



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION :: Howard N. Lee, *Chairman*


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DEPARTMENT OF PUBLIC INSTRUCTION :: Patricia N. Willoughby, *State Superintendent*

December 20, 2004

## MEMORANDUM

**TO:** The Honorable Douglas Yongue, *Co-Chair*  
The Honorable Robert Grady, *Co-Chair*  
The Honorable A.B. Swindell, *Co-Chair*  
Joint Legislative Education Oversight Committee  
Members, Joint Legislative Education Oversight Committee

**FROM:** Howard N. Lee, *Chairman* 

**RE:** **Attached Required Report - Effectiveness of Representative Mentor Programs**

Attached is the Report on the Effectiveness of Representative Local Mentor Programs and the recommendations for improving mentoring programs required by Session Law 2003-284. To improve the quality of North Carolina's mentoring program, beginning teachers and their mentors need time to work together; beginning teachers need time to observe master teachers; school administrators need time to observe and provide assistance to beginning teachers. It is the recommendation of the State Board of Education (SBE) that funding be provided to implement a statewide program using full-time mentor teachers at a ratio of 1 full-time mentor teacher for every 15 beginning teachers. This recommendation will be duplicated in the report of the SBE Recruitment and Retention Task Force (Session Law 2004-161) that will be submitted to the Joint Legislative Education Oversight Committee by February 15, 2005.

Like many states, North Carolina loses almost half of its beginning teachers by the end of the fifth year. A variety of factors contribute to this situation. Beginning teachers are faced not only with designing and implementing instructional programs that meet the needs of all students, but dealing with difficult students and sometimes difficult parents, learning school and system policies and procedures, and becoming acculturated to the school and community. The first years of teaching can be frustrating and overwhelming. Beginning teachers need the support of competent, caring mentors.

## OFFICE OF THE STATE BOARD OF EDUCATION

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December 20, 2004

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The State Board of Education recognizes that fiscal resources are limited. The Board also recognizes the impact that teachers have on student achievement. If we are to continue to improve student achievement, we must retain quality teachers and reduce the disruption to student learning caused by excessive teacher attrition.

The SBE expansion budget request includes \$33,297,580 for full-time mentors using a 15 beginning teacher to one mentor ratio. This represents an investment of approximately \$3100 per beginning teacher. We believe that this investment in quality teaching and quality teachers for the students of North Carolina is one that will have long-term impact on the economic welfare of the state.

The National Governors' Association Center for Best Practices has indicated that "a simple formula for estimating the cost of replacing an individual teacher is 25 percent to 35 percent of annual salary plus benefit costs." It also has suggested that "funding teacher induction programs at a level of up to \$5000 per teacher (in 1990 dollars) is more cost-effective than paying for programs to replace teachers who have left."

We would welcome the opportunity to talk with you further about this matter.

HNL/LSS/dfp

Attachment

c     Jim Johnson  
       Adam Levinson  
       Robin Johnson  
       Sara Kamprath  
       Shirley Iorio  
       Drupti Chauhan  
       Members, State Board of Education





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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Report on the Effectiveness of  
Representative Mentor Programs  
*SL2003-284, Sec. 7.30(e)*

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**Date Due December 15, 2004**  
Report #23 in October 2003-December 2004  
DPI Chronological Schedule



## **Executive Summary**

### **Report on the Effectiveness of Representative Mentor Programs**

Session Law 2003-284 directs the State Board of Education to evaluate the effectiveness of a representative sample of local mentor programs and report on its findings to the Joint Legislative Education Oversight Committee and the Fiscal Research Division. The report is to include the results of the evaluation and recommendations both for improving mentor programs generally and for an appropriate level of State support for mentor programs.

This report includes information on the retention of beginning teachers in North Carolina, summaries of representative Initial Licensure Programs, information on full-time mentor programs that have been implemented in North Carolina, and information on other selected mentor programs.

It is the recommendation of the State Board of Education, as reflected in its expansion budget request, that funding be provided for a full-time mentoring program at a ratio one mentor teacher per 15 beginning teachers.





## Report on the Effectiveness of Representative Mentor Programs

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### Background Information

Session Law 2003-284 directs the State Board of Education to evaluate the effectiveness of a representative sample of local mentor programs and report on its findings to the Joint Legislative Education Oversight Committee and the Fiscal Research Division. The report is to include the results of the evaluation and recommendations both for improving mentor programs generally and for an appropriate level of State support for mentor programs.

This report includes information on the retention of beginning teachers in North Carolina, summaries of representative Initial Licensure Programs, information on full-time mentor programs that have been implemented in North Carolina, and information on other selected mentor programs. The recommendation reflects discussions of the Select Committee on Lateral Entry and the SBE Task Force on Teacher Retention and the State Board of Education expansion budget request.

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### Retention of Beginning Teachers in North Carolina

Attachment A provides detailed information on the retention of beginning teachers in North Carolina since the 1995-96 school year. It tracks three cohorts of teachers: those with no experience credit when they begin teaching; those with experience credit when they begin teaching; and lateral entry teachers. Teachers with experience credit may be teachers from other states who received credit for previous teaching experience or teachers without teaching experience who have received credit for other related work experiences. The data indicate that:

- The retention of lateral entry teachers has improved since 1995. However, we are still losing approximately half of the lateral entry teachers after the second year. This is when they have to have satisfied Praxis II testing requirements. Retention after one year has increased from 62.5% to 76.1%; it has increased from 47.5% to 53.5% after two years; it has increased from 40% to 46.4% after three years; it has increased from 36% to 40.6% after four years; and it has increased from 31.7% to 39.7% after five years.
- While the retention after one year of beginning teachers with no experience credit is better than that of teachers with experience credit and lateral entry teachers, it has declined since 1995. It has gone from 83.7% to 80.6% after 1 year; from 75% to 72.1% after two years; from 65.9% to 61.7% after three years; from 60.6% to 56.1% after four years; and from 56.2% to 52.5% after five years.
- The retention of beginning teachers with experience credit has also declined since 1995. It has declined from 78.4% to 69.6% after one year; from 65.4% to 55.7% after two years; from 58.9% to 46.3% after three years; from 53.5% to 41.5% after four years; and from 50.4% to 38.2% after five years.

