



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Impact of Pilot Program
for Full-Time Mentors
SL 2001 – 424, Sec. 28.18(b)

Senate Bill 1005

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DPI Chronological Schedule

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Report on Full-Time Mentoring Pilot Programs

Executive Summary

Session Law 2001-424 Section 28.18. authorized the Charlotte-Mecklenburg Schools, the Wake County Schools, and the Winston-Salem Forsyth County Schools to establish pilot programs employing full-time mentor teachers. The law requires the systems to report to the State Board of Education on an annual basis the impact the programs have had on retention of teachers, and the State Board to report this information to the Joint Legislative Education Oversight Committee. Copies of the reports submitted by the three systems follow.

The Charlotte-Mecklenburg Schools employed 9 full-time mentor teachers, who with the support of 3 specialists in their Professional Development Center, provided services to 133 beginning teachers in 13 schools. Ten of the twelve schools for which there was turnover data available showed decreases in teacher turnover/attrition.

The Wake County Schools employed 8 retired teachers to mentor 18 beginning teachers. All but one of the beginning teachers (17 out of 18) are still employed with the Wake County Schools this year.

The Winston-Salem Forsyth County Schools elected not participate in the pilot.

Report from the Charlotte-Mecklenburg Schools

CHARLOTTE-MECKLENBURG SCHOOLS FULL-TIME MENTOR REPORT

In the 2001-2002 school year Charlotte Mecklenburg Schools was one of three school districts granted flexibility in the expenditure of mentor funds in order to employ full-time mentors. Specifically, the legislation stated:

PILOT PROGRAM AUTHORIZING THE USE OF MENTOR FUNDS FOR FULL-TIME MENTORS

SECTION 28.18.(a) The State Board of Education Charlotte Mecklenburg School administrative Unit, the Forsyth County School Administrative Unit, and the Wake County School Administrative Unit to use funds allocated for mentors for full-time mentors.

Funds allocated for mentors in these units shall be used only for teachers and instructional support personnel assigned to newly certified teachers, second-year teachers who were assigned mentors during the prior school year, or as authorized by Section 28.31 of this act, and entry-level instructional support personnel who have not previously been teachers. These funds shall be used only for:

- (1) Salary supplements to full-time or part-time teachers and instructional support personnel who are serving as mentors. The amount of the salary supplement shall not be based on the number of teachers or instructional support personnel to whom the mentor is assigned; or
- (2) Payments to teachers or instructional support personnel who are employed solely to serve as mentors. An individual employed solely to serve as a mentor shall receive a payment for each individual, up to 15 individuals, to whom the mentor is assigned. The amount of each such payment shall be the same as the amount of the salary supplement for a mentor.

CMS was in full compliance with this legislation, and is pleased to report the outcomes. The Charlotte Mecklenburg Schools Full-Time Mentor initiative successfully served 133 teachers. State mentor funds were supplemented by local funds and grant funds to increase the volume of teachers being served. A total of 9 mentors were employed and supported by 3 specialists in our Professional Development Center. Thirteen schools received the full-time mentor services. The following graph illustrates the make-up of the mentee group by licensure status. Emergency permits made up 14% of the group, initially licensed teachers made up 38%, and lateral entry teachers made up 48% of the group.

Mentors initially completed extensive training in the Santa Cruz model for mentoring new teachers. Full-time mentors were purposely assigned to schools where there was the greatest need for support of new teachers. Throughout the year, mentors worked in classrooms with these teachers to provide instructional support and coaching.

Survey Data

At the end of the school year, participants were surveyed to assess the effectiveness of the program. Eight items were included on the survey, and a total of 100 participants returned the instrument. Responses were overwhelmingly positive regarding the experience, as noted on the attached summary. A few comments are also provided from the same survey instrument. Again, the comments reflect a positive experience for mentees.

