerical evaluation of the orientation session and informal evaluation of the program done at the end of the year
Granville County Schools	Four day orientation prior to the regular days of employment	Teacher talk groups monthly, six PBL sessions held by regional PBL person	Thirty-six hour mentor training, one day mentors refresher which includes a one day PBL update for mentors	On going collaborative relationship with NCSU for mentor training	No	No	Written evaluations at the end of orientation and at the last teacher talk session
Greene County Schools	Three day orientation held prior to the beginning of school	None noted	Annual support team meeting held for all mentors, orientation at the beginning of school, mentor training for potential mentors	Involvement with ECU	No	No	Annual surveys to the ILTs and the mentors

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Guilford County Schools	Four day orientation, make-up session held on three Saturdays	Monthly meetings called Right Start Seminars for first year initially licensed teachers, regular support meetings provided for second year teachers completing a product, optional classes in reflective writing held for ILT 2s	Training session for mentors during orientation, four 24 hour training sessions held for new mentors	Involvement with A&T for teachers with Praxis issues, Greensboro College helps lateral entry folk through the PALS program, C2C from A&T and UNC-G work ILT 2s going through the PBL process	No	Some subject areas where mentors and mentees may not be at the same site	Surveys done after orientation and the completion of the Right Start program
Halifax County Schools	Three day formal orientation prior to the regular contractual year	Monthly Teacher Talk Groups, New Teacher Spring Conference	Mentor Training, system wide updates for veteran mentors, PBL Assessor Training, TPAI-BT Training	Participation in the Model Teacher Consortium for courses for teachers needing the complete course requirements for licensure, NC Wesleyan College provides instruction in Classroom Management Strategies	No	Exceptions due to a lack of licensed teachers to serve as mentors	Evaluation done at the end of the year
Harnett County Schools	Orientation held prior to the beginning of school by the Central office staff and the local schools	Staff development offered in various areas such as; classroom management, learning styles, writing IGPs, meetings with the mentors a minimum of ten hours per semesters	Mentor Training, complete twenty four hour TPAI and Mentor training facilitated by regional C2C person	Collaboration with Campbell University and Fayetteville State to support initially licensed teachers, program implementation and staff development activities	No	No	Data collected throughout the year from teacher observations, portfolios and informal discussion with persons involved in the program development
Haywood County Schools	Three day orientation prior to the beginning of the school year	Monthly meetings, time allotted for beginning teachers to observe their mentors, two day system-wide training for new teachers	Thirty hours of mentor training, time allotted for visits with ILTs	WCU provides advanced mentor training also offers various opportunities for staff development	No	No	Surveys done at the end of the year

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Henderson County Schools	Two day orientation held for new teachers	No other activities noted except for the New Teacher Institute held at the beginning of the school year	Mentor training	Involved with Western Carolina and UNC-Asheville	No	No	Evaluation of the new Teacher Institute
Hertford County Schools	Three day formal orientation at the beginning of the year whenever possible or during the school year at times beyond the regular school day	Attendance at monthly meetings, Spring Conference, PBL workshops, Effective Teacher Training, Beginning Teacher Seminar	Mentor Training, TPAI, PBL Assessor Training, Facilitator Training	Involvement with ECSU and ECU to support lateral entry teachers as they work through the licensure process	No	No	Evaluation of sessions as they were held
Hickory Public Schools	Three day orientation for beginning teachers	No formal activities, informal activities such as dinners and lunches to help new teachers survive in the LEA	Mentor meeting held to discuss pluses and minuses of mentoring as well to receive a PBL update	Lenoir Rhyne College provides resources	No	No	Informal plus/delta evaluation of the program by each ILT
Hoke County Schools	Formal orientation and induction activities held prior to the beginning of the school year	Meetings throughout the year for beginning teachers with LEA ILT person, also provided support and resources for the candidates participating in the PBL process	Required to attend ILT meetings with mentees, overview of the Initial License Program with mentors in order to provide support to the new teachers	Support from Fayetteville State and UNC-Pembroke in developing the Initial Licensure Plan, mentor training by C2C from UNC-Greensboro and NC A&T	No	No	Formal evaluations at the end of the sessions held for new teachers
Hyde County Schools	Two day orientation prior to the beginning of the school year	New teachers in the system were lateral entry, time spent helping them to find the needed course work and to introduce them to the PBL process	None noted	None noted	No	No	None

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Iredell Statesville Schools	Three days of orientation held prior to the beginning of the school year	Orientation, ILT meetings	Two opportunities for mentor training, mentors of second year teachers attend meetings with their mentees facilitated by C2C persons, Assessor training once a year	Working agreements with UNC-C, Appalachian State University, Lenoir Rhyne, A&T and Gardner Webb	No	Some mentors and mentees are not housed at the same site	Informal evaluations
Jackson County Schools	Two meetings for the first and second year teachers held prior to the beginning of the school year	ILT support group meetings, monthly meetings held for ILT 2s	Mentor training for new mentors, attendance at meetings with ILT 1s and 2s	C2C from WCU helps to conduct meetings	No	No	None noted
Johnston County Schools	Three day orientation held prior to the beginning of the school year	Beginning Teacher Institute, PBL support meetings held monthly for all second year teachers	Attendance at orientation with the mentor teacher, quarterly mentor support meetings for updating mentors	Involvement with ECU, Campbell University, NCSU, they offered assistance in the area of Praxis prep, putting together the PBL product	No	Some mentors have not reached career status because of the large number of ILTs in the county	Evaluation at the end of orientation and surveys are issued ILT 2s completing the PBL process
Jones County Schools	Three day orientation held for new teachers prior to the first day for all teachers	Monthly meetings for ILT 1s and their mentors, ILT 2s meet with their mentors at the beginning of the year for an overview of the PBL process, monthly meetings held to support the ILT2s through the PBL process	Initial meeting at the beginning of the year to review mentor roles and responsibilities Monthly meetings with mentees	Part of the ECU Clinical Schools Network, training provided by C2C person	No	No	Plus/delta chart at the end of each meeting
Kannapolis City Schools	Four day orientation held prior to the beginning of school	Held five system wide meetings during the school year, also held monthly meetings dividing ILTs into elementary, middle, and high school groups	Mentors included in all ILT activities and invited attend assessor training	Training for ILTs held at UNC-C, ILT/mentor training held by C2C person	ILT's requested in writing to coach or sponsor a group	No	Induction program evaluated daily, surveys , brainstorming session with Leadership Team