### Summaries of Representative Initial Licensure Programs

Analysis of the teacher retention data included in Attachment A by school system indicated that the five year average retention of teachers after one year ranged from 100 percent to 43 percent. The five year average retention of teachers after two years ranged from 82 percent to 25 percent. The Initial Licensure Program reports from six of the school systems with among the highest retention rates and six of the school systems with among the lowest retention rates were reviewed to determine if qualitative

differences in the programs could be identified. The six systems with among the highest retention rates were Cherokee County, Haywood County, Macon County, Mooresville Graded Schools, Perquimans County, and Rutherford County. The six systems with among the lowest retention rates were Caswell County, Hertford County, Hickory Public Schools, Hoke County, Northampton County, and Whiteville City Schools. Summaries of these Initial Licensure Programs are included in Attachment B.

No appreciable qualitative differences were apparent in the Initial Licensure Programs. All 12 systems conducted the required three-day orientation for beginning teachers. Systems in both groups provided system-wide and school level activities for beginning teachers. Systems in both groups utilized the services of the Regional Teachers-on-Loan for Recruitment and Retention. Systems in both groups cited collaborative regional activities. Systems in both groups used formal and informal feedback from beginning teachers and mentors to improve their programs.

### **Full-Time Mentoring Programs in North Carolina**

The 2003 Budget Bill contained a special provision to allow LEAs flexibility in the use of mentor funds. The provision required that LEA plans for the flexible use of mentor funds be submitted to the State Board of Education for approval and that the State Board of Education submit a report on the impact of the mentor programs on teacher retention. Last spring (2004), the Board approved plans from 21 LEAs to be implemented during the 2004-05 school year.

Five LEAs implemented full-time mentoring programs during the 2003-04 school year. The programs in the Charlotte-Mecklenburg Schools and in the Wake County Schools had been operational for three years. The programs in the Buncombe County Schools and the Winston-Salem Forsyth County Schools were operational throughout the 2003-04 school year. The Pitt County Schools' program was implemented in March 2004. The reports submitted by these systems on the impact of full-time mentors follow.

#### Report from the Buncombe County Schools

The Buncombe County Schools hired three recently retired educators to serve as district-wide mentor teachers. These teachers were a valuable resource, providing guidance to new teachers facing daily challenges which might otherwise seem overwhelming. Special attention and training was given to those new teachers entering the profession through lateral entry. The district-wide mentors met with new teachers during the 10 days prior to entering the classroom and continued to keep in close touch throughout the year.

As a result of the one-on-one attention provided our Initially Licensed Teachers, retention of beginning teachers improved from 88% to 96% for the 2003-04 school year. Our mentor teachers served 69 first year teachers and 77 second year teachers. All teachers in the third year of the Initial Licensure Program were assigned a "Buddy Teacher" at the school level to provide feedback and encouragement on a daily basis.

#### Report from the Charlotte-Mecklenburg Schools

In the first year of the full-time mentor program, the data showed that the program retained 82.5% of the first and second year teachers served by the program, while the site-based mentoring program retained only 68% of teachers. During the second year, the program's retention rate went up to 87%, while the site-based mentoring program rate was 75%. For the year 2003-2004, the retention rate in the full-time mentor program was 89% for the first and second year teachers served by the program and the retention rate for the site-based mentoring program was 77.9%. Because of the success of the full-time mentor program model, the training for site-based mentors now incorporates and adapts strategies from that

program. As a result, the retention rate of teachers served by the site-based mentor program has also seen improvement.

#### Report from the Pitt County Schools

The Pitt County Schools funded one retired master teacher (RMT) for a twenty-day flexible period from March-June 2004. The RMT served 13 beginning teachers at the elementary level. Of the 13 beginning teachers, three were first year lateral entry teachers and two were second year lateral entry teachers. Eleven received assistance focused on classroom management; four received assistance focused on planning; two received assistance focused on instructional strategies; two received assistance focused on time management; and one received assistance focused on organizational skills. A total of 36 classroom visits were made to the beginning teachers.

Of the 13 beginning teachers served by the RMT, 84.6% were retained in the Pitt County Schools. Six remained in the same position at the same site; three remained in the same position, but at different sites; one changed positions, but remained at the same site; one changed positions, and transferred to a different site; one was not reappointed; and one resigned.

The above data suggests that this program in a short period of time was effective in helping retain teachers in our system. The unanimous support of the administrators was vital in implementation.

#### Report from the Wake County Public Schools

The Wake County Public School System used the services of eleven retired teachers who were trained as mentors by the system. These mentors were assigned to support initially licensed teachers in schools where mentor availability was limited. Several of the mentors were involved in our mentor update meetings. In addition, several of the mentors completed the advanced mentor training offered this summer to assist in meeting the needs of lateral entry teachers designated as initially licensed teachers.

There were 36 initially licensed teachers mentored by retired mentor-trained teachers. Twenty or 55.55% of the teachers taught at the elementary-school level and sixteen or 44.44% of the teachers taught at the middle-school level.

#### Outcomes:

- Thirty-two or 88% of the initially licensed teachers mentored by mentor-trained retired teachers continue to teach with the WCPSS for the 2004-2005 school year.
- Sixteen or 80% of the elementary school teachers continue to teach with the WCPSS for the 2004-2005 school year.
- Sixteen or 100% of the middle school teachers continue to teach with the WCPSS for the 2004-2005 school year.
- Three or 27% of the mentor-trained retired teachers elected to take advanced mentor training geared to assist lateral entry initially licensed teachers.
- One additional retired teacher was trained to mentor initially licensed teachers for the 2004-2005 school year.

### Report from the Winston-Salem Forsyth County Schools

Winston-Salem Forsyth County's Dedicated Mentor program is designed to utilize retired teachers whose sole responsibility is to provide support and serve as mentors. These teachers have received 30 hours of mentor training and are certified for the position. In addition to that training, the dedicated mentors participated in seven support meetings designed for them.

The program design was flexible to allow for the individual needs of novice teachers. The dedicated mentors spent a minimum of one hour per week with each beginning teacher. During the 2003-04 school year, the maximum number of beginning teachers served by a dedicated mentor was 14.

The dedicated mentors, the beginning teachers, and the principals (or designee) at the schools of each beginning teacher served by a dedicated mentor completed program evaluations. Approximately 95% of the respondents reported that overall the program was of great or some value. The retention rate of beginning teachers before and after program implementation was comparable (80.1% for 2002-03; 79.3% for 2003-04).

