
MENTOR PROGRAM STUDY

Prepared by

Public Schools of North Carolina
Department of Public Instruction
Division of Human Resource Management
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Mentor Program Study

Background

House Bill 168 directs the State Board of Education to study the mentor program for teachers with initial certification and specifies that in the course of the study the Board shall consider:

- Whether there is sufficient release time for the mentor and the teacher with initial certification to work together;
- Whether the mentor and the teacher with initial certification are in the same school and are teaching in the same grade level and area of certification; and
- The level of satisfaction with the program of mentors and initially certified teachers participating in the program.

To this end, a comprehensive study of the current mentoring program was conducted. Input was solicited from beginning teachers, mentor teachers, other distinguished teachers, principals, Initial Licensure Program coordinators, personnel administrators, superintendents, and professional organizations. An overview of the mentoring program and the results of the study are presented in the following pages.

Initial Licensure Program (ILP) Overview

In 1985, North Carolina implemented an Initial Certification Program (now Initial Licensure Program) to provide the necessary support for and assessment of beginning professionals. Each Local Education Agency was required to develop, in collaboration with Institutions of Higher Education, a comprehensive plan to assure the establishment of a support and performance review system for initially licensed personnel. Each initially licensed employee entering the profession for the first time was required to participate in the Initial Licensure Program for two years. At the end of the two-year period, a decision was made to grant or deny continuing licensure to the beginning professional.

Subsequent to the Excellent Schools Act, the Initial Licensure Program was expanded to three years. Beginning teachers are provided paid mentors during their first two years. Pending APA approval, beginning teachers will be required to complete the Performance-Based Licensure (PBL) program as part of the Initial Licensure Program. Initially licensed teachers successfully completing the Performance-Based Licensure Program will be granted a continuing license after three years of teaching, provided that the designated official in the employing LEA, charter school, or non-public institution has no knowledge of any reason related to conduct or character to deny an individual teacher a continuing license.

Each LEA must develop a plan and provide a comprehensive program for initially licensed teachers. 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.

Upon APA approval of proposed revisions to the Initial Licensure Program, each LEA, charter school, or non-public institution with an approved Initial Licensure Program plan will be required to submit an annual report on its Initial Licensure Program to the Department of Public Instruction. The report will contain the following:

- (1) data on the number of initially licensed teachers currently employed in years 1, 2, and 3 of the program.
- (2) a brief description of the orientation program conducted during the report year.
- (3) a brief description of system-wide activities/programs for initially licensed teachers during the report year.

- (4) a brief description of system-wide activities/programs for mentor teachers during the report year.
 - (5) a brief description of IHE involvement in the program during the report year.
 - (6) justification for any exceptions to the optimum working conditions for beginning teachers identified by the SBE.
 - (7) justification for any exceptions to the mentor selection guidelines identified by the SBE.
 - (8) 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.
 - (9) the initially licensed teacher and mentor teacher surveys.
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Overview of the Mentoring Program

Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instructional, and organizational support, State Board of Education policy specifies that 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 [art, music, physical education] 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 following guidelines for mentor teacher selection have been adopted by the State Board of Education:

1. *Successful teaching in the area of licensure*

- Appraisal ratings among the highest in the school (regardless of instrument/process used);
- Strong recommendations from principal and peers;

2. *Commitment*

- Willingness to serve as a mentor;
- Willingness to participate in on-going annual professional development related to mentoring;

3. *Other*

- Preference for career status teachers 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; and
 - Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.
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Mentor Training Program

In June, 1998, the Department of Public Instruction distributed a revised mentor training program entitled *Mentoring NC Novice Teachers*. The new program contains six modules: Induction in North Carolina, Concerns of the Novice Teacher, The Role of the Mentor, Communication, The Reflection Cycle, and The Coaching Cycle. Utilizing quality tools throughout, the program activities are designed to provide an appropriate balance of trainer-delivered content, practice for participants, and participant sharing.

Additional (advanced) levels of mentor teacher training have been developed and are being readied for distribution.

Local school systems may choose to use the programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Regardless of the program(s) used, mentors should be provided training and support in their efforts to assist beginning teachers who are learning their craft. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession.

The Department of Public Instruction has also published a *Mentor Toolkit* which may be purchased from the Publications Office.

Optimum Working Conditions for Beginning Teachers

Research indicates that beginning teachers are often placed in difficult assignments that do not allow them the opportunity to learn and grow as professionals. The beginning teacher is often assigned the most difficult students, multiple preparations, and multiple extracurricular assignments. These working conditions prohibit on-the-job learning and negatively influence teacher job satisfaction. To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited number of exceptional or difficult students;
- minimal non-instructional duties; and
- no extracurricular activities unless the initially certified teacher requests the assignment in writing.

As used in these guidelines, the term **non-instructional duties** refers to those that are not directly involved with the instructional program or the implementation of the standard course of study. Examples would be: bus duty, lunch duty, hall duty. The term **extracurricular activities** refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program. Examples would be: athletic coach, after-school club sponsor.

Means of Gathering Data

There were multiple means of gathering data for this study. A summary of those means is listed below. Copies of all surveys used are contained in the Appendix.

- Surveys for beginning teachers, mentors, and principals were sent to every public school in the state. These surveys also were posted on the LEARN NC website and could be electronically completed. Copies of the surveys are included in the Appendix. A total of 2551 beginning teachers, 2616 mentor teachers, and 720 principals completed these surveys.
- Seven regional focus groups were held across the state this fall. A total of 218 beginning and mentor teachers participated in these groups.

- Input was solicited from Personnel Administrators at the Fall PANC (Personnel Administrators--North Carolina) conference, October 11th-13th. Forty-three conference participants completed surveys.
- Input was solicited from LEA superintendents via the Superintendent's weekly e-mail message.
- Initial Licensure Program coordinators were asked to complete a survey and to provide information on the ILP program in their system.
- Input was solicited from professional organizations.
- Input was solicited from teachers participating in the "Distinguished Teachers' Forum" sponsored by the Department of Public Instruction for National Board Certified teachers, Milken Educators, Teachers of the Year, Christa McAuliffe Fellows, and other award winning teachers.

Results of the Beginning Teachers Survey (2551 respondents)

Note: Percentages may not total 100% because they are based on the total number of respondents. In some cases, respondents did not answer a particular question; in some cases, respondents selected more than one answer.

1. I am a

	number	percentage
1 st year teacher	929	36.4%
2 nd year teacher	1255	49.2%
3 rd year teacher	354	13.9%

2. Age

	number	percentage
20-25	1150	45.1%
26-34	887	34.8%
35-50	464	18.1%
50+	50	2.0%

3. License Area

	number	percentage
Birth-Kindergarten	68	2.7%
Elementary Education	1096	43.0%
Middle Grades	360	14.1%
Exceptional Children	246	9.6%
Special Subjects	277	10.9%
Secondary Education	559	21.9%
Other	262	10.3%

4. I teach

	number	percentage
Birth-Kindergarten	68	2.7%
Elementary Education	948	37.2%
Middle Grades	527	20.6%
Exceptional Children	304	11.9%
Special Subjects	247	9.7%
Secondary Education	472	18.5%
Other	149	5.8%

5. My mentor teaches

	number	percentage
Birth-Kindergarten	69	2.7%
Elementary Education	904	35.4%
Middle Grades	478	18.7%
Exceptional Children	210	8.2%
Special Subjects	191	7.5%
Secondary Education	503	19.7%
Other	276	10.8%

6. Preparation

	number	percentage
NC College/University	1298	50.8%
another state	781	30.6%
lateral entry	478	18.7%

7. Success the 1st days

	number	percentage
I did everything on my own	542	21.2%
I had great classes	297	11.6%
My mentor assisted with planning	1141	44.7%
Faculty made me feel welcome	1586	62.2%

8. I was assigned a mentor

	number	percentage
before the first day of school	1573	61.7%
during my first week of teaching	462	18.1%
in my first semester of teaching	469	18.4%
I do not have a mentor	22	0.9%

9. I meet with my mentor

	number	percentage
daily	651	25.5%
weekly	861	33.8%
monthly	135	5.3%
as-needed	844	33.1%

10. My mentor is located

	number	percentage
in the same hall or close proximity	1557	61.0%
in the same building	872	34.2%
another school in the system	46	1.8%
another system	6	0.2%

11. Mentor provides the most support

	number	percentage
professional growth/concerns	1336	52.4%
curriculum expertise	801	31.4%
instructional strategies	1171	45.9%
personal	782	30.6%

12. Which did you experience?

	number	percentage
an orientation for new teachers	2061	80.8%
limited preparations	399	15.6%
limited number of difficult students	387	15.1%
limited number of exceptional children	383	15.0%
no extracurricular assignments	432	16.9%
limited non-instructional duties	711	27.9%

13. I wish my mentor had done more

	number	percentage
observations	1171	45.9%
provided specific feedback on my work	802	34.1%
allowed me to observe him/her	293	11.5%
conferenced with me	233	9.1%

14. Degree that mentor has helped me remain in the classroom

	number	percentage
Great	420	16.5%
Some	456	17.9%
Little	864	33.9%
None	368	14.4%

Question #15—What are the strengths of the support provided you by your mentor teacher?

access to her teaching resources/ideas; she gives honest feedback

she is able to provide help in dealing with parents and is available to help explain the paperwork

picking out the small things that really help to make for a good learning environment

My mentor is very supportive. She has helped me during rough times and always gives great advice.