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Kings Mountain District Schools	Four day formal orientation provided for ILTs and their mentors	Staff development opportunities	Twenty Four hour mentor training	Strong working relationship with UNC-C	No	No	Formal and informal surveys of beginning teachers, mentors and principals
Lee County Schools	Three day orientation for new teachers the beginning of the school year	System wide staff development and workshops, support group meetings	Attend system wide staff development with mentees, scheduling and attending support group meetings for ILTs	Participated in panel discussion hosted by NCSU to discuss the PBL process, support also for the teachers needing to take courses in order to complete licensure requirements	No	No	Reflections by ILTs
Lenoir County Schools	Three day orientation held prior to the beginning of the school year	Monthly meetings for ILT 1s beginning in January, ILT 2s met on workdays to discuss topics related to the completion of the PBL product	Attendance at informational/ training sessions covering PBL information, observations and INTASC Standards	Involvement with ECU and Lenoir Community College	No	No	None noted
Lexington City Schools	Three day orientation held prior to the beginning of school	ILTs met on a monthly basis, also participated in one hour training workshops , ILT 2s attended a separate group of support sessions on completing the product	Twenty four hour Mentor Training Academy, school based and system wide staff development during the school year	Work on a constant basis with Catawba College, Salem College, Davidson County Community College and High Point College for support for the beginning teacher	No	No	Standard evaluations and surveys
Lincoln County Schools	Three day orientation held for all new teachers	Quarterly meetings and meetings throughout the year for those teachers completing a PBL product	Annual Mentor training, PBL Assessor Training offered annually	Works with UNC-C to provide new teacher induction and mentor training and TPAI-R training provided by C2C	No	No	Plus/delta evaluations done through out the year
Macon County Schools	Three day orientation at the beginning of the school year	Four induction sessions held during the year	Refresher mentor training, attendance at one of the induction meetings for ILTs	WCU available for consultation and provided C2C assistance	No	No	No formal evaluations done

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Madison County Schools	Three day orientation	ILT and mentor meetings	ILT and mentor meetings	UNC-Asheville provides assistance from C2C persons to ILT 2s completing a product, involvement with Mars Hill College and WCU	No	No	Data from focus groups discussions
Martin County Schools	Provided orientation through out the year because of a hiring freeze at the beginning of the school year	Support group sessions on topics such as PBL, INTASC Standards, EC issues, and IGP's	Update training for experienced mentors, required meetings between mentors and mentees	Partnerships between ECU and ECSU	No	No	Reflections after each ILT session
McDowell County Schools	Three Day orientation before the beginning of school	Requires new teachers to take courses that strengthened teaching for tenure, After school meetings with mentors	Meetings with ILTs after school	Involvement with UNC-Asheville, training for mentors provided by C2C person	No	No	Questionnaires, surveys, observations and conferences with ILTs
Mitchell County Schools	Orientation was held after school in increments of two each	Scheduled visits from the teacher of the year to ILTs classes	Attendance at orientation, mentor training facilitated by C2C	C2C from the university provided support	No	No	Informal check list from ILTs
Montgomery County Schools	Three day orientation prior to the beginning of school	Review of the PBL process by regional ILT person, C2C provided sessions on videotaping and editing	Eight hour mentor training update provided by C2C	Collaboration with Pfeiffer University and UNC-Pembroke to develop course of studies for those needing to complete licensure requirements	No	No	Surveys
Moore County Schools	Formal orientation held	After school meetings for supporting new teachers held through out the year, ILT 2s received release days to develop their PBL product	One-on-one session held for mentors and mentees at the beginning of the school year, career teachers received the year long mentor training facilitated by C2C	Collaboration with NCSU for mentor training and with UNC-Pembroke for PRAXIS reviews	Some of the beginning teachers had itinerant assignments due student needs and numbers, extra duty only assigned if requested	Some exceptions made due to mentors and mentees being assigned out of subject areas	Evaluation source not stated

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Mooreville City Schools	Three day orientation conducted prior to the beginning of schools	Periodic meetings during the school year for ILT 1s with their mentors, ILT 2s had a series of meetings for product preparation	Attendance at the ILT meetings	None	No	No	Survey
Mount Airy City Schools	Orientation held prior to the opening of school called Initial Licensure Academy	Monthly meetings with a contracted consultant and an academy for second year ILTs	Mentor training	On going work with Salem College, Appalachian State University, Gardner-Webb, WSSU, Lenoir Rhyne College	No	No	Evaluations developed to assess the induction program, surveys
Nash-Rocky Mount Schools	Three day orientation for initially licensed teachers, ten day orientation for those hired after the beginning of the school year(after the regular work day	Three meetings for beginning teachers to explain their requirements for licensure, attendance in cluster meetings (subject area meetings) and NET (Nurturing Exceptional Teachers) for teachers of exceptional children	Mentor meetings, PBL Assessor Training and PBL updates, attended ILT "Cluster" or "NET" meetings	Involvement with the local IHEs for helping new teachers meet course requirements	No	No	Plus/Delta activity at the end of each session
New Hanover County Schools	Three day orientation for initially licensed personnel scheduled early in the year	Yearlong program of four mandatory sessions during first semester and six hours of teachers' choice sessions for ILT 1s, ILT 2s have a year-long program of mandatory and optional sessions related to the PBL process	Professional Development is held for first time mentors	Involvement with UNC-Wilmington to help design the Beginning Teacher Plan	No	No	Evaluations done after each workshop

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Newton Conover City Schools	Three day orientation is held prior to the first workday for new teachers to the system	Monthly group meetings for first year teachers, second year teachers provided with an orientation to PBL and follow up sessions during the year	Mentor training for new mentors, update on the product and reflective writing	On-going agreements with Appalachian State and Lenoir-Rhyne to provide support to the ILT program	No	No	Evaluations at the end of each workshop and completion of a survey
Northampton County Schools	Three day formal orientation prior to the contractual year	Monthly Teacher Talk Groups, attendance New Teacher Spring Conference, PBL support Groups, release time to collaborate with mentor	Mentor training courses, system wide updates, PBL Assessor Training, release time to work assigned ILTs	Completion of licensure requirements through the NC Model Teacher Education Consortium , Strategies on Classroom Management provided by NC Wesleyan and Chowan College	No	Exceptions due to the lack of licensed teaches serving as mentors in critical needs areas	Evaluation done at the end of the year
Onslow County Schools	Three day pre-service orientation for initially licensed teachers	Regular meetings and focus groups, training related to PBL	Attendance at ILT meetings, orientation,, PBL update workshops, PBL Assessor Training	Member of the ECU Clinical Network and the UNC-Wilmington Professional Development System	Exceptions in the areas of Exceptional Children, and Workforce Development, most of the lateral entry teachers are hired to fill these	No	Written evaluations of the orientation and surveys done by ILTs and mentors at the end of the year
Orange County Schools	Three day orientation held prior to the beginning of the school year	Teacher Talk, Mandated On-going sessions held to address issues related to being a new teacher	Mentor Training, Product Assessor Training	Used the C2C person from UNC-Chapel Hill for mentor training	No	No	Surveys and reflections serve as a means of evaluating the program

