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Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Report on the Impact of the
Flexible Use of Mentor Funds on
Teacher Retention

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**Report to the Joint Legislative Education Oversight Committee
on the Impact of Flexible Use of Mentor Funds**

Background

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.

Twenty-four (24) LEAs had plans approved for the 2005-06 school year. Of these, 19 implemented programs. These LEAs were:

- Asheville City Schools
- Bertie County Schools
- Buncombe County Schools
- Burke County Schools
- Carteret County Schools
- Caswell County Schools
- Catawba County Schools
- Chapel Hill/Carrboro City Schools
- Charlotte-Mecklenburg Schools
- Cumberland County Schools
- Davie County Schools
- Durham Public Schools
- Guilford County Schools
- Henderson County Schools
- Hoke County Schools
- Orange County Schools
- Pitt County Schools
- Wilson County Schools
- Winston-Salem/Forsyth County Schools

Reports from these LEAs on the programs they implemented are contained in the following pages.

Avery County Schools, Greene County Schools, Iredell-Statesville Schools, Jones County Schools, and Wake County Schools choose not to implement their proposed programs.

Asheville City Schools	
What was proposed	<p>The program was designed to:</p> <ul style="list-style-type: none"> provide consistent, on-going support for new teachers and their mentors on a daily basis provide a direct link between the Office of Human Resources and new teachers/mentors provide direct hands-on licensure support for lateral entry teachers provide a link between local universities and teachers for Praxis support, content support, and professional development provide feedback to new teachers and principals through direct involvement in classrooms serve as an advocate and an “ear” for new teachers help retain highly qualified new teachers
Number of Teachers Served: 87	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> Met individually with new teachers, mentors, for specific, requested support Convened monthly mentor support meetings Watched/observed in classrooms of new teachers Provided mentor training with assistance from Teacher on Loan Oversaw Retired Teacher Program (provided a retired teacher full-time for the first week of classroom teaching of two laterals. This is a grant funded program through the Asheville City Schools Foundation). Worked with k-5 and 6-12 curriculum directors to find materials/resources to support new teachers Met monthly with ILT Ones and Twos (separately) and their mentors, offered staff development in INTASC Standards and reading across content areas. Informed new teachers/mentors about appropriate professional development opportunities: (Praxis Review Sessions, conferences, second semester new teacher orientation, courses, etc.) Organized/conducted appropriate professional development for new teachers in monthly meetings and with curriculum coordinators Worked with principals Worked with new teachers (especially laterals) on licensure issues, finding courses, conferring with RALC Developed and facilitated New Teacher Orientation Developed and facilitated New Teacher Orientation for Lateral Entry teachers in conjunction with University School Teacher Education Partnership (USTEP) Worked with Asheville City Schools Foundation to provide financial assistance for New Teachers Worked with Elementary Curriculum Coordinator in order to serve as a literacy coach to several elementary teachers
Outcomes	<p>Of the 87 beginning teachers served</p> <ul style="list-style-type: none"> Remained in the same position, same site: 66 Changed positions, transferred site: 2 Not rehired: 4 Resigned to family responsibilities/childcare: 1 Resigned due to family relocation: 1 Resigned due to health/disability: 2 Resigned to continue education: 2 Resigned to teach in another NC LEA: 1 Resigned to teach in another state: 2 Beginning teachers remaining in Asheville City Schools: 68

Asheville City Schools	
Conclusions	<p>The above data suggests that new teachers in Asheville City Schools are satisfied with their job assignments and job sites. Anecdotal evidence strongly supports satisfaction with the professional and personal support provided by ACS and the lead mentor. All first, second, and third year teachers and their mentors were constantly linked to the Lead Mentor through email, phones, and frequent personal contact in classrooms and monthly support meetings attended by mentors as well as new teachers. These meetings (for first and second year teachers, held separately and also separated by grade levels (k-5 and 6-12) focused on targeted needs of the beginning teachers: classroom management, planning, working effectively with parents, and curriculum design and support. In addition, three social events were held during the school year and hosted by the lead mentor.</p> <p>Each mentor/mentee kept a monthly log that documented individual issues/concerns and support. This log is turned in to and reviewed by the Lead Mentor monthly. In addition, all of our lateral entry teachers received individualized support in helping them find appropriate courses a9and funding) to satisfy their licensure requirements.</p> <p>Finally, the lead mentor maintained frequent contact with principals concerning their beginning teachers. Input from principals helped drive the staff development offered in monthly meetings as well as classroom support.</p>