My mentor is a wonderful teacher but I really felt like I was a burden since I was her 2nd mentee. She was helpful with encouragement and emotional support but did not know how to help me with my subject area.

strategies for discipline problems, and she helps me evaluate myself

My mentor had no idea about what I was supposed to be teaching, and wasn't really interested.

My mentor teacher has been very supportive. She often comes by my room to see if I am doing okay or if there is anything that she can help me with.

My mentor has been very helpful with everything. She has helped me with planning of instructional time, organization of classroom, etc.

Instructional strategies, classroom management strategies and general psychological support.

Question #16—What are the strengths of the support provided you by your principal?

Encouragement on all aspects of teaching—confidence in my teaching abilities.

I feel I have no support from my principal. The lines of loyalty are clearly drawn and she is not standing on our side. She is more concerned about appearances (in the eyes of the parents, superintendent, and the board

members) than supporting the staff. It is clear that she doesn't care how we get things done as long as they get done. Compared to the other school I taught in, the workload and paper work are ridiculous. If it were not for my assistant principal, I would have quit shortly after the school year started.

She has been available to conference, not just when she needed to conference, but any time I had concerns, questions, etc. about the education profession and the students we teach..

My principal provides little to no support.

I feel she is always behind me 100%, and she encourages me to develop and grow professionally.

They have done anything they can to help us out. They always have an open door for questions or concerns.

not too many extra assignments given, cooperative.

The principal has taught the same grade level before and is very knowledgeable about the curriculum and teaching strategies.

He is also available and is usually always walking around so I can get him if needed. He is also supportive.

Always listens to any problems I have. Follows up with any questions I raise with an answer and action—any problems with students, he helps!!

Question #17—What are the most positive aspects of your ILP experience?

General sense of support.

Block scheduling—so that I can reverse my mistakes with new students in January. There are supportive and helpful teachers in my department.

Rapport with faculty—I received “teacher of the year” at my school. I have a better idea of classroom management.

I was provided help whenever needed. I was provided wonderful training to help me with my Performance-Based Product.

Getting new ideas from fellow teachers, meeting and working with new teachers and children.

A faculty that is behind me in my first year experience with words of advice and encouragement. They are wonderful.

The mentoring program is an excellent idea. It gives new teachers a chance to ask an experienced teacher questions about all sorts of things.

I really enjoyed the first week that we met to get ready for the year. It really helped me to talk with other Initially Licensed Teachers.

The help and support from staff and school officials.

Daily encouragement and support, but still made to feel like a professional.

Question # 18—How could your ILP experience be improved?

What does ILP stand for?

Clear expectations of the year-long evaluation process from Day 1.

Stop meeting on the same subject and fewer silly activities in the meetings.

In my first year, having only one mentor. My teaching assistant was also of great help having been a recent graduate from UNCW.

I'd appreciate more time to observe other classes in my school. I also think it is necessary to keep all beginning teachers off of committees. This way, they are able to concentrate on learning to teach.

More feedback on how I can improve.

Less non-instructional stuff—ETT needs to be before school starts for year-round teachers, not in August.

I love to teach and yet I am dreading next year knowing I will have even more of a workload due to the portfolio. I am currently in a graduate program for administration. I have conducted a survey in Guilford Co. concerning teacher morale and retention. The biggest cause for low morale was the extra workload dumped on teachers outside of their normal and extensive paperwork...NC will be driving away even more young, smart and energetic teachers with the portfolio! Reduce the workload.

It's hard to get questions answered from the county office. Most of the time our principal has to call to get an answer.

Assign a mentor from the same grade level.

Question # 19—Other comments you would like to make.

Thank you for re-assessing the Performance-Based Licensure Product. I believe the scope and extent of it as previously designed would have been a burden for 1st year ILTs. I teach TMH students in a separate public school—the paper work load is demanding to say the least. The PBL product demands were unreasonable given the circumstances.

My mentor has been more than wonderful and helpful.

I am fortunate to have the great support at my school.

Would love to spend the rest of my life and career in Pasquotank Co. and at RRMS.

Several of the first year ILP meetings were not necessary in my opinion and this time could have been better utilized in classroom planning.

The stress, confusion, and consternation associated with the product has not been made easier with a supportive staff.

I have a wonderful mentor and she teaches in the same grade level as myself. Therefore, I feel that it is very important for a beginning teacher to have a mentor that teaches in the same grade level so they will have more in common.

I feel that so far I am having a very good year. I also feel that I have made a good choice by choosing teaching as a profession. I feel so blessed to have had a wonderful staff to work with.

The one comment I would like to make is that my first year of teaching has been a rewarding experience. Now in my second year, I was hoping to focus on my skills that I felt I had a difficult time with last year. But other than focusing on refining my new skills I learned, I find my self focusing and stressing over the portfolio new teachers are required to do...

Mentor teachers need to be in the same field as their mentees. My mentor is in exceptional children. She is unable to help me with any curriculum and or instruction questions.

Results of the Mentor Survey (2616 respondents)

Note: Percentages may not total 100% because they are based on the total number of respondents. In some cases, respondents did not answer a particular question; in some cases, respondents selected more than one answer.

1. I have been a mentor

	number	percentage
1-5 years	1486	56.8%
5-10 years	521	19.9%
11+ years	337	12.9%
I am a first time mentor	310	11.9%

2. I have been teaching

	number	percentage
less than five years	52	2.0%
5-10 years	476	18.2%
11-15 years	441	16.9%
16-20 years	518	19.8%
20+ years	865	33.1%

3. License Area

	number	percentage
Birth-Kindergarten	73	2.8%
Elementary Education	1286	49.2%
Middle Grades	721	27.6%
Exceptional Children	334	12.8
Special Subjects	217	8.3%
Secondary Education	793	30.3%
Other	327	12.5%

4. I am teaching

	number	percentage
Birth-Kindergarten	94	3.6%
Elementary Education	945	36.1%
Middle Grades	573	21.9%
Exceptional Children	227	8.7%
Special Subjects	158	6.0%
Secondary Education	568	21.7%
Other	222	8.5%

5. My beginning teacher teaches

	number	percentage
Birth-Kindergarten	100	3.8%
Elementary Education	936	35.8%
Middle Grades	530	20.3%
Exceptional Children	291	11.1%
Special Subjects	257	9.8%
Secondary Education	555	21.2%
Other	155	5.9%

6. I was selected as a mentor

	number	percentage
through an application process	186	7.1%
by my principal	2159	82.5%
by my colleagues	88	3.4%
by my beginning teacher	337	12.9%
I volunteered	52	2.0%

7. As a mentor, I meet the following criteria

	number	percentage
among the highest appraisal ratings	1207	46.1%
recommendations from principal/peers	1670	63.8%
24 hours of mentor training	2145	82.0%
willing to have on-going training	1864	71.3%
willing to serve in this capacity	476	18.2

8. I met with my beginning teacher

	number	percentage
before the first day of school	1590	60.8%
during his/her first week of teaching	1324	50.6%
during his/her first month of teaching	813	31.1%
during his/her first semester of teaching	606	23.0%

9. I meet with my beginning teacher

	number	percentage
daily	815	31.2%
weekly	1286	49.2%
monthly	116	4.4%
as-needed	402	15.4%

10. My beginning teacher is located

	number	percentage
in the same hall or close proximity	1614	61.7%
in the same building	895	34.2%
another school in the system	52	2.0%
another system	3	0.1%

11. I provide the most support about

	number	percentage
professional growth/concerns	1483	56.7%
curriculum expertise	1156	44.2%
instructional strategies	1855	70.9%
personal	925	35.4%

12. Which did you experience?

	number	percentage
an orientation for mentor teachers	1854	70.9%
limited preparations	214	8.2%
limited number of difficult students	242	9.3%
limited number of exceptional children	47	1.8%
no extracurricular assignments	86	3.3%
limited non-instructional duties	1459	55.8%

13. I wish I had done more**number****percentage**

observations	977	37.3%
provided more feedback to beginning teacher	505	19.3%
allowed beginning teacher to observe others	1554	59.4%
conferencing with beginning teacher	1064	40.7%

14. Degree my support as mentor has helped my beginning teacher remain in the classroom**number****percentage**

Great	1251	47.8%
Some	1287	49.2%
Little	64	2.4%
None	7	0.3%

Question #15—What support were you provided as a mentor teacher by your principal?

Freeing up time for me to observe

Training, ILP and mentor coordinator, encouragement and confidence in my ability to do a good job.

Release time to meet with my ILTs. My principal attends our monthly meetings when mentors and ILTs meet.

Provided opportunities to observe and have input into daily conferences with my mentee because of grade-level planning.

There when we need him and a general overview of TPAI training.

Schedule, and a mentor contact person at the school level.

My principal has a willingness to listen to concerns that I have in order to help my mentee be more successful.