### Western Carolina University's Project SPACE (Supporting Pedagogical and Content Expertise)

With a Title II Improving Teacher Quality grant, Western Carolina University (WCU) developed Project SPACE (Supporting Pedagogical And Content Expertise) as a collaborative partnership among WCU, the North Carolina Center for the Advancement of Teaching (NCCAT), and five high-need Local Education Agencies: Asheville City, Cherokee County, Clay County, Madison County, and Swain County. The goal of this initiative was to increase the academic achievement of all students by improving teacher quality and ensuring that all teachers are highly qualified. Project SPACE utilized a Lead Mentor/Support Team model to more effectively support the professional development of beginning teachers and their transition to the classroom. The focus of the project was on classroom-based teacher learning, involving the on-going collaboration between mentors and beginning teachers in the context of the beginning teacher's classroom.

Key participants in Project SPACE were:

- 30 beginning teachers + 29 school-based mentors (1 mentor is mentoring 2 beginning teachers) selected from the five high-need LEAs in the project
- Three full-time Lead Mentors - master teachers on loan from school systems (2 full-time Lead Mentors + 1 full-time Lead Mentor/Assistant Coordinator)
- Content mentors - WCU faculty members from the College of Education and Allied Professions and the College of Arts and Science

Teacher learning that involves on-going collaboration between beginning teacher and mentor in the context of the new teacher's classroom provides a significant form of professional development. Project SPACE assists mentors in shifting their primary focus from technical and emotional support to content-based support. A critical component of Project SPACE was to employ the *collaborative inquiry model* of mentoring by utilizing the analysis of student work as the vehicle for improving content knowledge. This is a unique format, for instead of providing workshops or course work to mentors, Arts and Science faculty from four core academic subjects (English, Mathematics, Science, and Social Sciences) and education faculty work with mentor-beginning teacher pairs in the school setting to develop a way of using student work to analyze the content being taught and provide instruction and support in areas of need.

Sustained on-site professional development, as opposed to old models of teacher training, provide teachers an opportunity to examine research, regularly engage in evaluating content and pedagogy and

depend on their colleagues for mutual support. Monthly sessions for mentor-beginning teacher pairs, facilitated by the Project Coordinator and Lead Mentors established a network of support for building collegiality. These sessions also provided opportunities for mentors to focus exclusively on improving content knowledge through shared data of their beginning teachers' developing practice and then brainstorming ways to best support growth based on the latest relevant scientifically-based research.

Project SPACE professional development sessions share the following features (Darling-Hammond and McLaughlin, 1995) and are:

1. connected to and driven from beginning teachers' work with their students,
2. focused on the examination of content and the appropriate use of pedagogy to teach content,
3. experiential, engaging teachers in concrete tasks of teaching, assessment, and observation that illuminate the processes of learning and development,
4. grounded in participants' questions, inquiry, and experimentation as well as profession wide research,
5. collaborative, involving a sharing of knowledge among educators, and
6. sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice.

Ninety (90) percent of the participants in Project SPACE returned to teaching this year compared to 86 percent of a comparison group.

### **Other Selected Mentor Models**

The Santa Cruz New Teacher Project, a 16 district consortium led by the University of California-Santa Cruz, has been nationally recognized as an effective teacher induction program. Reports indicate that only 5 percent of participants in the project have left the teaching profession after 12 years.

The program uses full-time mentor teachers, who are exemplary veteran teachers on-loan full-time from participating districts for a period of two-three years. The mentors are matched with beginning teachers based on grade level and subject matter expertise. Mentors meet weekly with each first and second year teacher for approximately two hours before, during, or after school providing mentees context specific support.

The beginning teachers participating in the project receive release days for observation of other teachers, curriculum planning, and self-assessment. They participate in a monthly seminar series that serves as a network where these novice teachers share accomplishments and challenges with peers. Special attention is paid to literacy, language development, strategies for working with diverse student populations, and the needs of English language learners.

Throughout the school year, mentors and beginning teachers collaborate to meet the beginning teacher's immediate instructional needs while working towards the self-identified professional growth goals. Collaborative Assessment Logs record the teacher's progress from week to week, and various items representing the teacher's learning and/or growth of their students in relation to professional goals are collected.

Mentors receive two-three days of training at the beginning of the program, followed by weekly staff development sessions at which mentors have the opportunity to discuss challenges related to their work, examine and analyze data of teacher practice, and practice observation and coaching skills. Training is provided in the areas of literacy development, coaching and observational skills, giving feedback, equity pedagogy, and group facilitation skills.

The full-time mentoring program in the Charlotte-Mecklenburg Schools is based on the Santa Cruz model. East Carolina University is beginning work to implement the model with selected school systems.

Additional information on the Santa Cruz program can be found at the National Conference on Teacher Quality: Exemplary Practices for Mentoring New Teachers website:  
[www.ed.gov/inits/teachers/exemplarypractices/d-1.html](http://www.ed.gov/inits/teachers/exemplarypractices/d-1.html).

The National Governor's Association Center for Best Practices Issue Brief on Mentoring and Supporting New Teachers (January 9, 2002) reports that

Three cities that adopted Toledo, Ohio's teacher induction model have also achieved positive results. The Toledo model funds veteran teachers to work intensively with beginning ones. Many of the beginning teachers have completed a one-year internship prior to being hired. Using this model, Columbus, Ohio has retained 98 percent of its first year teachers. A short time ago, Seattle lost half of its new teachers every five years. After implementing an induction program based on the Toledo model, the retention rate rose to more than 90 percent. Finally, Rochester, New York's teacher turnover rate decreased by 70 percent when the city started an induction program modeled after the one in Toledo. (p.6)

### **Recommendation**

As reflected in The National Governor's Association Center for Best Practices Issue Brief on Mentoring and Supporting New Teachers (January 9, 2002) "mentoring and release time are often cited as two of the most critical components of an induction program" (p.4). Citing the NEA Foundation for the Improvement of Education, Creating a Teacher Mentoring Program (Washington, DC; NEA Foundation for the Improvement of Education, 1999), the NGA Issue Brief indicates that data from the National Center for Education Statistics strongly suggest that the benefit of mentoring is linked to the amount of time that a mentor and beginning teacher work together. Only 26% of beginning teachers who work with their mentor "a few times a year" report substantial improvements in their professional skills; in contrast, 88 percent of those who work with mentors at least once a week believe the relationship has major benefits. This supports the feedback that has been received from ILT Coordinators, personnel administrators, mentor teachers, beginning teachers, and school administrators in North Carolina when asked how the mentoring program can be improved. To improve the quality of North Carolina's mentoring program, beginning teachers and their mentors need time to work together; beginning teachers need time to observe master teachers; school administrators need time to observe and provide assistance to beginning teachers. The program also needs to be appropriately funded.