Bertie County Schools	
What Was Proposed	The Bertie County Schools proposed to use their mentor teacher funds to employ a retired educator on a contacted basis to save all new teachers and to pay site-based mentor teachers for the number of new teachers they are serving. The proposed program was designed to improve student achievement by promoting and analyzing teacher effectiveness in the classroom. The teacher/mentor were to focus on effective instruction and the impact that instruction has on student success. The program was to provide new teachers with intensive on-site assistance from full-time mentors in the areas of instruction, assessment, positive discipline, and interpersonal communication. Twenty-nine beginning teachers were to be served by the program.
Number of Teachers Served by the Program: 43	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Funded one retired administrator for fifty days, flexible period form September 2006— May 2007. ▪ The retired administrator served identified ILT I's, II's and some III's at all school levels. ▪ Focused areas: <ul style="list-style-type: none"> ▪ Classroom management through early interventions ▪ New Teacher Orientation (after school) for those employees who were hired after the opening of school in August - 2006. ▪ Monthly Teacher Talk Sessions ▪ Instructional Design Lesson Plans and standard course of study ▪ Instruction delivery ▪ Time-on-task ▪ Classroom organization ▪ Promoting positive and professional image in the school and community ▪ Total number of classroom visits: 150 (minimum). Each teacher was visited a minimum of three (3) times followed with a post conference giving feedback and recommendations.
Outcomes	<ul style="list-style-type: none"> ▪ Remained in the same position, same site: 35 ▪ Changed positions, transferred site: 3 ▪ Resigned (transfer to another LEA): 2 ▪ Resigned (family care): 3 ▪ ILTs remaining in Bertie County Schools: 88%
Conclusions	<ul style="list-style-type: none"> ▪ The above data suggests that this initiative was effective in the reduction in the New Teacher turnover rate. ▪ Increased teacher satisfaction relating to support for new teachers as indicated through survey results. ▪ No TPAI - evaluation below standard ▪ Reduction in discipline referrals to the office (Classroom Management)

Buncombe County Schools	
What was proposed	<ul style="list-style-type: none"> ▪ To provide consistent and on-going support for all ILTs ▪ To act as role models and to provide valuable resources ▪ To provide appropriate feedback to classroom teachers and principals ▪ To serve as encouragers ▪ To create and maintain a high level of support for ILTs ▪ To develop a network of support for beginning teachers ▪ To draw from a wealth of experience and knowledge of retired teachers as mentors ▪ To create and maintain open avenues of communication among all parties (ILTs, administrators, central office personnel) ▪ To assist in the recruitment and retention of highly qualified teachers
Number of Teachers Served: ILT1s = 111; ILT2s = 101; ILT3s = 69; Total = 281	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ New Teacher Orientation ▪ New Teacher Orientation Make-up Sessions (3) ▪ Lateral Entry Orientation via Asheville/Buncombe Community College ▪ Regular classroom visits made by mentors (almost 2400 in 2005-06) [This number does not include phone calls, emails, advocacy appointments with curriculum specialists, special services personnel, administrators, experienced teachers and others on behalf of ILTs] ▪ Monthly logs maintained by District mentors ▪ Monthly reflections submitted by all ILTs ▪ Regularly scheduled meetings for all ILTs ▪ Instruction/discussion related to pertinent ILT issues ▪ Classroom Management, Discipline, Parent Conferencing, Thinking Maps, Math Investigations, <u>Love and Logic</u>, <u>101 Answers for New Teachers and Their Mentors</u>, NC WISE Training
Outcomes	<ul style="list-style-type: none"> ▪ Number of visits made by mentor teachers ▪ Documentation of vital issues addressed ▪ Documentation of Beginning Teacher Orientation and number attending (79) ▪ Documentation of lateral entry training provided by AB Community College ▪ Documentation of specific training for mentor teachers ▪ ILT Surveys ▪ Principal Surveys
Conclusions	<ul style="list-style-type: none"> ▪ Teacher Retention ▪ Lost 25 ILTs in the 2005-06 school year (majority leaving to care for new babies or family members) ▪ Survey Results <ul style="list-style-type: none"> ○ New teachers enjoy their work ○ ILTs are happy to have this support system in place ○ ILTs are always glad to see mentors visit their classrooms ○ ILTs treasure time provided to share with other ILTs as well as veteran teachers ○ Each ILT has a District mentor teacher assigned, in addition to a “buddy teacher” at the school level ○ Continual and positive feedback from ILTs regarding the important role the ILT Coordinator and mentors play in their success as classroom teachers ▪ We are adding another District mentor teacher for the 2006-07 school year. This will make five experienced, motivated, and positive personalities to encourage and support ILTs.