Clarifying issues such as the type of lesson plan required.

Very little, I often felt that too many administrative responsibilities were left to me (parent conflicts, teacher/teacher relations, professional appropriateness, etc.)

Encouraging words as to my ability is the only support I have received.

Question #16—What support were you provided as a mentor teacher by your central office?

System wide activities for beginning teacher and mentor together.

A lot. Frequent meetings for county mentors.

Mentor Support training/answers all questions I asked to the best of their knowledge.

Mentor training only.

Very little—I had to retake training on my own time with no compensation. Others were given sub pay for school days as well as credit.

Paid for my substitute—system wide meetings for ILTs and mentors' notebook.

Given the opportunity to attend the mentor workshop within our county.

I have a contact in the central office—Instruction and workshops were provided for mentors.

Mentor workshop—mentor/mentee meetings in our district.

We have a handbook and attended a system-wide workshop before school opened.

Question #17—What are the most positive aspects of your mentoring experience?

I have enjoyed meeting my novice teacher and it is refreshing to see the enthusiasm and new ideas that he brings to the classroom.

Sharing—growing together—made me reflect more on my experiences—both positive and negative.

Being introduced to a new friend. Offering advice and when it is taken and success is a reward, I enjoy seeing her smile.

Seeing pleasure experienced by my teacher when certain strategies work in her classroom.

The opportunity to help a beginning teacher—to be supportive in a professional and personal way. The chance to better education in general, in our own school, hopefully. Create goodwill in the department.

Being able to give advice to beginning teachers.

Affirmation of my own ability as a teacher. Increased self-worth from sharing with my ILT. Increased knowledge as I learned ideas from my ILT.

Good rapport with mentee, sharing of ideas from a beginning teacher.

Getting to work with someone who is new, positive and energetic and willing to take constructive feedback.

Professional relationship between mentor/mentee—morale booster for both of us.

Question #18—How could your mentoring experience be improved?

By having only one ILT at a time. However, I realize this is necessary in order to provide enough mentors. Would also like to go back to some observing.

Although I enjoy working with Mr. _____, I feel that he would benefit more from someone in the P.E. field.

More common planning time with my mentee. Exemption from other duties to increase time spent with my mentee. Renewal credit for serving.

More time to meet with my mentee.

I need to know more of what is expected of a teacher in a different area from mine.

If I were able to conduct additional observations of my beginning teacher in her classroom.

None. Going very well.

More release time instead of crowding into an already busy day.

More individual time without additional duties. I meet at least weekly for an hour (or longer) with both mentees. As a yearbook advisor, I have to juggle afternoon deadline work and conferences. A common planning would help.

Being able to give input on what extra assignments new teachers should have to take on. (i.e. 9 weeks' lesson plans with projected calendar dates /weeks rather than weekly plans).

Question # 19—Other comments you would like to make.

Each person I mentored has come with different concerns, some of which I could help with, others I couldn't. Overall, my experiences have been positive, and I've learned to focus more on the positives rather than the negatives.

One of the most valuable programs I have seen introduced in education.

The sessions provided by UNCC for supervising teachers of student teachers were very helpful. These types of sessions could be provided for mentors.

Mentors should be paid for each mentee. For example: one mentee = \$100.00, 2 mentees = \$200.00.

Benefits, monetary increases.

It is an excellent experience and I wish I had a mentor when I began my career as a teacher.

The mentor/mentee program is a great idea. Hopefully the veterans can run interference on some negative aspects of the first few years of teaching so that we can keep people in the profession.

Most beginning teachers have issues with classroom management. I would like to see these teachers observing master teachers more often.

The beginning teacher should be allowed a set amount of release time to observe at least three other teachers, and it should not be during his/her lunch or planning time.

Love mentoring, love new ideas for the program.

Results of the Principal Survey (720 respondents)

Note: Percentages may not total 100% because they are based on the total number of respondents. In some cases, respondents did not answer a particular question; in some cases, respondents selected more than one answer.

1. I am principal of a(n)

number

percentage

elementary school	453	62.9%
middle school	143	19.9%
high school	123	17.1%
alternative school	11	1.5%

2. I have ___ beginning teachers on my staff

number

percentage

0	16	2.2%
1-5	424	58.9%
6-10	170	23.6%
11+	103	14.3%

3. The mentors at my school were**number****percentage**

selected by me	552	76.7%
selected through an application process	85	11.8%
selected by their colleagues	24	3.3%
selected by our beginning teachers	10	1.4%
volunteers	172	23.9%
selected by the central office	16	2.2%

4. Our mentors meet the following criteria**number****percentage**

have appraisal ratings among the highest in the school	170	23.6%
have strong recommendations from their peers	103	14.3%
have completed a minimum of 24 hours of mentor training	552	76.7%
are willing to participate in on-going annual professional development related to mentoring	85	11.8%
expressed willingness to serve in this capacity	24	3.3%

5. Our mentors and their beginning teachers met**number****percentage**

before the first day of school	512	71.1%
during the beginning teachers' first week of teaching	337	46.8%
during the beginning teacher's first month of teaching	160	22.2%
during the beginning teacher's first semester of teaching	117	16.3%

6. I meet with my beginning teachers**number****percentage**

daily	41	5.7%
weekly	196	27.2%
monthly	167	23.2%
as needed	449	62.4%

7. I meet with my mentor teachers**number****percentage**

daily	18	2.5%
weekly	102	14.2%
monthly	133	18.5%
as needed	527	73.2%

8. I beginning teachers and their mentors are located

	number	percentage
in the same hall or close proximity	438	60.8%
in the same building	336	46.7%
in another school in the system	26	3.6%
in another system	1	0.1%

9. I provide the most support for my beginning teachers in the following

	number	percentage
professional growth/concerns	406	56.4%
curriculum expertise	290	40.3%
instructional strategies	479	66.5%
personal	0	0.0%

10. I provide my beginning teachers

	number	percentage
an orientation	625	86.8%
limited preparations	168	23.3%
released time to meet with their mentors	271	37.6%
no extra-curricular assignments	312	43.3%
limited non-instructional duties	512	71.1%

11. I provide my mentor teachers

	number	percentage
an orientation	428	59.4%
limited preparations	78	10.8%
released time to meet with their beginning teacher	328	45.6%
no extra-curricular assignments	73	10.1%
limited non-instructional duties	337	46.8%

12. I wish I were able to

	number	percentage
conduct more observations of beginning teachers	177	24.6%
provide more specific feedback on my beginning teachers' performance	163	22.6%
have my beginning teachers observe other teachers more frequently	599	83.2%
conference with my beginning teachers more frequently	392	54.4%

13. I wish I were able to

	number	percentage
provide additional support for my mentor teachers	317	44.0%
provide more specific feedback to my beginning teachers	193	26.8%
to have my mentors observe new teachers more frequently	498	69.2%
conferencing with beginning teacher	275	38.2%

14. Degree that the support of mentors has helped beginning teachers remain in the classroom

	number	percentage
Great	492	69.3%
Some	215	29.9%
Little	13	1.8%
None	1	0.1%

Question # 15—What support were your beginning teachers provided by your central office?

Orientation, monthly meetings.

On-going in-service, Harry Wong book, Central office mentor coordinator, new teacher orientation.

Extra training/orientation/in-service (sometimes the extra meetings are just one more thing to take their time in the p.m. when they are already overwhelmed.)

Orientation, workshops, review of county policies.

An introduction to their mentors, a three-day orientation of expectations, effective teaching methods; teacher talk associations.

Our beginning teachers are provided on-going inservice throughout the year. They are also given an opportunity to network with other new teachers during their monthly "teacher-talk" sessions.

Training/Orientation ILP Guidelines. Periodically meetings to answer questions.

Tons of training prior to employment, great opening week PBL sessions 5-10 other sessions throughout the year.

Training sessions, they come to the school to visit and offer support. You can contact them any time.

Wonderful orientation and on-going staff development.

Question #16—What support were your mentor teachers provided by your central office?

Good, detailed manual with month to month instructions, newsletters, with updates, ideas for mentoring, on-going training, college credit, CEUs for participating.

District training for mentors, and a good handbook.

twenty-four hour training sessions.

Available training, but not required.

They try, but they play catch-up like the rest of us.

An opportunity to meet with their mentee teachers before school started and be involved in their orientation.

They are required to attend several Saturdays in order to get paid- ridiculous- it is not worth the time- We do not have enough qualified mentors nor would it be right to pull the last teachers out to become mentors - they need to be in the classroom- a small school doesn't have the personnel for a mentoring program.

A two-day induction, and on-site help if needed.

Orientation, training, \$100.00 per month stipend.

None.

Question #17—What are the most positive aspects of the mentor program?

They provide untold resources, advice, and counseling for new teachers—instructional issues, discipline tips, organizational ideas, etc.

Uses the experience of the veterans.

Gives the new teacher someone to feel comfortable with that is not 'The Boss.' Gives new teachers great ideas.

Teachers helping teachers; it helps keep some beginning teachers in the classroom.

Close collegial relationships and genuine concern for progress.

The support system they provide.

A designated person to go to for support and help.