**As reflected in its expansion budget request, the State Board of Education recommends that funding be provided for a full-time mentoring program funded at a ratio one mentor teacher per 15 beginning teachers.**

The National Governor's Association Center for Best Practices has indicated that "a simple formula for estimating the cost of replacing an individual teacher is 25 percent to 35 percent of annual salary plus benefit costs." It also has suggested that "funding teacher induction programs at a level of up to \$5000 per teacher (in 1990 dollars) is more cost-effective than paying for programs to replace teachers who have left."

The SBE expansion budget request includes \$33,297,580 for full-time mentors using a 15 beginning teacher to one mentor ratio. This represents an investment of approximately \$3100 per beginning teacher.

**Attachment A**  
**Retention of New Hires**

**Number of Teachers Employed for the First Time in NC**

**1995-96 -- 2003-04**

<b>Type of Teacher</b>	<b>School Year</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
Beginning Teacher/No Experience		4,201	4,815	5,097	4,915	4,177	3,007	3,628	3,507	4,278
Lateral Entry Teacher		833	1,079	1,372	1,186	1,800	1,799	2,023	2,112	2,079
Emergency Permit Teacher		NA	NA	13	500	578	805	943	527	501
First Year in NC/But Has Experience (Teaching or Non-Teaching)		1,909	2,180	3,053	3,456	4,051	4,804	3,411	2,634	2,458
<b>Total Employed as First Time NC Teachers</b>		<b>6,943</b>	<b>8,074</b>	<b>9,535</b>	<b>10,057</b>	<b>10,606</b>	<b>10,415</b>	<b>10,005</b>	<b>8,780</b>	<b>9,316</b>



Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%	58.9%	53.5%	50.4%	47.5%	45.8%	43.8%
	First year teachers with No Experience Credit	4,201	83.7%	75%	65.9%	60.6%	56.2%	53.4%	51.2%	50.4%
	Lateral Entry teachers	833	62.5%	47.5%	40%	36%	31.7%	30.4%	29.8%	30.0%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%	54.5%	50.0%	46.6%	44.4%	42.8%	NA
	First year teachers with No Experience Credit	4,815	82.3%	71.7%	64.1%	57.9%	54.0%	51.5%	49.9%	NA
	Lateral Entry teachers	1,079	65%	50.8%	45.8%	39.7%	37.5%	35.1%	35.1%	NA
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%	47.9%	42.8%	38.2%	36.5%	NA	NA
	First year teachers with No Experience Credit	5,097	80.8%	69.3%	59.7%	55.2%	52.5%	50.2%	NA	NA
	Lateral Entry teachers	1,372	71.2%	56%	46.6%	41.7%	39.7%	38.4%	NA	NA
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%	46.1%	41.5%	39.6%	NA	NA	NA
	First year teachers with No Experience Credit	4,915	80.5%	67.9%	60.2%	56.1%	53.6%	NA	NA	NA
	Lateral Entry teachers	1,186	74.4%	53%	43.7%	40.6%	38.7%	NA	NA	NA
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.9%	46.3%	43.8%	NA	NA	NA	NA
	First year teachers with No Experience Credit	4,177	80%	67.9%	61.7%	58.1%	NA	NA	NA	NA
	Lateral Entry teachers	1,800	74.6%	54.3%	46.4%	44.9%	NA	NA	NA	NA

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
2000-01	First Time Teachers in NC with Experience Credit	4,804	68%	55.7%	49.3%	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,007	82.3%	72.1%	66.6%	NA	NA	NA	NA	NA
	Lateral Entry teachers	1,799	74.4%	53.5%	50.9%	NA	NA	NA	NA	NA
2001-02	First Time Teachers in NC with Experience Credit	3,411	69.6%	60.5%	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,628	80.6%	69%	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,023	76.1%	59.9%	NA	NA	NA	NA	NA	NA
2002-03	First Time Teachers in NC with Experience Credit	2,634	81.5%	NA	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,507	85.9%	NA	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,112	82.7%	NA	NA	NA	NA	NA	NA	NA
2003-04	First Time Teachers in NC with Experience Credit	2,458	NA	NA	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	4,278	NA	NA	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,079	NA	NA	NA	NA	NA	NA	NA	NA

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%	58.9%	53.5%	50.4%	47.5%	45.8%	43.8%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%	54.5%	50.0%	46.6%	44.4%	42.8%	NA
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%	47.9%	42.8%	38.2%	36.5%	NA	NA
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%	46.1%	41.5%	39.6%	NA	NA	NA
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.9%	46.3%	43.8%	NA	NA	NA	NA
2000-01	First Time Teachers in NC with Experience Credit	4,804	68.0%	55.7%	49.3%	NA	NA	NA	NA	NA
2001-02	First Time Teachers in NC with Experience Credit	3,411	69.6%	60.5%	NA	NA	NA	NA	NA	NA
2002-03	First Time Teachers in NC with Experience Credit	2,634	81.5%	NA	NA	NA	NA	NA	NA	NA
2003-04	First Time Teachers in NC with Experience Credit	2,458	NA	NA	NA	NA	NA	NA	NA	NA
1995-96	First year teachers with No Experience Credit	4,201	83.7%	75%	65.9%	60.6%	56.2%	53.4%	51.2%	50.4%
1996-97	First year teachers with No Experience Credit	4,815	82.3%	71.7%	64.1%	57.9%	54.0%	51.5%	49.9%	NA
1997-98	First year teachers with No Experience Credit	5,097	80.8%	69.3%	59.7%	55.2%	52.5%	50.2%	NA	NA
1998-99	First year teachers with No Experience Credit	4,915	80.5%	67.9%	60.2%	56.1%	53.6%	NA	NA	NA
1999-00	First year teachers with No Experience Credit	4,177	80%	67.9%	61.7%	58.1%	NA	NA	NA	NA

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
2000-01	First year teachers with No Experience Credit	3,007	82.3%	72.1%	66.6%	NA	NA	NA	NA	NA
2001-02	First year teachers with No Experience Credit	3,628	80.6%	69%	NA	NA	NA	NA	NA	NA
2002-03	First year teachers with No Experience Credit	3,507	85.9%	NA	NA	NA	NA	NA	NA	NA
2003-04	First year teachers with No Experience Credit	4,278	NA	NA	NA	NA	NA	NA	NA	NA
1995-96	Lateral Entry teachers	833	62.5%	47.5%	40%	36%	31.7%	30.4%	29.8%	30%
1996-97	Lateral Entry teachers	1,079	65%	50.8%	45.8%	39.7%	37.5%	35.1%	35.1%	NA
1997-98	Lateral Entry teachers	1,372	71.2%	56%	46.6%	41.7%	39.7%	38.4%	NA	NA
1998-99	Lateral Entry teachers	1,186	74.4%	53%	43.7%	40.6%	38.7%	NA	NA	NA
1999-00	Lateral Entry teachers	1,800	74.6%	54.3%	46.4%	44.9%	NA	NA	NA	NA
2000-01	Lateral Entry teachers	1,799	74.4%	53.5%	50.9%	NA	NA	NA	NA	NA
2001-02	Lateral Entry teachers	2,023	76.1%	59.9%	NA	NA	NA	NA	NA	NA
2002-03	Lateral Entry teachers	2,112	82.7%	NA	NA	NA	NA	NA	NA	NA
2003-04	Lateral Entry Teachers	2,079	NA	NA	NA	NA	NA	NA	NA	NA