Burke County Public Schools	
What was proposed	The proposal of Burke County Public Schools was to hire retired classroom teachers to serve as mentors. The program was designed to be a pilot program for the 05/06 school year using the Flexible Mentor Funds and the traditional mentor method and to compare the effectiveness.
Number of Teachers Served: 17	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Regularly scheduled meetings with mentee ▪ Provided assistance in obtaining teaching materials ▪ Performed peer/information observations to teach ILT the evaluation instrument ▪ Taught model lessons ▪ Share discipline strategies ▪ Acclimated new teacher to their school
Outcomes	
Conclusions	<p>The pilot program was successful although we were unable to find the number of retired teachers we desired for the project. The program concentrated at the high school level where we received the most comments regarding ILTs not seeing their mentors as frequently as they had liked. The uncertainty of pending retirement legislation made it difficult for us to recruit the number of retired teachers for the pilot project. However, the results from our pilot project were positive. Some of the accomplishments were:</p> <ul style="list-style-type: none"> ▪ Retained all of the ILT1s who had a retiree mentor ▪ Students of ILT1s with retiree mentors had satisfactory test scores ▪ ILT1s had satisfactory and above on observations and summative evaluations ▪ One ITL1 was the outstanding first year teacher at the secondary level. <p>The conclusion of the pilot project was that the retiree mentor was able to spend more quality time with the mentee when the ILT had a critical need. Often needs to ILTs cannot wait until a class break or a planning period. Our system plans to modify the Flexible Mentoring project for the 06/07 school year by using a combination of full time instructional coaches as mentors and retiree mentors.</p>

Carteret County Schools	
What was proposed	<ul style="list-style-type: none"> ▪ To expand our mentoring support program based on continued assessment of needs of ILTs. To provide ILTs with several different mentors. ▪ To affect change in the classroom by providing additional on-site assistance. ▪ Develop strategies for fostering career independence in initially certified personnel.
Number of Teachers Served: 54	
Activities and Services Provided by the Program	<p>The mentor:</p> <ul style="list-style-type: none"> ▪ traveled to each ILT to provide support inside the classroom ▪ shared information on pedagogy and aligning of coursework with the SCOS ▪ Planning and implementation ▪ Instructional strategies, needs of diverse learners learning styles. Individualized Education Plans and 504 Plans ▪ Modeling lessons ▪ Serving as resource link for ILT
Outcomes	<ul style="list-style-type: none"> ▪ The number of ILT 1's dropped from 35 during the 2005-2006 SY to 28 ILT 1's in the 2006-2007 SY. ▪ Interviews with principals cited positive noted changes in ILT 1's performances and the desire for continuation of the program. ▪ Interviews with ILT 1/s stated that a feeling of great support was given to them by the mentor.
Conclusions	<ul style="list-style-type: none"> ▪ Based on interviews with ILT 1's and Principals, this program was highly praised as a necessary and effective support component to retain teachers. ▪ Mentors maintained contact sheets to record the meetings with ILTs. ▪ The INTASC Standards were addressed and documented on this record.

Caswell County Schools	
What was proposed	One Lead Mentor Teacher
Number of Teachers Served: 10	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Lead Mentor teacher provided support in the following areas: <ul style="list-style-type: none"> ▪ Content pedagogy ▪ Student development ▪ Diverse learners ▪ Multiple instructional strategies ▪ Motivation and management ▪ Communication and Technology ▪ Planning ▪ Assessment ▪ Reflective Practice ▪ Each ILT was required to meet with the Lead Mentor Teacher at least once per week for formal meetings addressing INTASC Standards. ▪ Lead Mentor Teacher was committed to meeting with ILTs on an as needed basis in addition to scheduled meeting times. ▪ Lead Mentor Teacher assisted ILTs with lesson plans and modeled lessons. ▪ Monthly meetings were held which included planned staff development and a stress reliever activity.
Outcomes	<ul style="list-style-type: none"> ▪ Remained in the same position, same site: 8 ▪ Nonrenewed: 0 ▪ Resigned: 2 ▪ ILTs remaining in Caswell County Schools: 80%
Conclusions	<p>The above data suggests that this program in the past year was effective in helping retain teachers in our system. We lost two ILT'S. One resigned to take a position closer to home because she was driving one hour one way to work. The other resigned because he stated he did not have the time to take the required course work. The turnover in our system was not because of the lack of support. Administrators were pleased to have one Lead Mentor Teacher. ILTs were pleased to have the support of an experienced colleague who was committed to the mentor process. ILTs gave positive feedback of the program and expressed that the support was more than adequate and that the Lead Mentor teacher responded in a timely manner to their individual needs.</p>