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Pamlico County Schools	Three day orientation held prior to the beginning of school, an additional orientation for all newly hired teacher on the first teacher workday	Support meetings every six to eight weeks, PBL overview, Reflective Writing, TPAI-BT training, IGP Training, technology workshops	Twenty four hour mentor training, Mentors involved in the same workshops as beginning teachers	ECU serves in an advisory capacity to the Initial Licensure Committee and provides staff development related to licensure concerns	No	No	Data collected from on site visits, training evaluations and from interviews conducted with new teachers, mentors and principals
Pender County Schools	Three day pre-employment orientation held	Monthly staff development for all teachers going through the PBL process, monthly staff development during second semester for ILT 1s	Mentor refresher sessions for veteran mentors. Portfolio Development, attendance at all staff development designed for ILTs	Assistance by C2C from UNC-Wilmington	Adjustments made in one teachers class who had exceptional students	No	Feedback from orientation and from ILTs individually
Perquimans County Schools	Participation in a three day formal orientation	Attendance at the beginning teacher Spring Conference, Teacher Talk Groups, IGP Training, TPAI Training, NCCAT three day workshop	TPAI-R training, INTASC Standards, PBL Assessor Training, Peer Coaching and numerous other staff development opportunities	Involvement with ECSU, ECU, College of the Albemarle and Chowan College	No	No	Evaluations during and at the end of the school year, new teachers were required to do reflections at the end of orientation and the Teacher Talk sessions
Person County Schools	Conducts a seven day orientation for new teachers	Monthly meetings for ILT 1s, monthly meetings for ILT 2s to prepare for Product submission	Mentors trained on PBL requirements and attended ILT 2s PBL meetings, PBL Assessor Training	Assistance from NCCU for lateral entry teachers and quarterly meetings with school personnel to help determine what is best for new teachers	Some problems with new teachers receiving too many exceptional students	No	Surveys and talking individually to each new teachers and mentors

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Pitt County Schools	Three day orientation scheduled prior to the beginning of school	Training sessions held for ILTs on INTASC Standards, Beginning Teacher IGPs and Reflective Writing, ILT 2s provided with a product review session in the fall and two PBL product workshops, additional workshops held	INTASC Standards Training, Reflective Writing, the PBL process and Assessor Training	C2C from ECU and participation in the ECU Clinical Schools Networking Program	No	No	Evaluations at the end of all workshops
Polk County Schools	Three day orientation prior to the opening of school	PBL training provided by the C2C person for ILT 1s, training for the ILT 2's provided by C2C and the PBL person	Planned mentor update for mentors in the 2001-02 school year and a mentor training for potential mentors	UNC-Asheville supportive in the Beginning Teacher Induction Program from C2C	No	No	Informal input from new teachers and mentors on Induction program
Randolph County Schools	Three day orientation with an extension which requires beginning teachers to participate in thirty six hours of ETT	Six sessions for ILTs submitting a product, scheduled times for all mentees to observe their mentors	Attendance at the New Teacher Orientation, mentor update, Mentor training for new mentors, TPAI-BT training	Participate in the PALs program at Greensboro College, the LEAP program at Greensboro College	No	No	Informal conversations with ILTs
Richmond County Schools	Three day induction program	Monthly staff development and meetings	Involved in three day induction, and attendance at the monthly meeting focused on PBL overview	No involvement	No	No	Surveys given to ILTs
Roanoke Rapids Graded School District	Three day orientation prior to the beginning of school	Periodic meetings during the course of the year, ILT 2s received Phase I Paideia training, support and release time for doing the PBL	Workshops on the new mentor model in the LEA	Involvement with UNC-G for training new teachers in the Paideia model	No	No	Individual and group interviews to determine the effectiveness of the beginning teacher program

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Robeson County Public Schools	Two-day formal orientation at the beginning of the school year, lateral entry teachers are provided an extra two days of orientation prior to the session for <u>all</u> Initially Licensed Teachers	Various workshops throughout the year: Effective Teacher Training, Individual Growth Plans, Lateral Entrance Academy, new teachers involved also in a "Fireside Chat" with the Superintendent	Weekly school based group meetings, session on "Mentoring the Novice Teacher, monthly meetings, Product Assessor Training, support by regional PBL person, CO staff, school based staff	Interaction between the LEA and UNC-Pembroke regarding staff development activities and beginning teachers	Exceptions made at school sites where there are more beginning teachers than career teachers	Some exceptions in areas where there is not a teacher to mentor in the same licensure area as the new teacher and when there are more beginning teachers than career teachers	Surveys
Rockingham County Schools	Two days of orientation prior to the beginning of the school year	Nine monthly meetings	Mentors of first year teachers required to attend a half day session at prior to the beginning of school, two hour session on Understanding the PBL process	Partnership with UNC-G that supports new teachers	Mentor assignments not always in the same area	Mentor placement sometimes not in the same licensure area and same building (time allotted for meetings)	Evaluations after each session
Rowan/Salisbury Schools	Formal three day orientation prior to the opening of school conducted by Central Office staff	System wide activities through out three year ILT process, PBL support sessions held at least four times a year to assist candidates submitting a product	One from each school serves as Site Support Leader to arrange and facilitate meetings for ILTs and their mentors	Uses local IHEs to conduct staff development activities for ILT and lateral entry teachers, to assist the marginally performing teachers	No	No	Uses local feedback, input, evaluations and assessment of the Beginning Teacher Induction Program
Rutherford County Schools	Three day orientation	Periodic meetings were held with Regional PBL person and C2C facilitating, help to ILT 2s in product development	Mentors attend support meetings for ILTs	No IHE support reported	ILTs who do extra duties, do so by choice and a signed waiver	No	Informal evaluation

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Sampson County Schools	Three day orientation held for beginning teachers as requirement for employment	Monthly meetings held through out year with emphasis on INTASC Standards, PBL, IGPs, Videotaping, TPAI-R	Orientation and training of mentors, received support from Regional PBL person and C2C	Informal agreements established with UNC Wilmington, Fayetteville State, Campbell, and ECU, received information on course of study for lateral entry teachers	No	No	Informal feedback from Teachers in the ILP process, surveys from ILT-1s and 2s
Scotland County Schools	Three day orientation which addressed ILT concerns, PBL requirements and general business issues	Staff development opportunities offered through out the year, monthly PBL meetings for ILT 2s, three meetings geared specifically for ILT 1s and lateral entry teachers were offered	Two-day training session and follow-up meetings provided for mentors, attendance at all ILT meetings with mentees	UNC-Pembroke offers staff development and support sessions for ILTs	No	No	Surveys twice a year of mentors and mentees
Shelby City Schools	Three day orientation and staff development a week prior to planning days for all teachers.	New teachers given mentor, staff development and administrative support during first three years. Two additional days for those needing Effective Teaching Training and TPAI-R	All mentors required to have initial and follow-up training. Mentors introduced to INTASC Standards, PBL, reflective writing and TPAI-R. Receive a system-wide event calendars to ensure quality time for mentoring.	Not addressed in report	No	No	End of year Surveys, data collected from monthly teacher reflections, IGP's and TPAI-R
Stanly County	No evidence provided	Follow up time with mentors for mentees following weekly meetings, Meetings for ILT-1s were held during five different months to introduce various topics such as PBL, lesson planning, reflective writing	Attended meetings with ILTs throughout the school year. Conducted two 24-hour mentor training sessions during the school year, PBL update training for veteran mentors was held	Attended PBL training at UNC Charlotte, received assistance from C2C in planning activities and providing resources	No	No	Surveys of ILTs and mentors, Survey of principals regarding program and ILT Coordinator