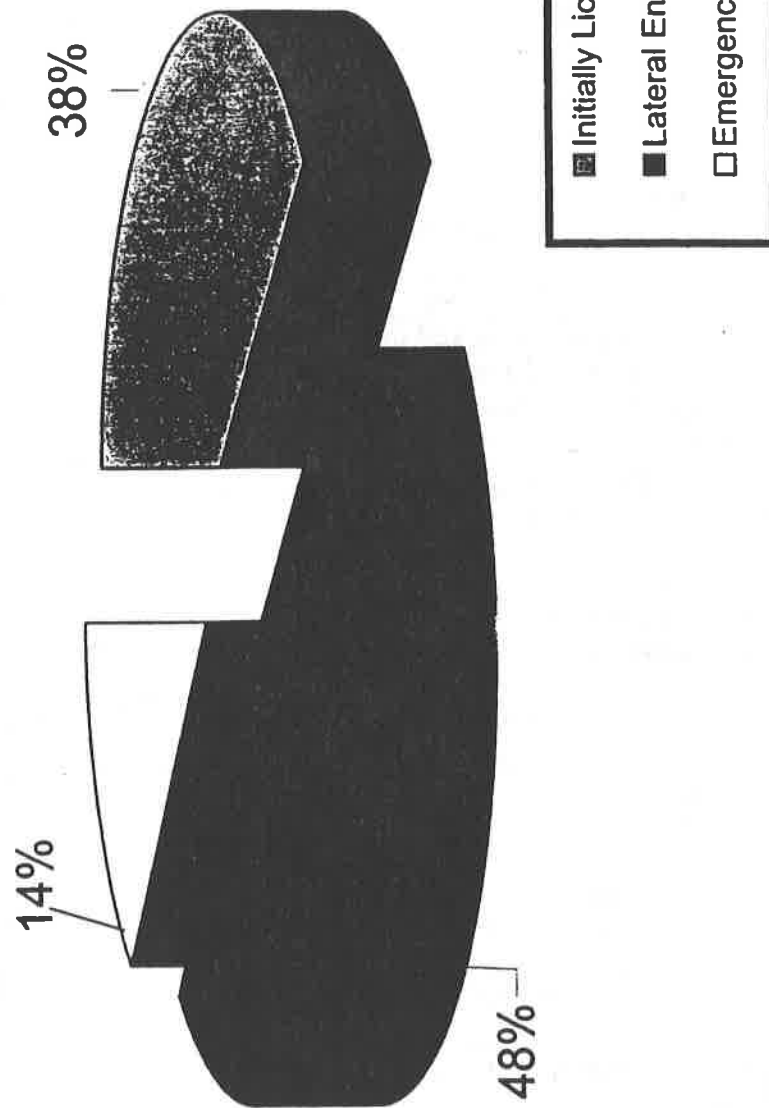
Impact on Turnover

Because mentors were placed in schools with the greatest concern for turnover and largest numbers of new teachers, it is important to note the impact on end of year teacher separations. That information is provided on the final attachment. One new school, Waddell High School, received mentors for the 2001-2002 school year and provides no turnover data for comparison.

Of the 12 remaining schools, all but two demonstrated significant improvement in turnover compared to the 2000-2001 school year. The two exceptions demonstrated only 1 and 2 percentage point increases over the previous year. Ten schools showed decreased turnover ranging as high as 20 percentage points when comparing the 2000-2001 school year to the 2001-2002 school year teacher turnover data.

Based upon the data provided, Charlotte Mecklenburg Schools believes the pilot year of the Full-Time Mentor Program has been extremely successful. We are expanding our efforts this year to include additional schools and full-time mentors, through various funding sources.

FULL-TIME MENTOR PROGRAM MENTEE LICENSURE STATUS



BEGINNING TEACHER SURVEYS

SUMMATIVE REPORT

2001-2002

In order to provide excellent service to you and plan for the future of the Full-Time Mentor Program, we would like to ask for your feedback. Please indicate your responses using the scale listed below:

1	2	3	4
strongly disagree	disagree	agree	strongly agree

Survey Statement #1

I have improved my teaching this school year in the following areas:

Area	% Disagree	% Agree	Total Surveys
a. Classroom management and procedures	2%	98%	100
b. Planning for instruction	-	100%	100
c. Using teaching strategies effectively	3%	97%	100
d. Meeting the needs of diverse learners	8%	92%	100
e. Assessing student progress	3%	97%	100
f. Maintaining required records	4%	96%	100

Survey Statement #2

The full-time mentor provided me with effective support that I needed to be successful in CMS

