



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

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# Report to the Joint Legislative Education Oversight Committee

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Impact of Pilot Program for Full-Time  
Mentors

*SL 2001-424, Section 28.18(b)*  
*(SB1005)*

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**Date Due Fall 2003**

Report #2 in October 2003-December 2004

## **Reports from Full-Time Mentor Pilot Programs**

Session Law 2001-424 Section 28.18. authorized the Charlotte-Mecklenburg Schools, the Winston-Salem Forsyth County Schools, and the Wake 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. The law also requires the State Board of Education to report this information to the Joint Legislative Education Oversight Committee. Attached are copies of the reports submitted by the three systems.

## **CHARLOTTE-MECKLENBURG SCHOOLS FULL-TIME MENTOR REPORT**

During the 2002-03 school year, Charlotte-Mecklenburg Schools was again in full compliance with SECTION 28.18.(a). PILOT PROGRAM AUTHORIZING THE USE OF MENTOR FUNDS FOR FULL-TIME MENTORS. We are again very pleased to report the outcomes. The Charlotte Mecklenburg Schools Full-Time Mentor initiative successfully served 299 teachers. State mentor funds were supplemented by local funds and grant funds to increase the volume of teachers being served. A total of 21 mentors were employed and provided services at various schools:

17 elementary schools  
9 middle schools  
2 high schools

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.

The chart on the next page indicates retention data for first year teachers receiving full-time mentor support, compared to those served by the traditional mentor model provided by the state. Retention of new teachers receiving support from full-time mentors exceeded the retention rate of teachers receiving support from the traditional mentor by 6.7 percentage points. Along with additional programs, the full-time mentor helped decrease the turnover rate for Charlotte-Mecklenburg Schools for the 2002-03 school year.

The chart also provides a brief description of the two models. A full-time mentor is partially paid for by state mentor funds provided for 15 new teachers (\$15,000). The chart also indicates significant differences related to supervision and training. New initiatives put in place by the district to support both groups are noted at the end of the chart.

Based upon the data provided, Charlotte Mecklenburg Schools believes the second year of the Full-Time Mentor Program has been extremely successful. While it is a more expensive model for the district because of the additional dollars needed to provide the full-time salaries, the results make the investment a wise one. It is our belief that the flexibility provided by the legislature should continue. CMS is hopeful that efforts to support full-time mentors will be expanded by the state at the appropriate time. In the meantime, Charlotte-Mecklenburg Schools will strive to increase our efforts, as resources are available.

	<b>Traditional Mentor Model Low Intensity</b>	<b>Full-time Mentor Model High Intensity</b>
<b>Retention Data 2002-2003</b>	75.21% retention	81.87% Retention
<b>Description</b>	Classroom teacher picks up the extra duty of mentoring one or more beginning teachers	Position completely devoted to new teacher support  Each full-time mentor is assigned a caseload of 15 beginning teachers
<b>Supervision</b>	School level administrator	Central Office Administrator
<b>Training</b>	6 hour training session with follow up homework	On-going training with over 90 hours in peer coaching
<b>New Initiatives (effecting both groups)</b>	<p>Coaching skills were a part of both mentor trainings.</p> <p>New Teacher Seminars on pedagogy, survival and management topics were open to all beginning teachers.</p> <p>New Teacher Alliances facilitated by content coaches in core content areas were open to all secondary beginning teachers.</p> <p>PRAXIS training developed by Full Time Mentors and Content Coaches were open to all beginning teachers.</p> <p>All teachers with a passing PRAXIS score were eligible for a partial reimbursement while funds were available.</p>	

## **Data on Retired Teachers Mentoring Initially Licensed Teachers in the Wake County Public School System 2002-2003**

The Wake County Public School System recruited thirteen 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.

There were twenty-four initially licensed first year teachers and nine initially licensed second year teachers mentored by retired mentor trained teachers. Two of the initially licensed teachers had teaching assignments at the elementary level, eighteen had teaching assignments at the middle school level, and thirteen had teaching assignments at the high school level.

### **Outcomes:**

- One or 50% of the elementary teachers are still employed with the WCPSS for the 2003-2004 school year.
- Fourteen or 78% of the middle school teachers are employed with the WCPSS for the 2003-2004 school year.
- Eight or 61% of the high school teachers are employed with the WCPSS for the 2003-2004 school year.
- Seven of nine or 78% of the initially licensed second year teachers submitted interim requirements.
- Five additional retired mentors were added to the list of current mentors during the 2002-2003 school year from the previous 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 for this year (2003-04) and the 2004-05 school year.

**REPORT FROM THE  
WINSTON-SALEM/FORSYTH COUNTY SCHOOLS**

The 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 the 2002-03 school year.