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Stokes County Schools	Three day orientation held prior to the beginning of the year, those teachers hired after the beginning of the year are provided orientation prior to employment	Staff development directed by individual principals	Mentor training provided by the Piedmont Triad Education Consortium	No involvement reported	No	No	Formal and informal surveys
Surry County Schools	Orientation provided three days prior to the beginning of school, sessions presented by LEA Staff	Training for ILT-1s and 2s provided throughout the year, sessions centered around PBL and INTASC Standards	Veteran mentors provided with a nine hour refresher course in mentoring, new mentors required to take 30 contact hour course through local community college, updates and training also provided by RESA staff local education Consortium	Training for mentors provided by Surry Community College	No	Teachers are sometimes assigned mentors out of subject area and/or grade level	Annual standardized surveys to mentors and beginning teachers
Swain County	System-wide one day orientation conducted	Periodic meetings with beginning teachers, three day session held for mentors and mentees, Summer Institute held for beginning teachers by WCU to get a head start on preparing for the product	Staff development provided prior to the beginning of the year, refresher course for veteran mentors,	Eight sessions conducted by Western Carolina University for the ILTs and their mentors	No	No	Surveys

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Thomasville City Schools	Three day orientation at the beginning of the school year	Conferences to acquaint all ILTs with county requirements, periodic meetings with mentors	Attend twenty four hour training for mentors, observations and meetings with mentees for the means of supporting them during the ILT process	Collaborates with WSSU, NC A&T and UNC-Greensboro with C2C for mentoring and for helping new teachers develop a course of study for licensure and for support	No	No	Informal evaluation based on meetings with ILTs to get suggestions for improving the ILT program
Transylvania County Schools	Formal orientation at the beginning of the school year, informational session held in September for ILTs and their mentors to outline the PBL process	Participation in all school-level staff development programs, attendance at least four three hour meetings throughout the year	Participation for veteran teachers in mentor training, TPAI training and all staff development sessions designed for new teachers	Relationship with WCU to serve as a resource to the district for beginning teachers	No	No	Survey data from state instrument and informal feedback from ILTs
Tyrrell County Schools	Three day orientation provided prior to the beginning of school	Teacher Talk group on a monthly basis, ILT 2s have the choice of participating in the Teacher Talk meetings	Product Assessor training provided, one day update session provided by the ECU C2C person	C2C from ECU provides mentor training, Chowan College and ECSU provides seminars and courses	No	No	Surveys
Union County Schools	Three days of formal orientation and induction activities prior to the first days of school	Attendance at in-service that focuses on profession development and specific teaching assignments	Participation in an approved Mentor Training Programs, updates for veteran mentors by attending a two-hour mentor orientation session at the beginning of the school year	Collaborated with Johnson C Smith, UNC-Charlotte and Wingate University to provide support services for beginning teachers	No	No	Surveys
Vance County Schools	Participation in a three-day formal orientation prior to the regular contractual year	Evidence of activities not provided	Mentor training will include Mentor Training, Teacher Effectiveness Training, PBL Assessor Training and TPAI training	No IHE involvement noted, collaboration with twelve school systems for the purpose to support beginning teachers	No	Mentors are sometimes assigned from other schools due to shortages of veteran teachers to be mentors	Feedback from mentoring sessions

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Wake County Public Schools	Three day teacher orientation for new teachers	Most activities take place at the school sites spearheaded by the building level School Based ILT person, new teachers receive training on INTASC Standards, reflective writing and putting together the PBL product	Training for mentors inclusive of three day PBL Assessor Training, TPAI training, how to support your ILT, overview of the ILT program	Mentor training collaborative with NCSU, training and support provided by C2C, collaboration with Meredith College to support their graduates and any beginning teachers that had individual needs	No	Teachers nominated by principals and through applicant process	Informal feedback collected from participants
Warren County Schools	New teachers participate in a three-day formal orientation prior to the beginning of the school year	ILTs provided with Teacher Talk Sessions, Technology Training, Novice Teacher Meetings, Mentor Meetings	Training in the areas of INTASC Standards, PBL Assessor Training, Effective Teacher Training, TPAI and others	Involved with IHEs for course offerings, lateral entry programs, and various staff development opportunities	No	No	Formal assessment done through data obtained from the observations, TPAI and IGP's
Washington County Schools	Three day orientation, information sessions centered around district's policy and procedures	Training sessions involving both mentee and mentor held at each school site, five sessions conducted by county ILT person on topics such as discipline plans, classroom management, PBL	Sessions involving mentors and mentees, peer coaching training, assessment of mentor responsibilities	Utilized C2C for training, used ECSU and ECU education departments to help develop course of study for lateral entry, used Chowan College to collaborate and implement PBL ILT2s workdays	No	No	Evaluation of orientation sessions and training sessions
Watauga County Schools	Three day orientation conducted by the County person in charge of the ILT program	Monthly sessions for first and second year ILTs, sessions include INTASC Standards, parent conferences, ways to differentiate instruction, PBL process and unit planning	Attending sessions for ILTs and training for PBL assessment	Partnership with Appalachian State University, training mentors and evaluators	No	No	Surveys

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Wayne County Public Schools	Three day formal orientation held at the beginning of the school year	Once a month meetings with activities centered around INTASC Standards, IGPs, Reflective Writing, creating the PBL product	Mentor training for career teachers held in the summer prior to new teacher orientation, regional PBL coordinator provided sessions for mentors and mentees creating a product	ECU and Barton College provided sessions for lateral entry teachers on topics such as writing lesson plans, classroom management strategies, and learning theories, also collaboration with the various universities from around the state in obtaining a plan of study to complete licensure requirements	Exceptions made if there were no career teacher to hold a position on a committee such as the EC school based chair	No	Evaluations by new teachers after each session was held, exit interviews for ILTs who are in the third and final year of the ILT program
Weldon City Schools	Orientation held prior to the beginning of the contractual year	No information provided	No information provided	No information provided	No	No	Feedback from Orientation, Teacher Talk Groups, observation/conferencing following mentor sessions, beginning teacher conferences
Whiteville City Schools	Two day system wide training, third day carried out throughout the year through the monthly "teacher talk" sessions	"Teacher Talk" sessions held throughout the year, training sessions held based on the needs of the teachers and the years of service	No information provided	No information provided	No	No	Reflective journals, surveys and written evaluations
Wilkes County Schools	Three days of induction	System wide activities for ILTs or product submission, staff development on reflective writing, higher order thinking skills	Inservice on updating their role as mentors to PBL candidates	No involvement reported	No	No	Informal suggestions from ILTs for changes and improvement

LEA	Orientation Program	Activities for Beginning Teachers	Activities for Mentors	IHE Involvement	Exceptions to Optimum working conditions	Exceptions to Mentor teacher selection criteria	Local evaluation of the Beginning Teacher Induction Program
Wilson County Schools	Four day orientation held prior to the opening of school focusing on "survival techniques" such as classroom management, identifying exceptional needs of students, instructional planning as well as technology	Monthly support groups, school-based workshops	Mentor training provided by C2C and Wilson County, sessions on how to help ILT with developing IGPs, training TPAI-R	Collaboration with Barton College and ECU on ways to improve and evaluate ILP plan, provide representation for ILP Advisory Board, trainers from ECU on the TPAI	No	No	Surveys
Winston-Salem/ Forsyth County	Two day orientation held during the summer for new teachers, third day spent with mentors in the classrooms	New teachers a part of the Initial Licensure Academy, required to spend two hours each month with assigned coach	Required to complete 24-hour mentor training in order to be eligible for stipend	Collaboration with WSSU and Salem College, provided with workshops and instruction for new teachers	No	No	Formal survey
Yadkin County Schools	Four Day Induction program entitled Showing Teachers A Route to Success (S.T.A.R.S.) centered around Harry Wong's <u>The First Days of School</u>	On-going training sessions throughout the year for beginning teachers inclusive of INTASC Standards, reflective writing, PBL Components	Attended a get acquainted luncheon the first day of school with mentees, meeting with the mentees during January, Mentor training for new mentors held in November, twelve hour update for veterans	Use of WSSU staff to serve on the local support teams and the need arises.	No	No	Use of the first five functions of the TPAI to determine strengths and needs of ILTs, solicit feedback from ILTs
Yancey County Schools	Orientation held at the beginning of the school year	School level training for first year teachers, mentor/mentee meetings, meetings with second year teachers submitting a product	County wide meetings, training with C2C, professional development activities	Staff development provided by Mayland Community College and Mars Hill College	No	One person used prior to becoming certified	Informal Surveys and TPAI