Catawba County Schools	
What was proposed	<p>Catawba County Schools proposed the continued implementation of three levels of mentor support to first through third year beginning teachers (BTs). These levels include:</p> <ul style="list-style-type: none"> ▪ Individual Mentors who serve one to two beginning teachers each. (\$125/month) ▪ Lead Mentors who serve one novice teacher while also shepherding the larger group of beginning teachers and mentors at their schools. (\$150/month) ▪ Master Mentors (retired master teachers) who work with struggling beginning teachers in a focused and intensive way. <p>The Master Mentor level of support is designed to build confidence and independence as well as skill so that beginning teachers feel success quickly and can move forward without further assistance.</p>
<p>Number of Teachers Served: 157 Total Beginning Teachers (BT) 54 BT 1s; 46 BT 2s; 52 BT 3s; 5 novice teachers hired after January, 2006</p>	
Activities and Services Provided by the Program	<ol style="list-style-type: none"> 1. Funded 105 Individual Mentors <ul style="list-style-type: none"> ▪ Worked with BTs 1-3 on an individual basis ▪ Documented support provided through use of monthly mentor checklists ▪ Participated in mentor updates ▪ Provided other support services as needed 2. Funded 25 Lead Mentors (\$150/month) (1 per school) who acted in the following capacity: <ul style="list-style-type: none"> ▪ Acted as primary liaison for the Director of Professional Learning ▪ Worked as needed with the summer and monthly Beginning Teacher Institute sessions ▪ Facilitated provision of school-based BT support through regular, monthly sharing/learning opportunities either face to face or through use of an online discussion board. ▪ Instigated and documented support acts provided for BT's by grade level/departments peers ▪ Assured Individual Mentors were adhering to district and state requirements for service, meeting attendance, and documentation ▪ Participated in county level mentor training sessions ▪ Provided other support services as needed 3. Funded Four Master Mentors who acted in the following capacity: <ul style="list-style-type: none"> ▪ Completed 574.28 total hours of BT support. ▪ Served 13 BTs including 10 Lateral Entry BTs. ▪ BT areas were high school English, Theatre Arts, Family and Consumer Science and Exceptional Children as well as elementary Exceptional Children and second grade. ▪ Focus areas included writing, classroom management, planning, organization and instructional strategies, organization and paperwork. ▪ 91 total classroom visits were made along with numerous email contacts and workshop co-attendance. ▪ Provided informal observations and timely feedback to BT's ▪ Modeled lessons in the BT's classroom. ▪ Assisted with planning and resource development. ▪ Assisted BT's with using student achievement data to plan instruction. ▪ Provide other support services as needed. 4. Piloted virtual meeting opportunities <ul style="list-style-type: none"> ▪ Developed a discussion board to allow for "virtual meetings".

Catawba County Schools	
Outcomes	<p>The data below is based on the thirteen BTs served by Master Mentors.</p> <ul style="list-style-type: none"> ▪ Remained in the same position, same site: 7 ▪ Remained in the same position, transferred site: 2 ▪ Changed positions, same site: 0 ▪ Changed positions, transferred site: 0 ▪ Non-reappointed: 2 ▪ Resigned: 2 (One moved to another system; one moved out of state with family) ▪ BTs served by Master Mentors remaining in Catawba County Schools for the 2006-2007 school year: 69.2% ▪ The chart on the next page shows the retention rates for each cohort group of beginning teachers from 2003-2007. The overall retention rates for each group are also included.
Conclusions	<ul style="list-style-type: none"> ▪ Beginning Teacher perception of the mentoring program continues to be more positive based on end of the year surveys and BT meetings. ▪ The continued implementation of the Lead Mentor role in each school site was viewed positively by BTs and Mentors based on survey results. ▪ Virtual meetings were developed in an effort to build the level of support at the middle and high school levels. This strategy worked well for most schools where face-to-face sessions are difficult to schedule. While mentors had their own board to pose questions to one another, this arena was not as well utilized. The group will continue to further implement this communication tool during the 2006-2007 school year. ▪ Additional focus will be placed during the 2006-2007 school year on identifying beginning teachers in need early through the collaboration of school level mentors, administrators and the Director of New Teacher Support.

		Number in Cohort in 2003-04	Number in Cohort in 2004-05	One Year Retention Rate	Number in Cohort in 2005-06	One Year Retention Rate	Number in Cohort 2006-07	One Year Retention Rate	Current Overall Retention Rate
Cohort I 2003-04	<i>All ILT I</i>	53	43	81%	39	91%	35	90%	66%
	<i>LE/Prov</i>	26	22	84%	20	77%	18	90%	69%
	<i>TEdG</i>	27	21	92%	19	81%	17	89%	63%
Cohort II 2004-05	<i>All ILT I</i>		51		42	84%	39	93%	76%
	<i>LE/Prov</i>		18		14	78%	12	86%	67%
	<i>TEdG</i>		33		28	88%	27	96%	82%
Cohort III 2005-06	<i>All ILT I</i>				54		47	87%	87%
	<i>LE/Prov</i>				19		13	68%	68%
	<i>TEdG</i>				35		34	97%	97%