	1 – Strongly Disagree	2 – Disagree	3 – Agree	4 – Strongly Agree	5 – Total Surveys
Percentage	0%	2%	14	84%	100

Survey Statement #3

The following people provided me with a high level of support

Person/Position	1	2	3	4	Total Surveys
a. Full-Time Mentor		1%	7%	92%	100
b. Principal	11%	19%	44%	26%	100
c. Assistant Principal	12%	14%	39%	35%	100
d. Experienced Teachers	3%	13%	32%	52%	100

Survey Statement #4

The following processes provided by my full-time mentor have been helpful to me

Process	1	2	3	4	Total Surveys
a. Classroom observations and feedback		2%	17%	81%	100
b. Conferencing and consultation/Providing Resources		1%	23%	76%	100
c. Assistance with the Performance-Based License Process		2%	38%	60%	100
d. Guided Self-Assessments using the TPAI		19%	32%	67%	100
e. Development of Individualized Growth Plans	3%	1%	31%	65%	100
f. Analysis of Student Work	2%	11%	34%	53%	100

Survey Statement #5

CMS invested effective resources and commitment to support my entry into the teaching profession.

	1 – Strongly Disagree	2 – Disagree	3 – Agree	4 – Strongly Agree	5 – Total Surveys
Percentage	5%	12%	45%	37%	100

Survey Statement #6

I intend to continue my work as a teacher in CMS next year.

	1 – Strongly Disagree	2 – Disagree	3 – Agree	4 – Strongly Agree	5 – Total Surveys
Percentage	8%	10%	22%	60%	100

Survey Statement #7

I have developed a knowledge base, skills, and practices to be an effective teacher.

	1 – Strongly Disagree	2 – Disagree	3 – Agree	4 – Strongly Agree	5 – Total Surveys
Percentage	-	1%	39%	61%	100

Survey Statement #8

My school would benefit from a full-time mentor assignment to all beginning teachers next year.

	1 – Strongly Disagree	2 – Disagree	3 – Agree	4 – Strongly Agree	5 – Total Surveys
Percentage	-	-	7%	93%	100

**Professional Development Department
Charlotte-Mecklenburg Schools
End of the Year Teacher Survey
Comments and Reflections**

Comments and Reflections from New Teachers in the Full-time Mentor Program:

From the experience and the knowledge that I have obtained from my full-time mentor, I can say that this program is an asset to Charlotte-Mecklenburg School System. I can say that if I did not have my mentor, I would have quit five months ago. Thank you, Thank you, Thank you.

My mentor has been a great help in many ways.

My full time mentor was a life saver. I could not have made it without her. She encouraged me to keep going and gave me what I needed to feel like I could make it in the teaching profession.

My mentor was very helpful with the PBL process. If she was not assigned to me, I would have not received the information I needed.

During this school year my full-time mentor has been absolutely terrific. She has been everything a mentor should be and more. In addition to her advice & insight of teaching she has also been a person that I could vent to. She has been my most valuable resource.

She listened to what I needed and provided the support that made this difficult task much easier!

Do whatever you need to do to ensure mentors are employed next year.

*The full-time mentor is the only effective and consistent support that I have received this year.
KEEP THIS PROGRAM!*

I strongly feel that without the support of my full-time mentor I would have been somewhat lost. I feel that all first year teachers would benefit from this program. The level of support, encouragement and expert advice is too much for words.

I really enjoyed working with my mentor this year. She truly has a positive outlook on the profession. She was easy to talk to and made venting very easy/comfortable.

2nd year teachers should be allowed to remain in the full-time mentor program.

2000-2001 and 2001-2002 SCHOOL BASED TEACHER TURNOVER SUMMARY

SCHOOL	2000-2001					2001-2002				
	Separations	Transfers	Mvmt from Tchr Pos	Total Turnover	Total Turnover %	Separations	Transfers	Mvmt from Tchr Pos	Total Turnover	Total Turnover %
Devonshire Elem.	13	2		15	37%	7	2		9	22%
Pinewood Elem.	6	4	1	11	30%	7	1		8	21%
Tuckasegee Elem.	12	3		15	40%	8	2		10	27%
Winterfield Elem.	5	3		8	21%	4	1		5	13%
Cochrane Middle	14	4		18	36%	16	2	1	19	38%
Eastway Middle	21	7	2	30	55%	22	2		24	35%
Northridge Middle	21	1		22	32%	23	3		26	33%
Ranson Middle	22	6		28	44%	28	8	1	37	43%
Wilson Middle	18	12	2	32	65%	25	3	1	29	53%
E E Waddell High School						22			22	26%
Olympic HS	33	16		49	52%	29	2		31	39%
West Charlotte HS	43	11	1	55	44%	20	3		23	17%
West Mecklenburg HS	29	3	2	34	32%	20	11	3	34	29%