APPENDIX C

SUMMARY OF USE OF PBL SUPPORT SERVICES BY LEA

**PBL Field-based Coordinators
Training Report
(Through November 30, 2001)**

LEA	ASSESSOR TRAINING	PBL OVERVIEWS FOR ILTS	PBL OVERVIEWS FOR MENTORS	REFLECTIVE WRITING SESSIONS	INTASC STANDARDS	OTHER
Alamance-Burlington	32	100	100	75	0	282
Alexander	10	0	0	0	0	3
Alleghany	9	8	0	1	1	22
Anson	11	108	0	0	0	14
Ashe	15	112	15	0	0	183
Asheboro City	20	62	70	0	0	139
Asheville City	19	24	52	0	95	0
Avery	19	21	27	0	67	0
Beaufort	3	56	78	66	0	24
Bertie	31	48	0	17	0	24
Bladen	25	5	0	0	0	11
Brunswick	28	24	8	0	0	36
Buncombe	50	47	88	0	176	49
Burke	114	137	0	60	0	22
Cabarrus	118	231	137	40	126	377
Caldwell	3	2	0	0	0	31
Camden	0	4	5	0	11	8
Carteret	33	0	0	24	0	16
Caswell	20	12	3	0	0	104
Catawba	46	77	0	2	0	44
Chapel Hill/ Carrboro	16	0	0	50	0	1
Charlotte/ Mecklenburg	267	972	375	95	117	742
Chatham	13	55	100	50	22	189
Cherokee	15	86	44	0	144	0
Clay	4	15	15	8	28	4
Cleveland	44	40	0	18	0	0
Clinton City	8	27	7	19	0	17
Columbus	10	166	126	44	1	11
Craven	26	160	33	30	0	75
Cumberland	70	1180	602	284	0	346
Currituck	3	59	33	22	0	0
Dare	14	17	8	11	0	36
Davidson	29	30	70	0	25	51
Davie	9	1	0	0	0	15
Duplin	52	146	70	65	0	32
Durham	41	0	0	15	125	20
Edenton/ Chowan	15	75	59	10	4	12
Edgecombe	12	13	10	0	3	17
Elizabeth City/Pasquotank	28	20	7	0	0	44
Elkin City	2	3	0	1	0	1
Franklin	19	50	50	19	0	207
Gaston	177	311	160	221	311	284
Gates	16	18	7	0	0	0
Graham	7	31	8	0	48	0
Granville	36	45	10	40	46	122

**PBL Field-based Coordinators
Training Report
(Through November 30, 2001)**

LEA	ASSESSOR TRAINING	PBL OVERVIEWS FOR ILTS	PBL OVERVIEWS FOR MENTORS	REFLECTIVE WRITING SESSIONS	INTASC STANDARDS	OTHER
Greene	9	10	0	0	0	11
Guilford	43	290	43	80	0	435
Halifax	29	8	1	11	0	20
Harnett	25	215	75	0	0	16
Haywood	42	37	45	5	116	5
Henderson	10	42	56	16	86	11
Hertford	12	36	46	11	36	4
Hickory City	5	15	0	0	0	23
Hoke	10	137	38	0	0	80
Hyde	5	7	5	0	0	0
Iredell-Statesville	49	292	0	102	0	60
Jackson	13	41	19	27	93	16
Johnston	46	0	50	45	0	224
Jones	9	32	1	0	0	18
Kannapolis City	15	51	0	40	0	70
Kings Mountain	1	25	10	20	0	0
Lee	10	7	60	0	15	29
Lenoir	40	72	0	17	72	105
Lexington City	2	0	0	0	0	2
Lincoln	26	101	18	45	0	22
Macon	13	76	78	0	147	26
Madison	11	46	26	8	75	6
Martin	12	31	0	6	0	54
McDowell	32	99	77	23	78	16
Mitchell	17	17	31	8	65	8
Montgomery	4	67	6	0	0	7
Moore	38	200	55	51	0	215
Mooreville City	19	50	5	0	0	0
Mount Airy	0	0	0	0	0	0
Nash-Rocky Mount	45	107	92	30	0	197
New Hanover	44	124	50	50	0	4
Newton-Conover	8	0	0	24	0	0
Northampton	32	14	1	0	0	0
Onslow	68	289	203	53	25	111
Orange	54	30	30	30	0	77
Pamlico	4	33	18	54	24	179
Pender	8	100	60	0	0	39
Perquimans	19	45	24	17	0	0
Person	18	25	25	25	0	137
Pitt	103	0	27	0	0	0
Polk	6	0	5	4	12	2
Randolph	40	160	170	40	0	351
Richmond	46	105	65	0	64	24
Roanoke Rapids City	7	2	73	0	0	0
Robeson	73	636	80	0	0	21

**PBL Field-based Coordinators
Training Report
(Through November 30, 2001)**

LEA	ASSESSOR TRAINING	PBL OVERVIEWS FOR ILTS	PBL OVERVIEWS FOR MENTORS	REFLECTIVE WRITING SESSIONS	INTASC STANDARDS	OTHER
Rockingham	51	200	145	0	0	185
Rowan-Salisbury	11	227	0	0	0	8
Rutherford	43	83	143	153	378	49
Sampson	22	61	75	0	0	128
Scotland	39	15	15	0	0	20
Shelby City	10	20	0	20	0	0
Stanly	20	0	0	0	0	41
Stokes	0	70	0	0	52	57
Surry	13	40	46	0	0	23
Swain	11	19	38	2	47	2
Thomasville City	12	50	15	9	0	104
Transylvania	23	32	19	0	90	0
Tyrell	8	0	0	0	0	0
Union	42	20	20	80	126	116
Vance	15	65	0	85	0	98
Wake	146	0	158	63	0	695
Warren	29	0	0	1	0	24
Washington	15	37	5	36	0	0
Watauga	24	8	0	3	0	4
Wayne	43	259	34	59	20	85
Weldon City	17	22	0	0	0	0
Whiteville City	5	15	29	0	0	6
Wilkes	25	243	13	3	0	14
Wilson	39	84	67	0	0	0
Winston-Salem/Forsyth	13	1	0	0	0	42
Yadkin	6	0	0	0	0	0
Yancey	17	70	46	14	103	38
LEA Totals	3360	9913	4913	2657	3074	7979
Others	164	1158	335	144	319	3068
Grand Totals	3524	11071	5248	2801	3393	11047