Chapel Hill-Carrboro City Schools	
What was proposed	That these Mentor Funds be used to provide funds for retired teachers to provide support for Lateral Entry and Novice Teachers.
Number of Teachers Served: One Lateral Entry/ Novice teacher assigned to a self-contained exceptional education class was provided intensive mentoring support by a retired teacher. The lateral entry teacher was hired in January following the resignation of the second teacher and received on-site assistance through the remainder of the year.	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Weekly support with IEP Development ▪ Weekly support for IEP Implementation ▪ Weekly support with lesson plan ▪ Weekly support with classroom organization ▪ Weekly support in student assessment
Outcomes	<ul style="list-style-type: none"> ▪ Though not formally trained, the teacher was retained for the remainder of the school year providing stability for the students and families being served. ▪ The school year was salvaged for the students and families served. ▪ The teacher has begun formal training to become licensed in exceptional education.
Conclusions	While all of the funds that were available were not used, the availability of the funds allowed a service to be provided that would have otherwise been unavailable. Exceptional Education requires that those providing support service be familiar with the laws and regulations. The amount of time required in this situation could not have been provided by another exceptional education teacher who was providing direct services to students.

Charlotte-Mecklenburg Schools	
What was proposed	CMS proposed to use mentor funds to pay site based mentors(teachers at the school site) who work with up to two 1 st or 2 nd year teachers at the same site in conjunction with their regularly assigned duties. We also utilize full time mentors who are not paid out of State funds, but we will research utilizing these funds to expand this program
Number of Teachers Served: 1587 of the 1981 teachers eligible for a paid mentor were served by site based mentors. 394 teachers were served by full time mentors.	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Required State Based Mentor Training ▪ Introduction to Coaching Strategies ▪ Monthly meeting with Mentor Contact at each location ▪ Beginning Teacher Support Program information ▪ Training on strategies adapted from Full-time Mentor program model which include: understanding of new teacher development, learning styles, communication skills.
Outcomes	<ol style="list-style-type: none"> 1. Retention rate for 1st and 2nd year teachers continues to increase each year since the incorporation of strategies from the Full-time mentor program model into training for Site-based mentors. 2. Improved teacher retention saves the district money in mentor funding and replacement cost, such as recruitment of hiring new teachers. 3. Payment for up to two mentees per mentor, ensures each beginning teacher will receives a well-qualified, experienced mentor.
Conclusions	CMS retention of 1 st and 2 nd teachers continues to increase since we have had flexibility in the utilization of mentor funds. Charlotte-Mecklenburg Schools would like to use state funds for the Full-time Mentor program, in addition to the site-based program. Funds would continue to be supplemented for full-time mentors by additional funding sources to comprise the remainder of the teacher-level, Full-time Mentor salaries. Our district favors reinstatement of State mentor funds for mentors of locally funded teachers.

Cumberland County Schools	
What Was Proposed	<p>Current mentor funds would continue to be structured to pay the retirees to work with first-year middle and high school teachers. The remainder of the funds would be used to pay mentors for second-year Beginning Teachers to assist with state requirements outlined for the second year.</p> <p>Elementary schools would use on-site mentors for first and second-year teachers. They would receive a stipend from the funds when eligible.</p>
Number of Teachers Served By the Program: 1031	
Activities and Services Provided by the Program	<p>The activities and services to be provided through the proposed program would be to hire fifteen retirees to work 25 % at assigned middle or high schools. These retirees would work solely with first-year teachers. They will assist Beginning Teachers with classroom management, planning, instructional strategies, parent communications, general support and all other aspects of first year teaching. They will be able to this with the flexibility to adjust their schedules to meet the individual needs of the Beginning Teachers.</p> <p>As in the existing model, an on-site mentor would be paid to work with second-year teachers at middle and high schools at the ratio of two second-year teachers per mentor.</p> <p>Elementary schools would use one mentor per two first- or second-year teachers, and a stipend would be paid to the eligible ones as currently outlined in state requirements.</p>
Outcomes	<ul style="list-style-type: none"> ▪ Cost effective in terms of teacher retention ▪ Lower teacher attrition rate ▪ Increased retention of quality teachers ▪ Improved student achievement
Conclusions	<p>After conducting interviews and surveys, by an independent evaluator, of Beginning Teachers, Lead Success Contacts and School Administrators feedback about this program was very positive and encouraging. Tracking numbers of returning High School and Middle school teachers after implementing this program indicate an increase in retention, which impacts student achievement.</p>