**Attachment B**

**Summaries of Representative Initial Licensure Programs**

## **Initial Licensure Programs in Representative LEAs with Higher Beginning Teacher Retention**

### *Cherokee County Schools*

Initially Licensed Teachers are required to attend a three-day new teacher orientation program before school begins, usually the last week in July. At the orientation, new teachers are introduced to the Initial Licensure regulations and INTASC (Interstate New Teacher Assessment and Support Consortium) Standards.

Support activities held throughout the year focus on the INTASC Standards, diverse learners, model lesson plans, multiple instructional strategies, classroom discipline, communicating with parents, conducting parent conferences, collaboration with other professionals within the school, and issues of student confidentiality.

All mentor teachers are required to take a 24-hour mentor training. Most of the mentors take the TPAI (Teacher Performance Appraisal Instrument) training and INTASC Standards training before beginning in the mentor role. Mentors and beginning teachers met daily. Support sessions are held for first and second year teachers and their mentors.

Verbal and written feedback on the program is solicited from the beginning teachers.

### *Haywood County Schools*

A three-day New Teacher Orientation was held in July. The orientation focused on the Initial Licensure Program, new teacher evaluation, developing Individual Growth Plans, the NC Standard Course of Study for their area(s), test data analysis, employee benefits, policies, assistance with developing lesson plans, notebooks on best practices, and professionalism. A panel of second year teachers shared their experiences as first year teachers and answered questions.

New teachers and mentors received copies of *First Days of School* by Harry Wong and a copy of *Listen Up, Teacher! You are making a difference!* by Garcia and Cottrel. These books were discussed throughout the three days of orientation.

Beginning teachers receive staff development from four sources within the LEA. They have staff development at their individual schools, through grade level meetings, through district-wide staff development activities, and through the Exceptional Children's Program. Outside staff development resources included Western Carolina University, UNC-Asheville, the Western Regional Education Centers, and conferences sponsored by DPI. System-wide staff development included Dimensions of Learning and Mind Mapping. Schools selected staff development based on the needs of their schools. New teachers received staff development in a variety of areas including math, reading, test data analysis, higher order thinking skills, graphic organizers, classroom management, science, lesson planning, and the NC Standard Course of Study.

New teachers at the elementary level received services through a contracted consultant who worked individually with new elementary teachers on classroom environment, lesson planning, classroom scheduling, classroom management, assessment, and effective teaching strategies. The consultant provides regular follow-up.

All new teachers had access to a lead teacher who provided individual staff development. Supervisors at all levels worked with new teacher professional development. All lateral entry teachers had a plan for accomplishing the ten days of required staff development.

Haywood County has an effective technology staff development program that is available to all teachers on a regular basis through the school year and during the summer. A technology teacher spends time in all elementary schools and works with teachers and students to develop their skills in the use of technology in the classroom.

Mentor training is required for all mentor teachers in Haywood County. Mentor teachers had numerous opportunities to participate in staff development activities sponsored by Western Carolina University, the WRESA, their individual schools, and the county.

Selected new teachers and mentors participated in a regional grant that allowed them to attend sessions at the WRESA and provided them opportunities to plan together. Mentor teachers signed an agreement to work intensively with new teachers. All mentors in Haywood County received mentor pay last year. Those not covered by state funds were paid through the local budget.

### *Macon County Schools*

Beginning teachers in the Macon County School System participate in a three-day orientation program at the beginning of each school year. Topics covered include an introduction to the Initially Licensed Teacher Program, curriculum, testing, fiscal issues, and benefits. Also included is a presentation by a second year teacher which addresses the experiences of a first year teacher, including conferencing and the evaluation process. In addition, beginning teachers have a half day orientation with their principals and one day with their mentors. At the end of the orientation, beginning teachers have been introduced to the goals of the school system, policies and procedures for daily operations, training opportunities, and the process by which they will be evaluated during the years as a beginning teacher.

There is a system-wide meeting at the beginning of the school year which is attended by beginning teachers and mentors. Mentors are assigned to all beginning teachers through a selection process coordinated by the principal at each school.

Training opportunities are offered through the Western Region Education Service Alliance (WRESA), Western Carolina University, and the North Carolina Department of Public Instruction. All beginning teachers are encouraged to participate in any staff development that will enhance their teaching skills. In addition, a regional consultant is available to assist with questions that the ILT Coordinator or beginning teacher have. During the 2003-04 school year, the College of Education and Allied Professions at Western Carolina University provided in-service training for beginning teachers on-site. The training sessions were held at the Macon County Board of Education immediately after school. Each session lasted approximately 2-3 hours.

Macon County Schools makes every effort to set an example in following procedures including assigning high quality teachers as mentors who are eager to assist new teachers. School level administrators are extremely supportive of the beginning teachers and their mentors and make every effort to provide ample time for conferencing and planning.

To expand the pool of available mentors, quality teachers are encouraged by administration to attend mentor training. Principals and central office personnel have made a concerted effort to recruit mentors so that there will be an abundance of mentors to choose from when making assignments for beginning teachers.

Principals have been trained on evaluation processes and have been provided with specific criteria for evaluation of beginning teachers. Peer evaluation is done by someone other than the mentor. The

philosophy behind this is that the mentor should be looked upon by the beginning teacher as a support and resource person rather than someone who is doing formal evaluations. The personnel director audits evaluations at each school semi-annually to ensure that all teachers are being observed in a timely manner and that all required evaluations are completed.

#### *Mooresville Graded School District*

A Beginning Teacher Orientation was conducted for all first year teachers in July. The first day was spent at each teacher's school, with an on-site orientation conducted by the school administrators and mentor teachers. The second day was spent in a system level orientation, facilitated by the ILT Coordinator and included many presenters from throughout the system. Day 3 began with a breakfast and a tour of the town of Mooresville, followed by several presenters with items pertinent to new teachers.