2001-2002 teacher turnover may have been significantly impacted by The Choice Plan and program changes.

Separations and movement from teacher position pulled from annual DPI Turnover Report.

Transfer numbers pulled from transfer database.

Report from the Wake County Schools

Data on Retired Teachers Mentoring Initially Licensed Teachers in the Wake County Public School System

The Wake County Public School System recruited eight retired mentor trained teachers to mentor initially licensed teachers. These mentors were assigned to mentor initially licensed teachers in schools where mentor availability was limited. These mentors were involved in our mentor update meetings and several of them completed the assessor training.

There were four initially licensed first year teachers and 14 initially licensed second year teachers mentored by retired mentor trained teachers. Six of the initially licensed teachers had teaching assignments at the elementary level and 12 had teaching assignments at the middle school level.

Outcomes

- Six or 100% of the elementary teachers are still employed with the WCPSS for the 2002-2003 school year.
- Eleven of the twelve or 91.66 % middle school teachers are employed with the WCPSS for the 2002-2003 school year.
- Three hundred forty-nine or 96% of initially licensed teachers passed the product, 14 or 4% of the initially licensed teachers did not pass the product.
- Twenty teachers did not complete and submit a product and four of the products that were submitted were unable to be scored.
- Fourteen or 100% of the initially licensed year two teachers completed and passed the PBL.
- Eight or 100% of the mentors are willing to mentor initially licensed teachers for the 2002-2003 school year.
- Two retired teachers are presently taking the WCPSS Mentor Training and will be mentors to initially licensed teachers for 2002-2003.
- Ten retired mentor trained teachers will be mentoring initially licensed teachers in the WCPSS for the 2002-2003 school year.

We hope to continue to increase the number of retired mentor trained teachers available to provide and enhance mentor services to initially licensed teachers.

Report from the Winston-Salem/Forsyth County Schools

Winston-Salem/Forsyth County Schools did not participate in the pilot project to use full-time mentors to work with our initially licensed teachers during either year in which this option was available. During both years, the lack of local flexibility inherent in the legislation as well as legislative delay on the state budget prevented us from taking advantage of this opportunity.

The primary factor in our decision not to use full-time mentors was the restriction in the legislation limiting the maximum that we could pay a full-time mentor. The enabling legislation only authorized paying a full-time mentor a maximum of \$15,000 per school year. This was not the flexibility we envisioned when the legislation was originally introduced. This is far from a reasonable amount of compensation to attract high quality veteran teachers to fill these roles.

During both years, legislative delay on the state budget also prevented us from taking advantage of this opportunity. The initial year that this was established by the legislature, the authorizing legislation was not adopted until well after the beginning of the school year. We felt it was critical that our new teachers received mentor support at the beginning of the school year and could not wait to see if this piece of legislation would be enacted before making mentor assignments.

This school year, legislative uncertainty and delay again prevented us from taking advantage of this pilot opportunity. Since the legislature is still in the process of setting our current year budget, we do not know how much, if any, funding for mentor pay we will receive for this school year. As you know, both the house and senate have provisions in their budgets to do away with funding for mentor pay except for mentors serving initially licensed teachers who are paid from state funds. Since only 31% of our initially licensed teachers who are required by law to be assigned mentors are paid from state funds, we are still struggling with how we will cope with what has now become an unfunded mandate from the state legislature. We may switch all of our locally paid initially licensed teachers to state paid positions (which will cost us additional scarce local dollars), in order to receive mentor pay for all of these teachers. If we are able to afford to do this, we may still experiment with some part-time mentors working with 15 initially licensed teachers.