Davie County Schools	
What was proposed	<p>In order to better serve the needs of our beginning teachers and to substantially increase the amount of quality contact time between mentors and their mentees, we recruited a core of qualified retired teachers to deliver mentoring and support services to our ILTs.</p> <p>These 10 mentors were designated MasterMentors, were assigned a maximum of 5 mentees each, and were able to deliver services to each of our ILTs with the expectation that they would average 1-2 hours of contact time with each mentee weekly. MasterMentors were also required to attend Central Office meetings in order to assure quality control of the services delivered throughout our county.</p>
Number of Teachers Served: 47	
Activities and Services Provided by the Program	<p>Each MasterMentor received instruction/training in each of the following areas:</p> <ul style="list-style-type: none"> ▪ Mentor Training ▪ TPAI-R ▪ Mentor Handbook ▪ Mentor Requirements and Expectations ▪ Mentor Contact Logs ▪ IGP Development and Support ▪ INTASC Standards ▪ Observations/Data Collection ▪ Classroom Management Plans ▪ NC Standard Courses of Study ▪ Communications/Scheduling ▪ Documentation of services delivered <p>Each MasterMentor delivered the following services to their mentees:</p> <ul style="list-style-type: none"> ▪ 1st workday site orientation ▪ 1-2 hours of weekly contact ▪ 2 full days of beginning teacher training(1 Fall, 1 Spring) ▪ Classroom discipline/procedure plan development ▪ Establishment of professional reflection journal ▪ Lesson planning formats ▪ Development of IGP/INTASC Standards assessments ▪ Establishment of a professional folder/file ▪ Parent conferencing ▪ Classroom problem-solving ▪ Use of technology in the classroom ▪ Informal observations ▪ Formal observation/evaluation review and feedback ▪ Individual ILT requested services
Outcomes	<p>We have seen improvement in the mentoring process by having mentors available to meet with each other to discuss and improve the delivery of services.</p> <p>We have experienced more focused mentoring as retired mentors are available to provide services “on demand” and as needed by individual mentees.</p> <p>We have increased the time each mentor could spend with each mentee in formal and informal settings</p> <p>We have encouraged mentors to become stronger advocates for mentees as a result of stronger bonds with their mentees and more casual bonds with site principals.</p>

Davie County Schools	
Outcomes (continued)	<p>Our original proposal cited our need to substantially increase the number of weekly contact hours an ILT spends in quality conference time with his/her assigned mentor in order to insure beginning teacher retention and improve the quality of our program.</p> <p>As our baseline date, we used a report from our 2003-2004 ILTs which indicated that our ILTs had spent an average of 32.71 minutes in sit-down conference time per week with their mentors.</p> <p>The same report of data gathered from our 2004-2005 ILTs indicated an increase of 30 minutes of mentor/mentee conference time per week bringing our average weekly contact time to 73 minutes per week.</p> <p>Our 2005-2006 report indicates we are averaging 80 minutes of mentor/mentee contact per week</p>
Conclusions	<p>We believe that the significant increase in the amount of mentee/mentor contact time as documented by mentor logs and anecdotal data strongly suggests that the bonds between the mentors and their mentees were significantly strengthened. For most of our retired mentors, their work as a MasterMentor was their only employment and we believe that this allowed a greater focus on helping our ILTs.</p> <p>By meeting with the MasterMentors as group and soliciting and implementing their suggestions for changes to the program, these mentors assumed an ownership of the program and were continually seeking ways to better deliver support services.</p> <p>One of the most significant changes in mentors was their ability to strongly advocate for their ILTs without fear of repercussion from the site principal. Many of our MasterMentors who were mentors in our former mentoring program cited this as a great advantage in that they were not supervised by nor were they accountable to site administrators and felt they had great freedom to advocate for any changes they felt need to be made to assist their ILTs.</p> <p>We had much positive feedback from our administrators as they believe that MasterMentors were able to deliver quality support services to the ILTs due to focusing on that one job instead of having to deliver services while maintaining their own classroom assignments.</p>