First and second year teachers met periodically during the year at each school. The high school held a monthly Mentor-Mentee meeting for ILT teachers with various topics of interest followed by a sharing session each month.

A group email listing of all first and second year teachers and their mentors was set up for the school year. Announcements, reminders about due dates for data, and notes of encouragement were sent out from the ILT Coordinator on a regular basis.

The ILT Coordinator is responsible for planning and implementing the ILT Orientation, assisting second year teachers in completing their collection of data, meeting on a regular basis with beginning teachers in their school settings, and conducting at least one formal observation during the school year of each beginning teacher. A goal for the 2004-05 school year is to conduct quarterly system-wide meetings for all ILTs at the system level.

Mentors did not meet as a separate group during the 2003-04 year, but they were invited to all ILT meetings and most attended with their mentees. System-wide email announcements were sent out on a regular basis concerning regional mentoring conferences, TPAI (Teacher Performance Appraisal Instrument) training, etc.

The Mooresville Graded School District is a member of both the Southwest Education Alliance and the Northwest Regional Educational Association, so maximal opportunities for training were offered to teachers wishing to become mentors or to improve their mentoring skills. Teachers in the system who were encouraged by their administrators to become mentors next year were given access to training dates, and the system paid their registration fees and mileage.

A survey was given at the end of the Teacher Orientation Program during the 2002-03 school year. Feedback provided during that time encouraged the system to change the format to include more time at the schools during the last day of Orientation and to provide for time for information on salary and benefits. These changes were implemented for the 2003-04 Orientation Program.

#### *Perquimans County Schools*

Each first year teacher participates in a three-day formal orientation. This orientation takes place prior to the regular contractual year when possible. If a first-year teacher is employed after the beginning of the ten-month contract, an orientation equaling three workdays is conducted using time or days beyond the regular workday. Anyone hired with a lateral entry license receives ten days of teacher training prior to entering the classroom. The orientation includes an overview of the school's goals, policies, and procedures. The superintendent, assistant superintendent, directors and principals all take an active part



in presenting to the new teachers. Guests are invited in to share information about available services and training opportunities. All new teachers are provided a survival kit full of necessary supplies that will help them start the year. Included in the kit is a Harry Wong book. On the third day of the orientation, new teachers meet with their mentors to prepare for the first week of school.

Perquimans County Schools is an active member of the Golden LEAF Educational Consortium (a partnership through East Carolina University). This grant has allowed the new teachers and their mentors many opportunities, including release days for observing and workshops on classroom management. Perquimans County Schools is also a member of the Northeast Collaborative to Support New Teachers. This is an outstanding organization that provides a structured support system. New teachers are required to attend a minimum of nine teacher talk sessions and a spring conference. Perquimans County Schools is fortunate to have a great Teacher-on-Loan. The system has used the Teacher-on-Loan's expertise in helping with organizational skills, Individual Growth Plans, and the INTASC Standards. Perquimans County Schools is also a member of the Transition to Teaching Consortium with Elizabeth City State University. This grant has provided workshops to prepare for the Praxis and numerous teaching materials and resources.

The Golden LEAF Educational Consortium provides great training for mentors. Last summer three mentors from Perquimans County received the Santa Cruz Mentor Train the Trainer certification, which will be used this year to help improve and enhance mentor training. Mentors also participate in the nine teacher talk sessions and attend state conferences. Most of the mentors participate in the peer-coaching program, which has proven to be a great link in assisting others. The ILT Coordinator provides mentors with websites and research data to implement and assists them in providing support.

Each first and second year teacher is assigned a mentor by the supervising principals upon employment. Each third year teacher is assigned a buddy. The ILT Program Coordinator must also approve mentors. All mentors have received the training and meet on a monthly basis to keep up with current requirements.

New teachers complete plus/delta forms at the end of each meeting and at the end of the year. They have also completed the Golden LEAF Educational Consortium survey. The results of the survey and the plus/delta forms are used to improve the Initial Licensure Program annually.

### *Rutherford County Schools*

Rutherford County Schools provided beginning teachers with a three-day orientation program which included information on personnel policies and benefits presented by the executive director of personnel. The assistant superintendent, with assistance from various curriculum directors, provided an overview of state and local curriculum initiatives, as well as testing and accountability information, and information on classroom management and technology. Community partners also made presentations in an effort to encourage collaboration and to provide resources and incentives.

Beginning teachers were introduced to the entire central office staff and to the school board at a special breakfast given in their honor. The superintendent welcomed the teachers and provided an informative and motivational address.

Beginning teachers spent the third day of the orientation in their schools with their mentors.

In January 2004, the district employed a teacher support specialist to provide individual and group support to all teachers in the Initial Licensure Program. The teacher support specialist also provided support to mentor teachers. Surveys were developed and disseminated to all beginning teachers and their mentors. From the surveys and from meetings with Curriculum and Instruction Specialists and

principals, monthly seminar topics were developed. Monthly seminars were held for first year teachers and their mentors. Separate bimonthly meetings were held for second and third year teachers and their mentors. Seminar topics included classroom management, lesson design, differentiation of instruction, graphic organizers, stress and time management, TPAI-R and INTASC Standards, reflection, EOC/EOG survival skills, parent/community collaboration, working with students with disabilities, and the interim requirements for initial licensure. Ongoing classroom visits and in-classroom support, as well as individual teacher meetings were provided.

The regional teacher-on-loan was used as a resource, as were educators and consultants from UNC-Charlotte, Western Carolina University, Gardner-Webb University, and Appalachian State University.

The induction program was evaluated through both informal and formal evaluations of ILT monthly seminars and surveys, as well as through discussions with presenters and beginning teachers. The data will be used for planning future seminars and orientation sessions. Classroom visits and individual and group support by the teacher support specialist will continue. The district has also secured two lead teacher positions in the area of writing and reading literacy to provide support to all teachers. The teacher support specialist will focus efforts entirely on supporting beginning teachers and will coordinate, on an ongoing basis, with the literacy specialists and other members of the Curriculum and Instruction Team in an effort to provide the maximum level of excellence in support to Rutherford County School's beginning teachers.

### **Initial Licensure Programs in Representative LEAs with Lower Beginning Teacher Retention**

#### *Caswell County Schools*

A three-day orientation for new teachers was conducted prior to the regular workdays. For the first two days, new teachers met at the central office for explanations of state and local regulations and procedures. Directors of various programs presented overviews and answered questions. Curriculum supervisors reviewed the Standard Course of Study and local pacing guides. On the third day, peer buddies worked with ILTs at each school to assist with locating materials and explaining routines. Individual orientation was provided for new teachers hired during the year.