**Coach 2 Coach Team
Activity Report
(Through November 30, 2001)**

LEA	LEA Mini Sessions	Mentor/ILT Meetings	Other Contacts
Alamance-Burlington	357	104	67
Alexander	189	10	12
Alleghany	3	0	7
Anson	122	0	20
Ashe	117	11	11
Asheboro City	79	16	26
Asheville City	320	247	253
Avery	53	20	13
Beaufort	168	88	17
Bertie	210	135	15
Bladen	133	0	16
Brunswick	99	74	35
Buncombe	258	89	239
Burke	499	27	14
Cabarrus	62	54	58
Caldwell	105	10	8
Camden	43	0	14
Carteret	94	13	21
Caswell	182	2	59
Catawba	93	1	7
Chapel Hill/Carrboro	42	0	16
Charlotte-Mecklenburg	165	90	374
Chatham	116	10	28
Cherokee	210	22	57
Clay	35	0	25
Cleveland	3	6	37
Clinton City	173	13	20
Columbus	272	4	21
Craven	318	3	26
Cumberland	215	23	100
Currituck	118	0	13
Dare	20	0	15
Davidson	3	0	13
Davie	6	2	6
Duplin	49	20	29
Durham	482	127	105
Edenton/Chowan	12	0	15
Edgecombe	112	65	25
Elizabeth City/Pasquotank	11	0	15
Elkin City	10	8	8
Franklin	527	0	16
Gaston	80	8	71
Gates	13	8	25
Graham	30	3	35
Granville	38	0	13

**Coach 2 Coach Team
Activity Report
(Through November 30, 2001)**

LEA	LEA Mini Sessions	Mentor/ILT Meetings	Other Contacts
Greene	3	0	18
Guilford	645	170	309
Halifax	193	61	13
Harnett	326	7	39
Haywood	214	160	155
Henderson	70	230	78
Hertford	186	65	12
Hickory City	9	1	3
Hoke	81	0	23
Hyde	20	1	13
Iredell-Statesville	501	186	12
Jackson	272	80	186
Johnston	306	1	25
Jones	9	1	23
Kannapolis City	55	9	34
Kings Mountain	0	0	33
Lee	83	12	25
Lenoir	290	37	43
Lexington City	0	0	10
Lincoln	163	0	55
Macon	140	31	64
Madison	146	116	46
Martin	136	38	15
McDowell	95	18	21
Mitchell	104	31	11
Montgomery	89	3	28
Moore	121	1	11
Mooresville City	6	16	21
Mount Airy	0	0	0
Nash-Rocky Mount	18	0	10
New Hanover	70	84	22
Newton Conover	0	0	2
Northampton	97	3	13
Onslow	22	3	19
Orange	143	8	22
Pamlico	33	24	30
Pender	183	158	18
Perquimans	115	27	11
Person	388	0	28
Pitt	846	61	44
Polk	122	43	16
Randolph	57	59	29
Richmond	61	4	21
Roanoke Rapids City	51	0	14
Robeson	246	1	69

**Coach 2 Coach Team
Activity Report
(Through November 30, 2001)**

LEA	LEA Mini Sessions	Mentor/ILT Meetings	Other Contacts
Rockingham	1016	356	91
Rowan-Salisbury	158	11	46
Rutherford	93	186	27
Sampson	133	29	15
Scotland	62	0	24
Shelby City	2	0	28
Stanly	152	3	53
Stokes	113	0	17
Surry	27	0	10
Swain	98	12	47
Thomasville City	161	0	15
Transylvania	11	3	29
Tyrrell	34	1	21
Union	49	5	83
Vance	190	52	19
Wake	1137	174	136
Warren	55	41	40
Washington	96	19	14
Watauga	36	2	14
Wayne	10	0	13
Weldon City	26	41	7
Whiteville City	40	1	11
Wilkes	91	4	8
Wilson	393	42	12
Winston-Salem/Forsyth	732	160	292
Yadkin	37	0	7
Yancey	4	50	14
LEA Totals	17917	4255	4807
Other Totals	679	200	402
IHE Totals	6918	2638	155
Grand Totals	25514	7093	5364

APPENDIX D

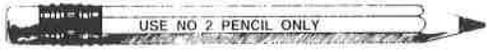
SURVEYS USED

Initial Licensure (ILT) Survey

ID NUMBER										SPECIAL CODES																			
										A	B	C	D	E	F	G	H	I	J										
X X X X X X X X X X																													
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

- ← In the **"ID Number"** block to the left, use the enclosed school system (LEA) codes to fill in the three-digit code for your school system.
- ← In the **"Special Codes"** block, use the enclosed licensure codes to fill in the five-digit code for your area of licensure.

GENERAL PURPOSE DATA SHEET II form no. 70921



	(A)	(B)	(C)	(D)	(E)
Highest rating	A	B	C	D	E
Lowest rating					

- My teacher education/preparation program. → (A) (B) (C) (D) (E)
- My LEA's orientation program for beginning teachers. → (A) (B) (C) (D) (E)
- The support provided to me by my mentor. → (A) (B) (C) (D) (E)
- The support provided to me by my principal. → (A) (B) (C) (D) (E)
- The support provided to me by my LEA. → (A) (B) (C) (D) (E)
- Feedback on my performance in the classroom. → (A) (B) (C) (D) (E)
- My working conditions. → (A) (B) (C) (D) (E)
- Communication I received regarding my LEA's expectations of beginning teachers. → (A) (B) (C) (D) (E)
- Communication I received regarding licensing requirements. → (A) (B) (C) (D) (E)
- My performance in the classroom. → (A) (B) (C) (D) (E)
- My decision to become a teacher. → (A) (B) (C) (D) (E)

* * * * *

- As a result of going through the Performance-Based Licensure (PBL) process, I experienced: → (A) (B) (C) (D) (E)
 - (A) much growth as a professional.
 - (B) some growth as a professional.
 - (C) no growth as a professional.
- My mentor: → (A) (B) (C) (D) (E)
 - (A) met with me on a daily basis.
 - (B) met with me on a weekly basis.
 - (C) met with me on a monthly basis.
 - (D) seldom met with me.
 - (E) never met with me.
- I: → (A) (B) (C) (D) (E)
 - (A) completed a teacher education program at a North Carolina college or university.
 - (B) completed a teacher education program outside the state of North Carolina.
 - (C) am a lateral entry teacher.
- I teach: → (A) (B) (C) (D) (E)
 - (A) elementary school.
 - (B) middle school.
 - (C) high school.

QUESTIONS 1-11

Please rate your satisfaction with each of the following using (A) as the highest rating and (E) as the lowest rating.

QUESTION 16

Please write in the subject(s) that you taught using the space(s) below.

Please complete the open response portion included with this survey.

Thank you.

Initial Licensure (ILT) Survey OPEN RESPONSE

Please record your answers directly on this sheet. Feel free to use additional space if needed.

- A. In addition to your teaching responsibilities, what other responsibilities (if any) were assigned to you (e.g., committee work, coaching, sponsoring clubs, etc.)

- B. What were the strengths of the support provided to you by your mentor teacher?

- C. How could the support provided to you by your mentor teacher be strengthened?

- D. What were the strengths of the support provided to you by your principal?

- E. How could the support provided to you by your principal be strengthened?

- F. What were the strengths of your school system (LEA) orientation program for beginning teachers?