Being there for moral support if nothing else.

Experienced teachers working with more inexperienced teachers.

Formalizes help for new teachers; gives new teachers an advocate.

Question #18—How could the mentor program be improved?

Eliminate the busy work (INTASC Standards) that contribute little to anything other than frustration. Design a program and leave it alone! Eliminate 2nd year mentors. This is a huge waste of dollars.

Less paperwork!!

More certified mentors. We have too few. Mentors should be paid for three years to mentor beginning teachers.

More mentors—less paperwork for each to do; especially with multiple mentees.

Need more release time; need more salary.

Allow for released time for mentor to spend more time in mentee's classroom—this is something I have not been able to manage.

They, like principals, need to know what standards are in place and not have them keep changing.

Provide time for more observation or "shadowing" of experienced teachers by beginning teachers.

Condense or do away with the portfolio.

Providing more additional time during the instructional day with the mentee.

Question #19—Other comments you would like to make.

The Product needs to be revised, it will run new teachers off if not changed. I have included one of my ILT teachers, she is an extraordinary teacher that feels overwhelmed—I know the state is trying to help, but there are as many negatives as positives.

First year teachers are being driven from the profession by too many well-intentioned requirements.

The person in charge at the central office should have consistent training and the position needs to be as stable as possible and not shifted around like an extracurricular assignment.

The state should consider paying teachers who work for a whole year (ECU program) with student interns- just as they pay mentors each month. Both groups, clinical teachers and mentors should receive the same compensation. All are our mentor teachers!

Very helpful to new teachers, good program!

It would be nice to have additional funds to support and strengthen the program.

We enjoy our many ILPs who add tremendous energy. We hope this program helps us KEEP them.

It is a by-product of the isolation of teaching that mentors are limited to help: lack of knowing how and a lack of presence.

Mentor-mentee is an effective program that continually contributes to improvements in the services that we provide our students.

The program is a good start. There is still a long way to go.

Focus Groups

Seven regional focus groups were convened in November and December. The regions, number of participants, and dates of the focus group meetings were:

West Region	17 participants	November 16 th
Central Region	23 participants	November 18 th
Northwest Region	23 participants	November 23 rd
Southwest Region	31 participants	December 6 th
Southeast Region	35 participants	December 8 th
Northeast Region	16 participants	December 9 th
Sandhills Region	73 participants	December 13 th

Facilitators at each session asked the following questions:

1. How much time did you spend with your mentor/mentee last year?
2. What kind of activities (discussions, review of lesson plans, social, etc.) did you complete with your mentor/mentee?
3. How were mentors assigned? When were mentors assigned?
4. What happened if a mentor/mentee assignment was a mismatch?
5. If you were designing a comprehensive mentor program, what components of the current program would you maintain? Which would you change? Why?
6. What are the strengths of the mentor program?
7. What improvements should be made to the mentor program?

Common themes emerged from the questions asked above. Highlights of comments from these groups are reported below:

1. Most acknowledged that mentors and their mentees were creative in meeting. Many met informally during lunch, breaks, or after school. Some mentioned that they talked on the phone during the evenings. Others met on weekends or holidays. Several reported that their LEAs had structured, required meetings for mentors and mentees.
2. There was a wide range of activities covered in mentor/mentee meetings. Often the topics included how to access supplies, how to fill out required paperwork, how to deal with the local politics of the school and district. Also, there was noted that a great deal of time was spent on planning, behavior management strategies, curriculum pacing, and occasional personal concerns.
3. In many cases, the mentors were assigned according to availability. There was reported a general shortage of trained mentors, especially for subject specific areas of high school. It was reported that principals, for the most part, made the mentor selection decision. This was substantiated on the principals' surveys as well. In some LEAs where ILP coordinators were in place, the assignment was made from that office. In most cases, the mentor was assigned either before school started or within the first week of the start of school.
4. If the mentor/mentee assignment was a mismatch, beginning teachers sought assistance from other teachers who were willing to become "unofficial mentors." In at least one case, several teachers rallied to the aid of a struggling beginning teacher. Often, the principal was consulted if a mismatch occurred. There were some mid-year switches in mentor assignments by mutual agreement, however, most changes in assignment did not occur until the end of the school year.
5. There were several components that focus group participants said should be maintained. There was overwhelming support for continuing mentor pay, but there was some sentiment that mentors should be held more accountable for their responsibilities to beginning teachers. The integrity of matching mentors and mentees according to subject areas should be maintained as much as possible. It was generally agreed upon that mentors should be experienced teachers, though the ranges of experience varied from three to ten years.
6. There were many strengths of the current mentoring program cited. Generally, the quality of the mentors was highly commended. There were many "testimonies" to the fact that most mentors went far beyond the call of duty in supporting beginning teachers. Beginning teachers liked the fact that they had someone to turn to for access to perfunctory information about schools. They liked the notion that a mentor would observe a beginning teacher informally without it impacting the evaluation process. It was reported that mentoring had a positive impact on teacher retention and morale. In districts that had an ILP coordinator, this was seen as a strength.
7. There was general agreement that compensation for mentors should be continued in the third year of the ILP experience. There is a need for more trained mentors, especially in particular curriculum areas. There was some support voiced for dropping the PBL requirement. In one case, it was suggested that mentees formally evaluate the performance of their mentor. It was suggested that funded positions be made available for permanent "floating" substitutes to cover classes so mentors/mentees could collaborate more often. Another suggested alternative to create more time was to reduce the teaching loads of mentors so they could devote more time to the mentoring process.

PANC Conference, October 1999

A six question, open-ended survey was distributed at the Personnel Administrators of North Carolina conference in Asheville. There were forty-three surveys returned. The questions are listed below:

1. Your position

2. Your involvement with the mentoring program in your LEA: minimally involved, somewhat involved, extensively involved
3. Suggested revisions to the Mentor Teacher Selection Guidelines
4. Strengths of the Mentor Program
5. Weaknesses of the Mentor Program
6. Suggestions/Recommendations for Strengthening the Mentor Program

Summary of Responses

1. There were administrators present with various positions: Assistant/Associate Superintendent, Human Resources Director, Personnel Director, Director of Instruction, ILP Coordinator
2. Two of forty-three respondents reported minimal LEA involvement in the mentoring program (7%); Nine of forty-three respondents reported some LEA involvement in the mentoring program (21%); Thirty-one of forty-three respondents reported extensive LEA involvement in the mentoring program (72%).
3. Summary of common responses pertaining to revisions of Mentor Teacher Selection Guidelines:
 - Continue to allow LEA flexibility
 - Select mentors who have taught at least five years
 - Ease the career status requirement (teachers coming from out-of-state)
4. Summary of common responses pertaining to the Strengths of the Mentor Program:
 - Support and retention of teachers
 - Compensation for mentors of 1st and 2nd year teachers
 - Helps mentor teachers reflect upon and improve their own teaching skills
5. Summary of common responses pertaining to the Weaknesses of the Mentor Program:
 - Not all mentors are compensated, thus creating ill feelings in the school
 - Extra time requirements without reducing an already heavy work load
 - Lack of mentor accountability which can lead to ineffective mentoring relationships
 - Not enough trained mentors to fill the need
6. Summary of common responses pertaining to the Suggestions/Recommendations for Strengthening the Mentoring Program:
 - Include compensation for mentors during the third year of the ILP experience
 - Updated training materials/guidelines from DPI
 - Reduce work loads to create more time for mentors/mentees to collaborate
 - Provide funding for every LEA to have an ILP Coordinator

Professional Organizations

Input was solicited from professional organizations. Below is a list of suggestions regarding the mentor program from NCAE.

- Training is not consistent across the state. There are mentors who are not familiar with the INTASC standards. Currently, the NC Teacher Academy does have a strong training of mentors. Maybe we should return to the practice of having "Mentor" added to one's license.

- When mentors are asked to work with more than one beginning teacher, they should be paid an extra stipend, not just the \$100.00 per month. If a teacher can provide quality support for more than one beginning teacher, they should be compensated.
- Trained mentors need two planning periods. One for working/supporting the new teacher and one to work on their own lesson planning and parent conferences. Mentors need quality time during the regular school day, not after the school day to work with and observe their mentee.
- The State needs to move forward with providing schools with release time mentors. The release time should be half-day for an individual school with new teachers, and/or a full-time release mentor for several schools with new teachers.
- The ILTs do not need to have all "basic" classes and or the class no other teacher wants to work with during the years they are "growing" into the profession. SB 898 needs to be communicated better to all administrators.
- Many ILTs state their mentor does very little to assist them and that often the department or grade chair help more. There should be some sort of "check" system to verify support and assistance.