Monthly focus meetings for first year teachers were held to discuss topics such as the INTASC Standards, classroom behavior management, Individual Growth Plans, managing paperwork, and reflective writing. Individual conferences were held with the first year teachers as needed with focus plans for two-week intervals. Meetings for second year teachers focused on review of the INTASC Standards, analysis of videotaped lessons, and evaluation of written reflections of instructional practice.

The ILT Coordinator met with the Lead Teacher Mentor weekly to provide information and answer questions. The ILT Coordinator worked collaboratively with the Lead Teacher Mentor to schedule staff development for beginning teachers based on needs identified by the Lead Teacher Mentor.

Surveys of beginning teachers, mentor teachers, and administrators were conducted at the end of the school year. The suggestion to have additional staff development on classroom management and cultural diversity is being implemented.

#### *Hertford County Schools*

Each first year teacher and/or teacher new to the system participates in at least a three-day orientation. Lateral entry teachers are provided ten days of orientation. When possible, orientations take place prior to the regular contractual year. First year and/or teachers new to the district who are not lateral entry teachers and are employed after the start of the regular school year receive orientation equaling three

workdays prior to entering the classroom. Lateral entry teachers hired after the start of the regular school year receive the ten day orientation. The orientations are organized by the ILT Coordinator. The focus of the orientations is to prepare teachers for the first days of school. Topics addressed include planning, policies, procedures and routines for the classroom, classroom management, school/district/state initiatives, curriculum goals and pacing guides, collaboration with mentors and other teachers, getting to know students, instructional planning, differentiation, available services and training for teachers, and other relevant topics. Teachers observe teachers/classrooms that are of the same subject/grade level they will be teaching. When the opportunity lends itself, teachers observe the class they will be teaching. Regular follow-ups are provided to ensure that the teachers' first years are successful.

To assure that beginning teachers have the opportunity to develop into highly qualified teachers, Hertford County Schools provided services utilizing various programs. The programs included:

- Participation in "The Collaborative Effort to Support Beginning Teachers." The ILT Coordinator attended monthly meetings in collaboration with twelve other LEAs striving to improve the learning experiences of students by providing focused, consistent, on-going support for new teachers. The Collaborative provides beginning teachers opportunities for professional development, a vehicle for communication and support between participating school systems, and Teacher Talk Sessions. The Teacher Talk Sessions for the 2003-04 school year were focused on the INTASC Standards and included TPAI, Individual Growth Plans, and licensure requirements, planning, parent conferencing, discipline/classroom and time management, multiple instructional strategies, technology, stress management/team building, literacy, testing/assessing students, and reflective practices.
- Participation in the NC Model Teacher Education Consortium which provides coursework and Praxis remediation.
- Beginning teacher support seminars sponsored by Hertford County Schools and the North Carolina Center for the Advancement of Teaching (NCCAT).
- Participation in the Elizabeth City State University Transition to Teaching Program which provides coursework and Praxis remediation.

Each beginning teacher received an ILT Handbook as a resource. The resources in the handbook included district information (calendar, directory, etc.), information on licensure, professional development, special needs programs, Praxis, the Code of Ethics for NC Educators, ideas for the first days of school, classroom/time management, relationships with parents, relationships with students, planning, strategies to focus on learning, assessment, sample teacher letters, and helpful websites.

An end-of-year celebration was held for beginning teachers and mentors.

Prior to the opening of school, mentors attended a half-day session with new teachers during orientation. The other half day was spent in the individual schools providing school orientation with the new teachers. Each mentor receives a Mentor/ILT Handbook which includes resources to assist beginning teachers. Training for mentors is provided. It includes information on the TPAI-R, observation and conferencing cycles, and the INTASC Standards. Facilitative leadership training is provided to mentors to assist new teachers. Support Coach Training is provided for mentors who serve as a Support Coach.

Program evaluation assessments are made during the school year. A survey is given at the end of the school year. In addition, feedback is gathered on the beginning teacher orientation, the Teacher Talk Sessions, and the mentor sessions. The assessments are used to prepare a total program evaluation.

### *Hickory Public Schools*

Hickory Public Schools conducted a three-day orientation for all beginning teachers as well as teachers new to the school system. The first day included a reception for all new employees during which the employees met principals, assistant principals, central office administrators, and Board of Education members. The reception was followed by a session in which the new employees learned about their own learning/motivational styles. The session was designed to help new employees understand how to build teamwork among people of diverse styles, as well as to help new teachers understand how to appreciate diversity among students. Following lunch, there were sessions on mentors, how to conduct Socratic seminars (to be used as a teaching tool and to learn how to be a reflective practitioner), and an introduction to technology in the Hickory Public Schools.

On the second day of orientation, teachers participated in a Socratic seminar entitled "Reflection is at the Heart of Practice." Beginning teachers were introduced to the TPAI for Beginning Teachers, the Individual Growth Plan, and the INTASC Standards. The rest of the day was focused on helping teachers understand the primary components of the TPAI: Time management, communication, behavior management, instructional presentation, monitoring, and feedback. The intent of this day was to insure that new teachers were aware of the instrument on which they would be evaluated and what the expectations were for each area of evaluation.

The third day focused on the NC Standard Course of Study, the student accountability policy, the ABCs of Public Education, No Child Left Behind, AYP, and the current testing program.

The final portion of the orientation program was to help all new teachers prepare for the first day of school. Veteran teachers shared their experiences and suggestions, and the new teachers shared their concerns and ideas.

All first year teachers were treated to a luncheon in November that included a program on dealing with the stress of being a new teacher. Each teacher was given a survival kit to help him with the first year of teaching. The luncheon was a fun-filled event that helped new teachers bond with each other as well as to help relieve the stress associated with teaching. In the spring, an afternoon reception was held to honor all new teachers.

All mentor teachers met to discuss the positives and negatives of mentoring. A refresher workshop was held for all mentors on a Saturday to insure that all mentors were providing appropriate services to all new teachers.

At the end of the Beginning Teacher Induction Program, each participant completes a plus/delta on the program. All new teachers were also sent a survey from the personnel department that asks the teachers to respond to a number of items concerning their new employment. The Assistant Superintendent for Curriculum and Instruction meets with all new teachers in the fall and in the spring to get feedback from the teachers on how well the Hickory Public Schools is helping them be successful.