- G. How could the orientation program for beginning teachers be strengthened?

- H. What were the most positive aspects of your Initial Licensure Program experience?

- I. How could your Initial Licensure Program experience have been improved?

- J. Please describe ways in which the Performance-Based Licensure (PBL) process was beneficial to your growth as a professional.

- K. How could the Performance-Based Licensure (PBL) process be improved?

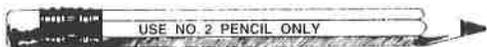
Please use the reverse side to add other comments you would like to make.

Mentor Survey

- In the "ID Number" block to the left, use the enclosed school system (LEA) codes to fill in the three-digit code for your school system.
- In the "Special Codes" block, use the enclosed licensure codes to fill in the five-digit code for your ILT's area of licensure.

ID NUMBER										SPECIAL CODES																			
										A	B	C	D	E	F	G	H	I	J										
X X X X X X X X X X																													
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

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	(A)	(B)	(C)	(D)	(E)
Highest rating	A	B	C	D	E
Lowest rating	E	D	C	B	A

- My LEA's activities/programs for mentor teachers. →
- The support provided to me by my principal. →
- Resources provided to me as a mentor by my LEA. →
- Communication I received regarding my LEA's expectations of mentor teachers. →
- Communication I received regarding Performance-Based Licensure (PBL) from my LEA. →
- My LEA's orientation and on-going program to support ILTs. →
- The support I provided my ILT. →
- Working conditions for my ILT. →
- The effectiveness of the current Initial Licensure Program. →

* * * * *

- As a result of going through the Performance-Based Licensure (PBL) process, my ILT experienced: →
 (A) much professional growth.
 (B) some professional growth.
 (C) no professional growth.
- I provided my ILT support: →
 (A) on a daily basis.
 (B) on a weekly basis.
 (C) on a monthly basis.
 (D) on an as-needed basis.
- I am: →
 (A) a first-time mentor teacher.
 (B) an experienced mentor teacher.

QUESTIONS 1-11

Please rate your satisfaction with each of the following using (A) as the highest rating and (E) as the lowest rating.

Please complete the open response portion included with this survey.

Thank you.

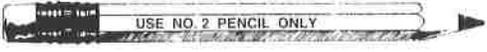
Principal Survey

• In the "ID Number" block to the left, use the enclosed school system (LEA) codes to fill in the three-digit code for your school system.

ID NUMBER										SPECIAL CODES																			
										A	B	C	D	E	F	G	H	I	J										
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2
2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
9	9	9	9	9	9	9	9	9	9																				



GENERAL PURPOSE DATA SHEET II form no. 70921



	Lowest rating (E)					(D)					(C)					(B)					Highest rating (A)				
1. My LEA's activities/programs for ILTs.																									
2. My LEA's activities/programs for mentors.																									
3. The support I provide ILTs at my school.																									
4. The support I provide mentors at my school.																									
5. Resources provided by my LEA for ILTs.																									
6. Communication I received regarding my LEA's expectations for ILTs.																									
7. Communication I received regarding my LEA's expectations for mentors.																									
8. Working conditions for my ILTs.																									
9. Working conditions for my mentors.																									
10. My LEA's orientation and on-going program to support ILTs.																									
11. My LEA's orientation and on-going program to support mentors.																									
12. The effectiveness of the current Initial Licensure Program.																									
13. My years of experience as a principal:																									
(A) 0 to 5 years																									
(B) 6 + years																									

QUESTIONS 1-12

Please rate your satisfaction with each of the following using (A) as the highest rating and (E) as the lowest rating.

Please complete the open response portion included with this survey.

Thank you.

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APPENDIX E

SUMMARY OF INITIAL LICENSURE PROGRAMS BY STATE

State	Requirements and Components of Induction Program for Beginning Teachers and LEAs	Do State dollars support the Induction Program; if so, how much money is provided?	Are Mentors Provided?	Are Mentors Paid?	Does the State have any data on the impact of its program on recruitment and retention of beginning teachers? If so, what does the data indicate?	Does the State have any plans to change the program? How? When? Why?
Alabama	No statewide program. Local systems design and conduct their own.	No State \$\$	Local decision.	If paid, use local funds. Pay varies.	No data reported.	Deep cuts in state in 2001. No plans to go statewide.
Alaska	No statewide program. Local systems design and conduct their own.	No State \$\$	Local decision.	If paid, use local funds. Up to \$150 per year.	No data reported.	Uncertain where the state is going with federal and state monies so tight.
Arizona	No statewide program. Local systems design and conduct their own.	No State \$\$	Local decision.	Some locals use monies to pay.	No hard data, but forum sponsored by TV, Maricopa County Schools, Greater Arizona businesses to discuss, "Where have all the Teachers Gone?"	Currently working on a "common application" for teachers, to be used by all systems statewide.
Arkansas	Pilots before January 2002. Based on the Pathwise Model. By January 2002 mandated for all LEAs. All novices with less than 1 year as a public school teacher have an assigned mentor. Can be assigned for 1-3 yrs. Graduated licenses as novice passes requirements for induction.	\$1.7 million as of July 2001. (Previous \$3 million from federal funds—Teacher Quality Enhancement Grant. State required to match \$3 million. Last year of funding.	Yes. As of 2001, 7,300 trained mentors.	\$2000 given for each novice teacher. \$1200 paid to mentor and \$800 held in LEA Trust to use for professional activities of novice.	Pilot questionnaires indicated novice will teach second year because of the support system.	State committed to provide support. Does not want "Drive-By" Mentoring. It is a work in progress, to be assessed each year, refined and improved. Teacher and mentor reflections, a large piece of the process.
California	Statewide program called Beginning Teacher Support and Assessments (BTSA). License is not tied to the program. Since 1988 in pilots, required statewide since 1997.	Yes. Approximately \$135,000,000. State provides \$3000 and local must match with \$2000 for each new teacher. Monies awarded for first 2 years as teacher in state.	Yes.	\$1900 for working with up to three beginning teachers.	Data collected in the participating pilots supported 92% of beginning teachers still teaching after three years.	No clear plans for change but have considered in the future that in order to have a clear license, a beginning teacher must have successfully completed an induction program.
Colorado	No statewide program.	No State \$\$.	Local decision.	Local decision. Varies at the local level in amount paid.	No data collected.	No plans to change.

State	Requirements and Components of Induction Program for Beginning Teachers and LEAs	Do State dollars support the Induction Program; if so, how much money is provided?	Are Mentors Provided?	Are Mentors Paid?	Does the State have any data on the impact of its program on recruitment and retention of beginning teachers? If so, what does the data indicate?	Does the State have any plans to change the program? How? When? Why?
Connecticut	Must pass Praxis I, and II to be employed. Mentor assigned for 2 yrs. Portfolio assessment after second year. License tied to assessment for 3 yrs. Can be awarded professional license in 4th year.	\$3.2 million per year	Yes.	\$200 now. No state funds to pay. (Not paying mentors cited as one of problems with regulations.)	Data confirms lower turnover rate.	Hoping to raise mentor pay to \$500. Beginning teacher must have continuing support to be retained in the system.
Delaware	Statewide program required by law. Joint venture -DPI, Performance Learning System, professional associations. 2 yr. mentoring requirement to be completed before permanent license is issued.	\$800,000 per year allotted to 19 districts.	Yes.	1- \$750 2- \$850 3- \$950 Lead mentor- \$1500. (Complete organization of local mentor assignment and schedules.	No formal data available yet. University of PA working on research/development project to follow teachers over 10 years.	Work in progress. Good evaluation component from the field. Any logistical suggestions are implemented.