North Carolina Distinguished Teachers' Forum

Input was solicited from the teachers at the North Carolina Distinguished Teachers' Forum held at the North Raleigh Hilton on January 14, 2000. One hundred and seventy-two teachers responded to the request to cite strengths and weaknesses of the current mentoring program. Listed below is a summary of the responses:

Strengths

- Compensation for the extra time required of mentors
- Provides new teachers with a support person
- Provides collaborative benefits for both the new teacher and the mentor
- Removal of mentor from evaluative role, concentrates on formative development
- Strengthens student outcomes
- Has the potential to help reduce teacher attrition
- The availability of several good training models (expansion/upgrading needed)

Suggestions for Improvement

- The portfolio requirement is excessive
- Extend mentor pay to the third year
- "Low performing" teachers need mentors regardless of experience
- Administrators need more training
- More trained mentors are needed
- More time is needed for observation, feedback, and reflection

Initial Licensure Program Coordinator Survey

ILP Coordinators in each district were administered a simple, free response survey. The topics and common responses are listed below:

Strengths of the mentor program

- Provides an organized system of support for new teachers
- Common benefit for both mentor and the beginning teacher

- Pay for the first two years of mentoring
- Improved teacher retention
- Potential for increased student achievement
- Training models (also listed as a weakness)

Weaknesses of the mentor program

- There is not enough time for new teachers and their mentors to collaborate
- Training modules need updating and revising
- Not enough trained mentors to meet the demand
- Inconsistent implementation of available guidelines
- 3rd year mentors not being compensated
- Fear/Confusion over PBL

Suggestions/Recommendations for Strengthening the Mentor Program

- Revise training modules
- Extend pay for mentors to the third year
- Provide funding for ILT Coordinators for each LEA
- Mentor-trained administrator at each school
- Substitute pay for mentors to be released for training and observations
- An awards program for outstanding mentors

Suggested revisions to the Mentor Teacher Selection Guidelines

- No suggestions
- Continue with the current guidelines
- Add a "Mentor Agreement" to increase accountability for the mentor
- Change the "recommended" guidelines to an "acceptable minimum"

Initial Licensure Program Reports

ILP Coordinators in each district were asked to submit information about their mentoring programs for compilation of this report. Reports were received from 105 of the 117 LEAs. The following information was requested:

- number of ILTs sorted by years 1, 2, 3
- brief descriptions of any orientation programs for beginning teachers and/or mentor teachers you have conducted since August, 1998
- a brief description of any system-wide activities/programs for mentor teachers you have had since August, 1998
- a brief description of IHE involvement in your program since August, 1998
- a brief description of how you have addressed the optimum working conditions for beginning teachers identified by the SBE
- a brief description of any evaluations/assessments of your Initial Licensure Program conducted since August 1998 and any program changes made/anticipated based on the evaluative data.

Number of ILTs

The number of ILTs, not surprisingly, is based on the size of the district. Small districts have fewer than large ones. An interesting trend, which bears out the research, is that the number of 1st year ILTs is almost always the largest group with declining numbers as the years increase. Schools are apparently losing some ILTs yearly.

New Teacher Orientation Programs

Every system has some sort of orientation. The most common thread running throughout orientations is that of time. All orientations occur before the school year officially begins for experienced teachers. The programs run between two and four days. If the orientation runs for only two days then for the most part the program is one of system "nuts and bolts." The longer programs include significant information above and beyond system information. These types of orientations include information about the PBL Process, Standard Course of Studies, INTASC standards, etc. The final portion of the orientation process provides time for new teachers to meet their mentors and go to their schools. This means that the mentors are reporting back to their school earlier than their colleagues. In some cases the new teacher was not assigned a mentor for 7-10 days after reporting.

System-Wide Activities for ILTs and Mentors

There was a significant range of the system-wide activities reported, from one meeting per semester to six or more meetings per semester. Some systems hired private consultants to do product assessment (PBL) and required the ILTs' attendance at monthly meetings. Some systems were dependent on ILT coordinators and other "in-house" personnel to facilitate follow-up activities for beginning teachers. In some cases, it is the mentor's responsibility to see to all follow-up activities during the ILT experience. Approximately one-half of the districts provide social activities periodically before school starts and during the year to get ILTs, mentors, and principals together on an informal basis.

The range of activities depends in great part on the size of the district and their involvement with an IHE. All districts require mentor training (although the time requirement varied). Some required it before they could be considered for mentoring, others required it if they became mentors. Districts with strong IHE ties had more extensive training requirements or more opportunities than those that did not indicate a strong tie to an IHE.

IHE Involvement

All reports included some involvement with an IHE. The breadth and depth of involvement was again determined by the size of the school or its proximity to the IHE. Some schools reported the existence of the possibility of help if they needed it, some reported using the IHE for mentor training while some used IHEs as an integral part to both the orientation as well as the ongoing activities for both mentors as well as ILTs. The common factor for both IHE involvement and the amount of follow-up activities seemed to be dependent on the size of the mentor program. Some schools have a teacher as coordinator while others have whole departments at the district office.

Optimum Working Conditions

All districts professed to follow the guidelines. At the least, they have encouraged their principals to follow them. Others say that they have met them all. The common thread is that the final decisions are left up to the principal. Throughout the reports, the one condition repeatedly followed is that of no involuntary extracurricular duties. The condition most often reported as causing difficulty is that of assigning ILTs within their area of license and having a mentor in the same field close by. There do not seem to be enough mentors at some schools to have a one-to-one assignment so some mentors have more than one ILT or are out of their field.

Mentor Selection

Most mentors are reportedly selected by the principal following some sort of recommendation/evaluation procedure. The most common criterion reported is that of good evaluations (TPAI) followed by the willingness of the mentor to go or having already completed training. Some districts required the commitment to further training.

Evaluations/Assessments

All reported some sort of assessment procedure. The most common is that of surveys for both mentors and ILTs. In many cases, mentors had to turn in logs of assistance, verifying the mentoring process.

Other Trends

Harry Wong's book, I Choose to Care, was very commonly used as a tool for orientation. The ILTs were either given the book, shown the video, or both.

Beginning teachers that missed the beginning orientation had some type of orientation, but it was not as extensive as the orientations given before school.

Selected Comments from e-mails

"Please protect mentoring from paperwork. Do not 'new and improve it' by journaling."

"My mentor is on a different hall and has her planning periods at times different from mine."

"Mrs. _____ is a wonderful teacher and person and that is what matters. A lot of my friends don't even see their mentors, but once a month to sign something."

"Our program includes the major components of the state model, but goes well beyond your components. We included discipline strategies, instructional strategies, EC paperwork, the product for ILs, and observation and evaluation documentation."

"I am so glad that new teachers have an opportunity to have mentors to 'watch' over us and guide us daily."

"What happened to portfolios? If you decide to go to that please be careful that you are not adding so much extra stress to new teachers that they leave after the first or second year."

"I was previously at another school and my mentor was awful. She was actually getting paid to do absolutely nothing."

"I have had the most wonderful experience with my first two years of teaching. My mentor is fabulous! I would like more feedback on how I can improve behavior modification skills before I begin teaching."

"Even though not much is required for the product during our first year, it hangs over our head, wearing us down."

"My mentor teacher has made me feel competent and has been supportive without making me feel inadequate. She encourages me and offers support and help often."

Conclusions/Findings

Based on the data collected in this study, the following conclusions appear warranted:

1. Generally, there is a match between the licensure area of the beginning teacher and the mentor teacher.
2. Generally, mentors are assigned in a timely fashion. Approximately 80% of beginning teachers reported being assigned a mentor before the first day of school or during their first week of teaching. Sixty percent (60%) of the mentors reported meeting with their beginning teacher before the first day of school. Just over 70% of the principals reported their beginning teachers and mentors met before the first day of school.

3. Few beginning teachers are assigned mentors in other schools. Less than 5% of the beginning teacher or mentor teachers reported being in different schools. Approximately 60% of mentors and beginning teachers reported being in the same hall or close proximity. Likewise, approximately 60% of the principals reported that their beginning teachers and mentors were in the same hall or close proximity.
4. School systems are providing orientations for beginning teachers. Just over 80% of the beginning teachers indicated that they had been provided an orientation. Approximately 87% of the principals reported providing an orientation for beginning teachers. The length and content of the orientations, however, varies from system to system.
5. The optimum working conditions of limited preparations, limited number of exceptional or difficulty students, minimal non-instructional duties, and no extracurricular activities unless requested in writing are not consistently implemented. Less than one-fifth of the beginning teachers reported that they had limited preparations, limited numbers of difficult students, limited numbers of exceptional children, and no extracurricular activities. Just over one-fourth (27.9%) reported limited non-instructional duties. Principals report optimum working conditions occurring at much greater levels. Over 70% reported limiting non-instructional duties; 23% reported limited preparations; 43% reported no extracurricular activities.
6. For the most part, principals select mentor teachers. Just over 80% of the mentor teachers reported being selected by their principals. This is in line with the 77% of principals who reported selecting the mentor teachers. Over 80% of the mentor teachers reported they had 24 hours of mentor training; 77% of principals indicated that mentors had completed 24 hours of mentor training.
7. Sufficient time for beginning teachers and their mentors to meet, conference, and work is not available. Just under half (46%) of beginning teachers responding reported that they wished their mentors had done more observations; 34% wished they had been provided more specific feedback on their performance. More than one-third (37.3%) of the mentor teachers wished they had been able to observe their beginning teacher more; 40% wished they had been able to conference more with their beginning teachers; almost 60% wished they had been able to allow their beginning teacher to observe other teachers more. Just under 70% of the principals reported that they wished they were able to have mentor teachers observe beginning teachers more frequently. Lack of time was also reflected in comments from other stakeholders.
8. Through all sources of data, there appears to be satisfaction with and support for the mentor program. Positive comments outweighed negative comments two-to-one. It was interesting to note though the anticipated impact of the mentoring program as reported by the beginning teachers as compared to the principals and mentor teachers. With few exceptions, both mentors and principals indicated they thought the mentor would help the beginning teacher stay in the classroom to "some" or a "great" extent. On the other hand, less than 35% of the beginning teachers shared this expectation.
9. There is much anxiety and concern over Performance-Based Licensure. PBL was consistently noted as a concern.