Durham Public Schools																																															
What was proposed	In 2005-2006, Durham Public Schools started a full-time mentor program in partnership with the New Teacher Center (University of California at Santa Cruz). Thirty-two full-time mentors served the 713 initially licensed teachers in the district. The mentors participated in four three-day mentor academies guided by the New Teacher Center and extended their NTC training through weekly mentor forums. The NTC model emphasizes instructional mentoring and helps beginning teachers engage all students in learning, develop effective classroom management practices and consider a broad range of assessment methods. The waiver requesting a flexible use of state mentor funds helps to pay the salaries of the full-time mentors.																																														
Number of Teachers Served: 1 st year teachers – 270 2 nd year teachers – 242 3 rd year teachers – 201 Total served – 713																																															
Activities and Services Provided by the Program	<ul style="list-style-type: none">▪ Mentors participated in four three-day mentor academies guided by the New Teacher Center▪ Mentors participated in weekly mentor forums to build on the framework of the New Teacher Center Mentor model▪ Mentors served beginning teachers in the district on a full-time basis.▪ Mentors worked consistently to establish a trusting relationship with each ILT they support▪ Mentors framed discussions around INTASC standards▪ Mentors guided professional development seminars for beginning teachers. Topics included best practices in EC and ESL, parent conferencing, instructional differentiation, assessment and planning																																														
Outcomes	<p>Beginning teacher turnover declined from 28% (average turnover rate from 2000-2004) to 18.79% in 2005-2006. This is reflected in the following chart.</p> <table><tr><th colspan="2">1st Year</th><th></th><th colspan="2">2nd Year</th><th></th><th colspan="2">3rd Year</th></tr><tr><th>Initial License</th><th>Lateral</th><th></th><th>Initial License</th><th>Lateral</th><th></th><th>Initial License</th><th>Lateral</th></tr><tr><td>168</td><td>102</td><td></td><td>143</td><td>99</td><td></td><td>110</td><td>91</td></tr><tr><td>21</td><td>32</td><td></td><td>24</td><td>22</td><td></td><td>17</td><td>18</td></tr><tr><td>12.50%</td><td>31.37%</td><td></td><td>16.78%</td><td>22.22%</td><td></td><td>15.45%</td><td>19.78%</td></tr></table> <p>Surveys conducted reveal that beginning teachers see great strength in a full-time mentor model. The data indicates that</p> <ul style="list-style-type: none">▪ 71% of respondents either “agreed” or “strongly agreed” that mentors supported their knowledge of the content area they were teaching▪ 69% of second year ILTs felt the full-time model was superior to the previous model▪ 51% of the beginning teachers attributed “quite a bit” or “a great deal” of their teaching success to their mentor▪ 80% felt the mentor program met their needs▪ 81% felt mentors helped them to differentiate instruction to address diverse learners▪ 73% responded that mentors helped them create supportive, equitable classrooms▪ 81% believed mentors helped them to develop better strategies to address classroom management▪ 85% felt mentors helped them develop a wider repertoire of teaching strategies▪ 90% acknowledged that mentors provided instructional materials and resources							1st Year			2nd Year			3rd Year		Initial License	Lateral		Initial License	Lateral		Initial License	Lateral	168	102		143	99		110	91	21	32		24	22		17	18	12.50%	31.37%		16.78%	22.22%		15.45%	19.78%
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Durham Public Schools	
Conclusions	<p>Thirty-two talented teachers became full-time mentors and honed the art of mentoring with professional development from the New Teacher Center, Durham Public Schools and from their own community of mentors. With the exception of one mentor who is new mother, all of the mentor team returns for the 2006-2007 school year. Four new mentors have been added to the mentor team to better serve beginning teachers. DPS principals shared deep satisfaction with the full-time mentor program and worked collaboratively with the mentor(s) at their school. Beginning teachers, as noted above, also recognized the significance of the mentor team. The two most significant accomplishment of the first year were the reduction in the turnover rate for beginning teachers and the significant impact mentors had on developing the instructional practice of beginning teachers.</p>

Guilford County Schools	
What was proposed	In Guilford County Schools, the flexible mentor funds help provide a Beginning Teacher Coach and a Lateral Entry Coach who supported 110 Induction Coordinators and 836 ILT1s and 2s . A stipend was provided to Induction Coordinators and materials for Induction Coordinators, mentors, and new teachers were provided.
Number of Teachers Served: 836	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Support for New Teachers – August, 2005 – June, 2006 ▪ GCS New Teacher Orientation –August 15,16, 17, 18, 2005 ▪ GCS New Teacher Orientation Makeup- Oct. 1 & 15, 2005 ▪ Monthly Right Start Seminars lead by Induction Coordinator in each school ▪ Differentiated Classroom Management Support (focus group- lateral entry) <ul style="list-style-type: none"> ○ All ILT1s including Lateral Entry- Sept 14 ○ Marzano’s <u>Classroom Management that Works</u> ○ Elementary –Nov. 2, 16, 30, Jan. 11 and 25 ○ Middle and High- Session 1-Nov. 4 and 5, Session 2- Nov. 8 Session 3- Feb. 27, ○ Any teacher needing classroom management support- Mar. 8, 22, and Apr. 5 ▪ Connecting Lateral Entry teachers to local college and university programs Oct. 26 ▪ On going 10 Day Lateral Entry Certification ▪ Differentiated resources <ul style="list-style-type: none"> ○ Monthly GCS Right Start Newsletter (sent to ILT1s & Induction Coordinators) ○ GCS Right Start New Teacher Notebook ○ GCS Orientation to Evaluation ○ Lateral Entry- Harry Wong’s <u>First Days of School</u> ○ Elementary- <u>First Class Teacher</u> ○ Middle & High- <u>Why Didn’t I Learn That in College?</u> ○ Support for Induction Coordinators and Mentors provided by ILT Coach and ○ Lateral Entry Coach ▪ New Induction Coordinator Orientation – Sept. 7 ▪ Induction Coordinator Train the Trainer “N C Mentor Update” Sept. 28 ▪ Mentor Updates were held in each school by the Induction Coordinators ▪ Differentiated Induction Coordinator Meetings (Elementary, Middle, and High School sessions) Feb. 8 and May 3 ▪ NC Mentor Handbook and GCS Mentor Update provided for each mentor ▪ Resources and topics for monthly Right Start Seminars were provided
Outcomes	<ul style="list-style-type: none"> ▪ A network of support for novice teachers was created at the school site connecting mentor, buddy, induction coordinator, and the administrative team ▪ A resource of “help and support-not evaluation” away from the school site was provided to novice teachers through the Beginning Teacher Coach and Lateral Entry Coach ▪ A network of differentiated support was created across schools with the Induction Coordinator meetings and daily availability of the Beginning Teacher Coach and Lateral Entry Coach
Conclusions	During our second year, more differentiated help for new teachers was provided. A strong classroom management component was available to our lateral entry teachers throughout the year. There was a stronger network of support across schools because of the Induction Coordinator connection. Evaluations from novice teachers and Induction Coordinators regarding the quality of the professional development and support were positive. In a large school district, there is always the need for more support and more differentiation as the number of novice teachers continues to grow.