State	Requirements and Components of Induction Program for Beginning Teachers and LEAs	Do State dollars support the Induction Program; if so, how much money is provided?	Are Mentors Provided?	Are Mentors Paid?	Does the State have any data on the impact of its program on recruitment and retention of beginning teachers? If so, what does the data indicate?	Does the State have any plans to change the program? How? When? Why?
Florida	In 1997 eliminated statewide requirement for new teacher induction program. Each school system can develop their own. In 1999 studied all laws and regulations covering licensure. Worked with IHEs to develop consistent teacher education programs of high quality. Now if a teacher is trained at a state education program, that teacher is awarded a 3 year non-renewable temporary certificate. If successful by assessment standards, then awarded 5 year renewable professional certificate. Alternative route teachers must have mentors and complete assessment process.	3 years ago received federal funds through Teacher Quality Enhancement Grant. State had to match funds.	Local decision.	\$6.00 per student being taught by novice teacher. Monies placed in staff development to be used by new teacher, materials, travel, conference, etc.	Feedback indicated that support of new teacher viewed as necessary; however, as process progressed, no one failed, so it was not a "weeder" of "bad teaching" as initially intended.	Piloting Milken Mentoring Program, Teacher Advancement Program (TAP). Monies are used for two state coordinators, plus \$50,000 to each pilot. Model based on differentiated pay for differentiated staffing.
Georgia	Induction program required for all first year teachers. Performance tied to licensure. Mentors must be certified by holding Teacher Support Specialist Certificate.	State monies used to support IHE programs to develop teachers as leaders. Districts use federal and local monies to support induction and mentoring activities.	Varies by districts.	Varies by district.	Georgia's Teacher Force Center studying impact of teacher performance on student achievement. No formal report released as of this date.	Legislation introduced in 1999 to initiate new policy changes in definition of out-of-field teaching and requirements for certification by 2006.

State	Requirements and Components of Induction Program for Beginning Teachers and LEAs	Do State dollars support the Induction Program; if so, how much money is provided?	Are Mentors Provided?	Are Mentors Paid?	Does the State have any data on the impact of its program on recruitment and retention of beginning teachers? If so, what does the data indicate?	Does the State have any plans to change the program? How? When? Why?
Hawaii	No formal statewide program. Established Professional Development Institute. Developed "Think Tank" with a number of teachers experienced with working with new teachers. Discuss needs and how to keep teachers in profession.	No State \$\$.	Local decision.	Local decision. In lieu, professional development credit given, or a small stipend.	Feedback indicates that in the local systems where mentors are assigned, beginning teachers like the support. Problem is lack of funds to pay mentors. Mentoring added on top of all other responsibilities.	Plans to lobby legislature for statewide mentoring regulations coupled with a funding source.
Idaho	The General Assembly passed a law to become effective 2001-02 tying contract date to type of license. All new teachers hired before August 1 get new hire contract; experienced teachers get continuing license, and anyone hired after August 1 gets temporary contract. New hires have mentor and assessment program requirements.	Yes. Approximately \$2 million.	Yes. All novice teachers hired before August 1 are assigned mentors. If hired after August 1 and returns the next year, then assigned a mentor. Two levels of Mentoring: Mentoring, "Buddy System" or more intense depending on new teachers' needs, called peer assistance. Experienced teacher with expertise in a need area is paired with new hire for intensive assistance.	\$500 per teacher.	No data reported.	Expansion or revisions will not be likely this year due to economy.

State	Requirements and Components of Induction Program for Beginning Teachers and LEAs	Do State dollars support the Induction Program; if so, how much money is provided?	Are Mentors Provided?	Are Mentors Paid?	Does the State have any data on the impact of its program on recruitment and retention of beginning teachers? If so, what does the data indicate?	Does the State have any plans to change the program? How? When? Why?
Illinois	No statewide program. Local system may design and implement a program	No State \$\$.	Local decision	Local decision. Varies from "a pat on the back" up to \$2000. Average pay \$1000 per year	No data reported	Preliminary plans to lobby General Assembly for statewide framework and fiscal support. No consistency now but locals and state want that.
Indiana	This fall (2001-02), the Beginning Teacher Induction Performance Assessment Program (BTIPAP) began. Regulations organized around the Indiana Professional Standards-based portfolios.	Yes. Total amount of state \$\$ not reported for this report. Supports training for mentors and assessors, coordinators of statewide program and stipend for assessors and mentors	Yes. Mentors assigned for one year Beginning Teacher Internship Program.	\$600 per mentor.	No data reported.	No plans to change as yet. 2001-02 is the first year of statewide program.
Iowa	Grants were funded to encourage mentoring programs for beginning teacher sessions in 1999. 18 applicants, representing 40 school districts. Locally designed and implemented.	Yes. 1999 \$300,000 then 2000 \$775,000. Funding continues in 2001.	Local decision.	Local grant designs determine the pay rate.	Data collected on Beginning Teacher Induction Program: 87.7% would be teaching in 5 yrs. 4% not certain. 97.2% of new teachers felt they had become better teachers. 98.4% of mentor teachers felt they had become better teachers. 77.7% Affirmed clarity of goals of program 90.3% mentors affirmed clarity of goals. 75% beginning teachers felt activities met needs. 94.7% beginning teachers felt students benefited. 98.7% mentor teachers felt they had benefited.	No plans for change.
Kansas	State funded mentor program. Local district can design and implement.	Yes. \$1 million to reimburse mentors.	Yes. Beginning teachers only.	Yes. \$1000 per year for up to 2 new teachers.	No data reported.	State would like to add induction component but additional funding is questionable.

State	Requirements and Components of Induction Program for Beginning Teachers and LEAs	Do State dollars support the Induction Program; if so, how much money is provided?	Are Mentors Provided?	Are Mentors Paid?	Does the State have any data on the impact of its program on recruitment and retention of beginning teachers? If so, what does the data indicate?	Does the State have any plans to change the program? How? When? Why?
Kentucky	Statewide policy in place that all new teachers and out of state teachers with less than 2 years of successful teaching experience who are seeking initial certification must serve one year internship.	Yes. Amount unknown.	Yes. Three member committee assigned who are trained in supervising and assessing teachers.	No indication.	No data reported.	None indicated.
Louisiana	Statewide program consisting of assistance/assessment required by law first 2 years. Induction not required but strongly suggested. First funding was through grants. Beginning teacher who is entering public Louisiana classroom for the first time is required to have a mentor or mentoring team.	No State \$\$ Federal grants only.	Yes.	Grant monies paid \$200,000 for travel and \$112, 000 in mini grants.	1993-96 51% retention rate of new teachers. By 1996-2000, 89% retention rate of new teachers. Hard to pinpoint actual reason, program or economy.	Trying to obtain state funding support.
Maine	No statewide program in place. The State is working on a performance-based program.	No State \$\$.	No.	No.	No data reported.	No clear on future vision.