Recommendations

Based on the data collected and specific suggestions that have been shared with staff, the following recommendations are made:

1. Additional time for the mentor and beginning teacher to work together is needed. Such time may be provided by additional planning periods, scheduling changes, providing additional teacher allotments to allow released time.
2. Means to assist LEAs in better actualizing the optimum working conditions need to be identified.

3. The expectations and responsibilities of mentor teachers need to be more clearly articulated and a reasonable system of accountability implemented.
4. Pay for third year mentors should at least be available for those beginning teachers experiencing difficulty with the PBL product.
5. Additional mentor teacher training should be made available by the Department of Public Instruction in collaboration with the UNC Center for School Leadership Development.

Special thanks is expressed to Mr. Jim Barber, Executive Director, and Mr. Ross White, computer consultant, at Learn-NC for their assistance in collecting, organizing, and analyzing survey data.

APPENDIX

Survey Forms Used

Please let us hear from you!



The Department of Public Instruction is conducting a study of the Mentor Program. The results of the study will be presented to the State Board of Education and the Joint Legislative Education Oversight Committee of the General Assembly. To provide as comprehensive picture of the program as possible, we are seeking input from numerous stakeholders.

We are particularly interested in input from beginning teachers and mentor teachers. To this end, we have posted surveys on the Learn NC website (**www.learnnc.org**) and invite you to complete them. The surveys can be accessed from December 1-20. Please take a few minutes to visit the website and respond to our surveys. If you prefer, we invite you to make copies of the attached surveys, complete them, and return them to us at the following address:

NC Department of Public Instruction
Teacher Education Section
301 N. Wilmington Street
Raleigh, NC 27601-2825

Attention: Eddie Ingram

You can also e-mail your comments to Eddie Ingram at eingram@dpi.state.nc.us.

We want to hear from you.

Beginning Teacher Survey

The Excellent Schools Act, ratified in June 1997, was a comprehensive plan for improving student academic achievement, reducing teacher attrition, and rewarding teacher knowledge and skills. This Act included a number of directives designed to provide support for beginning teachers and strengthen the profession. These included the expansion of the initial licensure program from two years to three years and the goal of funding to provide each newly licensed teacher with a qualified and well-trained mentor.

As directed by the General Assembly, the Department of Public Instruction is now conducting a study of the Mentor Program. The results of the study will be presented to the State Board of Education and the Joint Legislative Education Oversight Committee of the General Assembly. To provide as comprehensive picture of the program as possible, we are seeking input from numerous stakeholders. We would appreciate your answers to the following questions.

1. I am a

- ☐ first year teacher.
- ☐ a second year teacher.
- ☐ a third year teacher.

2. My age is

- ☐ 20-25
- ☐ 26-34
- ☐ 35-50
- ☐ 50+

3. I am licensed in

- ☐ Birth-Kindergarten
- ☐ Elementary Education
- ☐ Middle Grades
- ☐ Exceptional Children
- ☐ Special Subjects (Art, Music, Physical Education)
- ☐ Secondary (English, Mathematics, Science, Social Studies, etc.)
- ☐ Other

4. I am teaching

- ☐ Birth-Kindergarten
- ☐ Elementary Education
- ☐ Middle Grades
- ☐ Exceptional Children
- ☐ Special Subjects (Art, Music, Physical Education)
- ☐ Secondary (English, Mathematics, Science, Social Studies, etc.)
- ☐ Other

5. My mentor teacher is teaching

- ☐ Birth-Kindergarten
- ☐ Elementary Education
- ☐ Middle Grades
- ☐ Exceptional Children
- ☐ Special Subjects (Art, Music, Physical Education)
- ☐ Secondary (English, Mathematics, Science, Social Studies, etc.)
- ☐ Other

6. I completed a teacher education program
- ☐ at a NC college/university.
 - ☐ at a teacher education program out-of-state.
 - ☐ I am a lateral entry teacher.
7. To the extent that my first days of school were successful, it was due to the fact that:
- ☐ I did everything on my own.
 - ☐ I had great classes.
 - ☐ My mentor met with me and assisted me with planning my first days.
 - ☐ The school faculty made me feel welcome.
8. I was assigned a mentor teacher
- ☐ before the first day of school.
 - ☐ during my first week of teaching.
 - ☐ in my first semester of teaching.
 - ☐ I do not have a mentor.
9. I met/meet with my mentor teacher
- ☐ on a daily basis
 - ☐ on a weekly basis
 - ☐ on a monthly basis
 - ☐ on an as-needed basis
10. My mentor teacher is located
- ☐ in the same hall or close proximity
 - ☐ in the same building
 - ☐ another school in the system
 - ☐ another system
11. In which of the following areas does/did your mentor teacher provide you the most support?
- ☐ professional growth/concerns
 - ☐ curriculum expertise
 - ☐ instructional strategies
 - ☐ personal
12. Which of the following did you experience?
- ☐ an orientation for new teachers
 - ☐ limited preparations
 - ☐ limited number of difficult students in my classes
 - ☐ limited number of exceptional children in my classes
 - ☐ no extracurricular assignments
 - ☐ limited non-instructional duties
13. I wish my mentor teacher had done more of this
- ☐ observations
 - ☐ provided specific feedback on my performance
 - ☐ allowed me to observe him/her more often
 - ☐ conferenced with me

14. To what degree has your mentor teacher helped keep you in the classroom?

- ☐ Great
- ☐ Some
- ☐ Little
- ☐ None

15. What are the strengths of the support provided you by your mentor teacher?

16. What are the strengths of the support provided you by your principal?

17. What are the most positive aspects of your ILP experience?

18. How could your ILP experience be improved?

19. Other comments you would like to make.

Mentor Teacher Survey

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As directed by the General Assembly, the Department of Public Instruction is now conducting a study of the Mentor Program. The results of the study will be presented to the State Board of Education and the Joint Legislative Education Oversight Committee of the General Assembly. To provide as comprehensive picture of the program as possible, we are seeking input from numerous stakeholders. We would appreciate your answers to the following questions.

1. I have been a mentor

- ☐ for 1-5 years
- ☐ 5-10 years
- ☐ 11+ years
- ☐ I am a first time mentor

2. I have been teaching

- ☐ less than five years
- ☐ 5-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 20+ years

3. I am licensed in

- ☐ Birth-Kindergarten
- ☐ Elementary Education
- ☐ Middle Grades
- ☐ Exceptional Children
- ☐ Special Subjects (Art, Music, Physical Education)
- ☐ Secondary (English, Mathematics, Science, Social Studies, etc.)
- ☐ Other

4. I am teaching

- ☐ Birth-Kindergarten
- ☐ Elementary Education
- ☐ Middle Grades
- ☐ Exceptional Children
- ☐ Special Subjects (Art, Music, Physical Education)
- ☐ Secondary (English, Mathematics, Science, Social Studies, etc.)
- ☐ Other

5. My beginning teacher is teaching

- ☐ Birth-Kindergarten
- ☐ Elementary Education
- ☐ Middle Grades
- ☐ Exceptional Children
- ☐ Special Subjects (Art, Music, Physical Education)
- ☐ Secondary (English, Mathematics, Science, Social Studies, etc.)
- ☐ Other

6. I was selected to be a mentor teacher
- ☐ through an application process
 - ☐ by my principal
 - ☐ by my colleagues
 - ☐ by my beginning teacher
 - ☐ I volunteered
7. As a mentor teacher, I meet the following criteria
- ☐ my appraisal ratings are among the highest in the school
 - ☐ strong recommendations from principal and peers
 - ☐ I have completed a minimum of 24 hours of mentor training
 - ☐ I am willing to participate in on-going annual professional development related to mentoring
 - ☐ willingness to serve in this capacity
8. I met with my beginning teacher
- ☐ before the first day of school
 - ☐ during his/her first week of teaching
 - ☐ during his/her first month of teaching
 - ☐ during his/her first semester of teaching
9. I met/meet with my beginning teacher
- ☐ on a daily basis
 - ☐ on a weekly basis
 - ☐ on a monthly basis
 - ☐ on an as-needed basis
10. My beginning teacher is located
- ☐ in the same hall or close proximity
 - ☐ in the same building
 - ☐ another school in the system
 - ☐ another system
11. In which of the following areas do/did you provide the most support for your beginning teacher?
- ☐ professional growth/concerns
 - ☐ curriculum expertise
 - ☐ instructional strategies
 - ☐ personal
12. Which of the following did you experience?
- ☐ an orientation for mentor teachers
 - ☐ limited preparations
 - ☐ reassigned/released time to meet with your beginning teacher
 - ☐ no extracurricular assignments
 - ☐ limited non-instructional duties
 - ☐ system-wide activities for mentor teachers
13. I wish I was/had been able to
- ☐ conduct additional observations of my beginning teacher
 - ☐ provide more specific feedback on my beginning teacher's performance
 - ☐ have my beginning teacher observe other teachers more frequently
 - ☐ conference with my beginning teacher more frequently

14. To what degree do you think your support as a mentor teacher helps/will help keep your beginning teacher in the classroom?