### *Hoke County Schools*

The Director of Human Resources and the Support Personnel Coordinator collaborate on the scope and sequence of the ILT Induction Program for first year teachers and orientation activities for all new employees in the Hoke County Schools.

Formal induction activities for first year teachers are conducted before the first week of the school, year. Beginning teachers who are hired after the start of school attend an orientation before the due date of the

first round of observations. The orientation is conducted by the Support Personnel Coordinator in partnership with the Director of Human Resources, members of the leadership team, principals, teachers, and outside agencies. The orientation activities include welcome and introductions of administrative staff including Hoke County Board of Education members, the mission and vision of the Hoke County Schools, an overview of the ILT Program, goals, policies, and procedures for Hoke County Schools, community and parent involvement, working with exceptional children and Limited English Proficiency (LEP) students, using the NC Standard Course of Study and Hoke County Schools Pacing Guides, the ABCs Accountability model and AYP, current instructional strategies and programs being implemented by the Hoke County Schools, technology, lesson planning, and classroom management. A mid-year new teacher induction meeting was scheduled for January for new first year teachers who were hired after the July program.

Meetings for first year teachers consisted of discussion groups and implementation of strategies used in Wong's book, The First Days of School. Second year teachers attended regularly scheduled meetings to become knowledgeable of the INTASC Standards. A book club has been established for third year teachers. The books selected will focus on research-based strategies and procedures that can be implemented in classroom settings. Socratic methods will be used to focus discussions. A system-wide professional library is maintained as an integral part of the support program for all beginning teachers.

Principals work collaboratively with the Support Personnel Coordinator and the Director of Human Resources to select mentors based on the criteria established by the Hoke County Schools. Principals have instituted a "buddy" system for beginning teachers with less than six months of teaching experience. Mentors are expected to attend a select number of ILT meetings during the year and to complete a monthly mentor log. Mentors participate in the annual new teacher orientation by working with their beginning teachers in their designated schools to prepare for the arrival of students. Mentors also meet twice a year to discuss issues, concerns, and areas of improvement that would help to provide strong support for all beginning teachers. The Support Personnel Coordinator and the Director of Human Resources work collaboratively with the mentors and the Teacher-on-Loan during the school year to address concerns and issues to improve the ILT and mentor programs.

The Support Personnel Coordinator conducted meetings/program evaluations at the end of each ILT meeting in an on-going effort to improve the Hoke County Schools ILT program. The evaluations are reviewed with the Director of Human Resources and used to continuously make improvements to the ILT program

#### *Northampton County Schools*

A three-day orientation is held prior to the beginning of the school year. It includes a welcome by the superintendent, School Board members, and the Teacher of the Year, presentations by directors and departments in the central office, information on the Northeastern Collaborative and NC Model Teacher Education Consortium, community information from the Chamber of Commerce, Education Foundation, Ministers' Council, Senior Education Corps, and NC Cooperative Extension Office, mini-workshops on the NC testing program and the NC Standard Course of Study, joint workshops with principals and mentors, and a "pig-picking" to honor all new teachers attended by the central office staff and School Board members. It also includes a presentation to all first year teachers of a laptop computer for their use.

All new teachers attend Beginning Support Training (BEST) one Monday evening per month. This program is designed to provide structured support and induction experiences through interactive sessions, which include such topics as effective classroom management, lesson design, parent/teacher conferencing, and assessment. Novice teachers are provided the opportunity to work with a variety of educational resource personnel, as well as their own mentor teachers, in activities and open discussions

about their successes, concerns, and questions associated with their transition into the educational profession. The ILT Coordinator conducts informal observations of the classrooms of all beginning teachers and offers assistance as needed.

New teachers are treated to a party in December. They are afforded the opportunity to attend the Fall Conference(s) and the New Teacher Conference in the spring, sponsored by the Northeastern Collaborative.

Departmental/grade level meetings are held when the veteran teachers have an opportunity to share their expertise. Common planning times are arranged when possible for mentors and beginning teachers.

“Teacher Talk” coaches are provided through the Northeastern Collaborative and meet monthly with all beginning teachers. There are meetings for elementary, middle school, and high school levels. The Northeastern Collaborative has developed a handbook for coaches to use during these meetings.

Mentors are asked to attend two workshops after school and receive training on the latest requirements for new personnel, as well as updates on mentoring techniques. Mentors are required to submit documentation (logs) of meetings with their beginning teachers on a monthly basis.

The ILT Program plan is updated periodically and approved by the local board of education. The latest information is incorporated based on new requirements and data provided by DPI. The ILT Coordinator reviews evaluations of the New Teacher Induction and in May of the BEST program. The evaluations are used to adjust or change these programs to better suit the needs of the ILTs.

#### *Whiteville City Schools*

Newly hired beginning teachers in the Whiteville City Schools participated in a system-wide orientation to share information on local and state policies, regulations, and guidelines, the Initial Licensure Program, licensure, curriculum, assessment, exceptional children’s programs, fiscal matters, media and technology, human resources, and other support and auxiliary services. On the first day of orientation, the superintendent welcomed the newly hired beginning teachers and shared his vision and expectations. The teachers participated in information sessions with the directors of curriculum and accountability, exceptional children, technology, business and finance, child nutrition, human resources, and administrative services.

During the new few days, beginning teachers worked with the mentors, principals, and other school staff in school goals, getting organized, locating resources, and planning for the instructional program. Additional sessions were held throughout the year at monthly ILT meetings.

The beginning teachers participated in the system-wide opening of school breakfast. All school system administrators, school board members, local elected officials, and other community stakeholders participated in the breakfast. After the breakfast, the beginning teachers participated in morning and afternoon professional development activities.

To provide beginning teachers needed support throughout the year, monthly sessions were held to help ensure teacher success. The sessions were held to continue the development of the beginning teachers’ understanding of the INTASC Standards and to provide the beginning teachers with the opportunity to interact and network with other beginning teachers in the system.

The Teacher-on-Loan conducted a three-day mentor training during the 2003-04 school year. Teachers from other LEAs in the South Central Region in need of mentor training were invited to participate.

The system supported a coaching model of support for the mentors rather than an evaluator model. Mentors were involved in the development of the Individual Growth Plans for initially licensed teachers. Mentors met with the ILTs during the school year and attended some of their monthly sessions. Mentors also assisted the beginning teachers with the collection of materials for the interim requirements.

The program is monitored by the Initial Licensure Program contact person. Based on local evaluations, the system has identified a need to provide more training on areas related to the INTASC Standards, to strengthen the mentor/mentee relationship, and to include more specific information related to meetings and contacts between the beginning teacher and mentor in the mentor logs.