- ☐ Great
- ☐ Some
- ☐ Little
- ☐ None

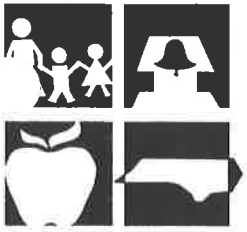
15. What support were you provided as a mentor teacher by your principal?

16. What support were you provided as a mentor teacher by your central office?

17. What are the most positive aspects of your mentoring experience?

18. How could your mentoring experience be improved?

19. Other comments you would like to make.




Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

<http://www.dpi.state.nc.us>

Department of Public Instruction
Michael E. Ward, State Superintendent

To: Principals

From: Eddie Ingram, Consultant, Teacher Education Section 

Date: November 18, 1999

RE: Mentor Program Study

Mentor Program Study

In compliance with HB 168, the Department of Public Instruction is conducting a study of the Mentor Program. The results of the study will be presented to the State Board of Education and the Joint Legislative Education Oversight Committee of the General Assembly. To provide as comprehensive picture of the program as possible, feedback is being solicited from numerous stakeholders through surveys, focus groups and reports of program activities and **we need your help.**

1. Please encourage your second year ILTs and their mentors to participate in our on-line survey. They can access it through the LEARN NC website (www.learnnc.org). A copy of the surveys is enclosed and your teachers and mentors may copy this and mail it directly back to me if they prefer. We also are enclosing a survey for principals that you may return directly to me or by the LEARN NC website.
2. The surveys need to be returned to us **by December 15, 1999** in order for us to compile the information and write our report.

Having just left the principal's chair six weeks ago, I know how busy your schedules are. However, I think you will agree that your input on the mentoring program is vital if your voice is to be heard in the General Assembly. Please have a happy and safe holiday season!

Please mail any surveys not returned on line to me at the following address:

Eddie Ingram, Consultant
Teacher Education Section
Department of Public Instruction
301 N. Wilmington St.
Raleigh, NC 27601-2825

Principal Survey

The Excellent Schools Act, ratified in June 1997, was a comprehensive plan for improving student academic achievement, reducing teacher attrition, and rewarding teacher knowledge and skills. This Act included a number of directives designed to provide support for beginning teachers and strengthen the profession. These included the expansion of the initial licensure program from two years to three years and the goal of funding to provide each newly licensed teacher with a qualified and well-trained mentor.

As directed by the General Assembly, the Department of Public Instruction is now conducting a study of the Mentor Program. The results of the study will be presented to the State Board of Education and the Joint Legislative Education Oversight Committee of the General Assembly. To provide as comprehensive picture of the program as possible, we are seeking input from numerous stakeholders. We would appreciate your answers to the following questions.

1. I am principal of a(n)

- ☐ elementary school
- ☐ middle school
- ☐ high school
- ☐ alternative school

2. I have ____ beginning teachers on my staff

- ☐ 0
- ☐ 1-5
- ☐ 6-10
- ☐ 11+

3. The mentor teachers at my school were

- ☐ selected by me
- ☐ selected through an application process
- ☐ selected by their colleagues
- ☐ selected by our beginning teachers
- ☐ volunteers
- ☐ selected by the central office

4. Our mentor teachers meet the following criteria

- ☐ have appraisal ratings among the highest in the school
- ☐ have strong recommendations from their peers
- ☐ have completed a minimum of 24 hours of mentor training
- ☐ are willing to participate in on-going annual professional development related to mentoring
- ☐ expressed willingness to serve in this capacity

5. Our mentors and their beginning teachers met

- ☐ before the first day of school
- ☐ during the beginning teacher's first week of teaching
- ☐ during the beginning teacher's first month of teaching
- ☐ during the beginning teacher's first semester of teaching

6. I meet with my beginning teachers

- ☐ on a daily basis
- ☐ on a weekly basis
- ☐ on a monthly basis
- ☐ on an as-needed basis

7. I meet with my mentor teachers

- ☐ on a daily basis
- ☐ on a weekly basis
- ☐ on a monthly basis
- ☐ on an as-needed basis

8. My beginning teachers and their mentors are located

- ☐ in the same hall or close proximity
- ☐ in the same building
- ☐ in another school in the system
- ☐ in another system

9. In which of the following areas do you provide the most support for your beginning teacher?

- ☐ professional growth/concerns
- ☐ curriculum expertise
- ☐ instructional strategies
- ☐ personal

10. Which of the following do you provide your beginning teachers?

- ☐ an orientation
- ☐ limited preparations
- ☐ reassigned/released time to meet with their mentor teacher
- ☐ no extracurricular assignments
- ☐ limited non-instructional duties

11. Which of the following do you provide your mentor teachers?

- ☐ an orientation
- ☐ limited preparations
- ☐ reassigned/released time to meet with their beginning teacher
- ☐ no extracurricular assignments
- ☐ limited non-instructional duties

12. I wish I was able to

- ☐ conduct additional observations of my beginning teachers
- ☐ provide more specific feedback on my beginning teachers' performance
- ☐ have my beginning teachers observe other teachers more frequently
- ☐ conference with my beginning teachers more frequently

13. I wish I was able to

- ☐ provide additional support for my mentor teachers
- ☐ provide more specific feedback on my mentor teachers' performance in this role
- ☐ have my mentor teachers observe their beginning teachers more frequently
- ☐ conference with my mentor teachers more frequently

14. To what degree do you think the support of a mentor teacher helps/will help keep your beginning teachers in the classroom?

- ☐ Great
- ☐ Some
- ☐ Little
- ☐ None

15. What support were your beginning teachers provided by your central office?

16. What support were your mentor teachers provided by your central office?

17. What are the most positive aspects of the mentor program?

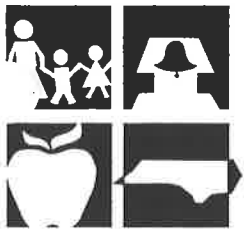
18. How could the mentor program be improved?

19. Other comments you would like to make.

Please return your completed survey to

Eddie Ingram, Consultant
Teacher Education Section
NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

or enter your responses electronically through the Learn NC website (www.learnnc.org)



Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

Department of Public Instruction
Michael E. Ward, State Superintendent

<http://www.dpi.state.nc.us>

To: Initial Licensure Program Coordinators

From: Kathy Sullivan, Director, Division of Human Resource Management
Eddie Ingram, Consultant, Teacher Education Section

Date: November 18, 1999

RE: Mentor Program Study
PBL Update
January 24, 2000 meeting

Mentor Program Study

In compliance with HB 168, the Department of Public Instruction is conducting a study of the Mentor Program. The results of the study will be presented to the State Board of Education and the Joint Legislative Education Oversight Committee of the General Assembly. To provide as a comprehensive picture of the program as possible, feedback is being solicited from numerous stakeholders through surveys, focus groups, and reports of program activities and **we need your help**.

1. We would ask that you complete the attached survey (Attachment 1) and return it to us by December 15th.
2. We would ask that you provide us the following information about your mentor program (by December 15th):
 - (a) the number of initially licensed teachers currently employed in years 1, 2, and 3 of the program.
 - (b) a brief description of any orientation programs for beginning teachers and/or mentor teachers you have conducted since August, 1998.
 - (c) a brief description of any system-wide activities/programs for initially licensed teachers you have had since August, 1998.
 - (d) a brief description of any system-wide activities/programs for mentor teachers you have had since August, 1998.
 - (e) a brief description of IHE involvement in your program since August, 1998.
 - (f) a brief description of how you have addressed the optimum working conditions for beginning teachers identified by the SBE (Attachment 2).
 - (g) a brief description of how you select mentors for beginning teachers (SBE guidelines for the selection of mentor teachers is included as Attachment 3).
 - (h) a brief description of any evaluations/assessments of your Initial Licensure Program conducted since August, 1998 and any program changes made/anticipated based on the evaluative data.
3. We would ask that you encourage your second year ILTs and their mentors to participate in our on-line survey. They can access it through the Learn NC website (www.learnnc.org). Copies of the surveys are enclosed and a copy is being sent to each school in the state. Teachers who prefer to complete a hard copy may do so and return it to us via the US mail.

PBL Update

As you know, implementation of the Performance-Based Licensure Program was delayed this summer by a ruling of the Rules Review Commission. The Governor, members of the State Board of Education, and DPI staff remain committed to the program and we anticipate that individuals who are ILT1s this year will be required to complete the performance-based product during the 2000-2001 school year to convert their initial licenses to continuing licenses. To this end, nine regional PBL coordinators are available to provide training for your teachers, school administrators, and other instructional personnel relative to PBL. We trust that these individuals have been in contact with you to offer their services, but are enclosing a list "just in case." Eddie Ingram, most recently a high school principal in Franklin County, has joined the staff of the Teacher Education Section and has primary responsibility for the ILP and mentoring programs. He is also available to assist you in any way that he might. His number is 919-715-1091; his e-mail address is eingram@dpi.state.nc.us.

We have heard the concerns of many teachers (beginning and veteran) about the Performance-Based Licensure Program and are attempting to address them. To this end, the program is being revised. In making the revisions we have attempted to balance the commitment to rigor and high standards with concern for the challenges facing beginning teachers. As the revisions now stand, there will be three components instead of five. They will be: *Instructional Practice*, *Unique Learner Needs*, and *Classroom Climate*. In addition,

- the reflective writing will be more focused;
- the case study will be replaced with asking the teacher to focus on one student's particular needs and how these have been addressed;
- the interrelatedness between components will be maximized--so that evidence can be and is used across components;
- the video will be shortened from 30 to 15 minutes;
- assessment data will focus on that which is readily available to teachers;
- the comparison of discipline rates between year 1 and year 2 will be replaced with a sample log of discipline incidents and how the teachers handles disruptions; and
- we are attempting to identify ways in which principals can be involved to a greater extent should they so desire.

Several systems have indicated their interest in having beginning teachers develop performance-based products and next week we will mail to each ILT coordinator the directions for the revised product. We have identified funds to pay up to 500 teachers \$200 each to do so. If you would be interested in participating in the pilot this spring, please contact Eddie.

January 24, 2000 Meeting

Please mark January 24, 2000 on your calendars for a statewide meeting of ILP coordinators. The purpose of the meeting is to talk with you about the Initial Licensure Program, PBL, Mentoring, and other issues of importance to you as ILP Coordinators. The meeting will be in Raleigh. More information will be sent to you in December.

Our Thanks . . .

Please know that you have our thanks for all that you are doing to support beginning teachers in North Carolina.

Please return your completed survey and information on your mentoring program to:

Eddie Ingram, Consultant
Teacher Education Section
Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

ILP Coordinator Survey

As the individual in your system who works most closely with the Initial Licensure Program, your input is invaluable to us. Your responses to the following questions would be most appreciated. Please attach additional sheets as needed.

1. LEA: _____
2. Length of time you have been the ILP Coordinator: _____
3. Strengths of the Mentor Program:
4. Weaknesses of the Mentor Program:
5. Suggestions/Recommendations for Strengthening the Mentor Program:
6. Suggested revisions to the Mentor Teacher Selection Guidelines:

From: Lynda Fuller (for Mike Ward)
To: Everyone
Date: 11/1/99 10:56AM
Subject: Weekly Message -- Mike Ward

Weekly Message for Superintendents: Monday, Nov. 1, 1999

We look forward to meeting with all superintendents next week (Tuesday, Nov. 9). We will begin with lunch at 12:30, followed by our meeting at 1:00 p.m. in the first floor auditorium of the Education Building. Our agenda includes the following: school safety panel, student accountability standards update, report on State Board's ABCs Issues Session, and updates on the NC Information Highway, NC TEACH and the hurricane recovery efforts. There will also be time for you to bring up any issues or questions that you have. This is our quarterly meeting for the fall and we will not meet again until the Winter Leadership Conference in January. I hope to see you next week.

Regards, Mike Ward

o State Board to Meet This Week—The State Board of Education meets this week in Raleigh. The Board will hold a special issues session on the ABCs tomorrow (Tuesday, Nov. 2) beginning at 2 p.m. The Board's regular meeting will be Wednesday and Thursday. Agenda items include: adoption of core standards for teachers, release of the annual teacher turnover report, preliminary approval of charter schools, discussion on requiring passing scores on End-of-Course Tests to receive course credit, and the semi-annual report on teachers employed under alternative entry licensure options. On Thursday, Gov. Hunt will attend the meeting to receive the National Alliance of Business' State of the Year award.

o SAS Broadcast to Parents – Don't forget that tonight the UNC Center for Public Television will broadcast from 8-8:30 p.m. a program on Student Accountability Standards for parents. Please encourage principals and teachers, PTAs and other parent groups, and others in your school community to tune in to the public television station that serves your area to watch this special program. Elsie Leak, Marvin Pittman and Tannis Nelson, State PTA president, will join me to talk about the standards and what they mean to students. This program also can be taped for rebroadcast.

o SAS Handbook Available – The Student Accountability Standards Handbook, which was distributed at the How-To Sessions to assist administrators and teachers in the implementation of the Student Accountability Standards, is available for purchase for \$20 plus shipping and handling. The handbook provides direction on how to implement standards, organize the school day, use flexible funding, and implement appropriate intervention strategies. To order extra copies, contact DPI Publications, (800) 663-1250.

o Education Oversight Committee To Meet – The Education Oversight Committee Co-chairs Sen. Howard Lee and Rep. Gene Rogers invite superintendents to attend their Tuesday, Nov. 9 session to be held in room 544 of the Legislative Office Building from 9 a.m. until noon. Committee members will hear a discussion on student accountability and disaggregated data. The committee also has invited a representative from the Texas Department of Education and is trying to get a Texas superintendent to attend along with Jim Watts from SREB to present information on these issues to the committee members.

o Voluntary Shared Leave Changed - HB 820 directed the State Board of Education, in cooperation with the State Personnel Commission, to adopt rules and policies to allow public school employees to share leave voluntarily with an immediate family member who is an employee of a state agency. The Board approved revisions to its voluntary shared leave policy earlier this month. We have received word that the temporary ruling has been approved by the Office of Administrative Hearings with the change in policy effective Nov. 8th. Personnel administrators will receive copies of the revised policy. If additional information is needed, please contact Gordon Millsbaugh (gmillsba@dpi.state.nc.us) or Gary Jarrett (gjarrett@dpi.state.nc.us).

o Mentor Program Study - In compliance with legislative requirements, DPI will be conducting a comprehensive study on the effectiveness of the mentoring program. The study will include gathering information on each LEA's mentoring program, surveying beginning teachers and mentor teachers, and convening focus groups of beginning teachers and mentor teachers across the state. We would welcome your comments on the current mentoring program as well as your suggestions and/or recommendations on how the mentoring program may be improved. Please e-mail them to Kathy Sullivan, Director, Division of Human Resource Management, DPI, at ksulliva@dpi.state.nc.us.

ASSESSING THE MENTOR PROGRAM
PANC Conference
October, 1999

In compliance with HB 168, the Department of Public Instruction is conducting a study of the Mentor Program. To this end, feedback is being solicited from numerous stakeholders through surveys, focus groups, and reports of program activities. We would appreciate your input and feedback.

1. Your position: _____

2. Your involvement with the mentoring program in your LEA:

☐ Minimally Involved

☐ Somewhat Involved

☐ Extensively Involved

3. Suggested revisions to the Mentor Teacher Selection Guidelines:

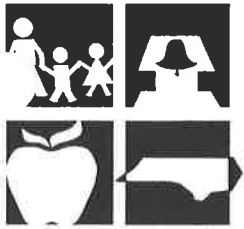
4. Strengths of the Mentor Program:

5. Weaknesses of the Mentor Program:

6. Suggestions/Recommendations for Strengthening the Mentor Program:

Beginning Teacher/Mentor Teacher Focus Group Discussion Questions

1. How much time did you spend with your mentor/mentee last year?
2. What kind of activities (discussions, review of lesson plans, social, etc.) did you complete with your mentor/mentee?
3. How were mentors assigned? When were mentors assigned?
4. What happened if a mentor/mentee assignment was a mismatch?
5. If you were designing a comprehensive mentor program, what components of the current program would you maintain? Which would you change? Why?
6. What are the strengths of the mentor program?
7. What improvements should be made to the mentor program?



Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

<http://www.dpi.state.nc.us>

Department of Public Instruction
Michael E. Ward, State Superintendent

November 1, 1999

To: Thomas Blanford
Jan Crotts
Angela Farthing
Karen Garr
Sam Houston
Dianne Jackson
Ken Jenkins
Julia Kron
Linda Stevens
Lloyd Thrower
Amy Van Oostrum
Mary Jo Utley
John Wilson

From: Kathy Sullivan

RE: Mentor Program Study

In compliance with legislative requirements, we are conducting a comprehensive study of the effectiveness of the mentoring program. The study will include gathering information on each LEA's mentoring program, surveying beginning teachers and mentor teachers, and convening focus groups of beginning teachers and mentor teachers across the state. Focus group participants are being randomly selected from our licensure and salary databases.

In addition, we would welcome your comments, suggestions, and/or recommendations, on behalf of the constituencies you represent, on the current mentoring program and how it may be improved. Please send them to me at ksulliva@dpi.state.nc.us or Department of Public Instruction, Division of Human Resource Management, 301 N. Wilmington Street, Raleigh, NC 27601-2825. I would appreciate receiving your comments by December 1st.

Thank you in advance for your help.