Henderson County Schools	
What was proposed	<ul style="list-style-type: none"> ▪ All ILT's are assigned a "buddy" teacher at their home school. The Mentor will work with the first and second year ILTs providing suggestions and encouragement to facilitate and enhance growth. ▪ The mentor will <i>assist</i> the ILTs with development of their Individual Growth Plan. ▪ The mentor will visit classrooms and provide appropriate feedback with first and second year initial licensed teachers. ▪ The mentor will serve as a resource in regards to planning, instruction, classroom management, parent involvement, and motivation. ▪ The mentor will assist with instructional strategies and promote alignment with the Standard Course of Study. ▪ The mentor will work with contracted personnel in providing the <i>Connections Program, Support for Beginning Teachers (now Educators' Toolkit)</i> to first year initial licensed teachers. ▪ The mentor will assist ILTs with INTASC Standards. ▪ The mentor will assist ILTs with Interim Requirements and other related duties.
Number of Teachers Served: ILT-1's – 43; ILT-2's – 55; ILT-3's - 63	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Funded one retired administrator for an eighty-five day, flexible period from October 2005 – June 2006 ▪ The retired administrator served identified ILT-2s and some ILT-3s at all school levels ▪ Focused areas: <ul style="list-style-type: none"> ○ classroom management ○ student supervision ○ instructional planning ○ instruction delivery methodology ○ time-on-task ○ classroom organization ○ promoting positive public relations in the school and community ▪ Total number of classroom visits: 220 (minimum). Each teacher was visited a minimum of four (4) times – one (1) consultation and a minimum of three (3) observations and conferences
Outcomes	<p><i>The following data is based on the fifty-five (55) ILT II's served by the Retired Administrator who is paid with these funds.</i></p> <ul style="list-style-type: none"> ▪ Remained as a teacher in Henderson County Public Schools: 47 ▪ Non-renewed: 2 ▪ Resigned (transfer to another LEA) due to family relocation: 5 ▪ Resigned (career change): 1 <p>With six (6) ILT's voluntarily separating employment with Henderson County Public Schools this resulted in an actual retention rate of 89.1%</p>
Conclusions	<p>The above data suggests that this initiative was effective in contributing to the retention of beginning teachers in our school system. The support of the building-level administrators was vital in its implementation and success.</p> <p>We look forward to the continuation of this initiative for the 2006-2007 school year. The success of this past year's initiatives proved to be beneficial in enhancing the quality of teaching as well as teacher retention.</p> <p>Additionally, for the 2006 – 2007 school year, Henderson County Public Schools will be utilizing the expertise of our Instructional Coaches, school-level "buddy-teachers"/mentors, and building administrators to work with our ILT-I's in a capacity similar to that for which we had formerly contracted with NCCAT and our former Director.</p>

Hoke County Schools	
What was proposed	During the 2005-2006 school year, it was proposed that our program would employ a full-time mentor for the high school, a ½ time mentor for each middle school and a mentor per mentee on our elementary level
Number of Teachers Served: Our LEA served 115 ILTs in the 2005-2006 school year. Out of the 115, 40 teachers were Lateral Entry teachers. There were: 44 Year 1 teachers, 47 Year 2 teachers, and 24 Year 3 teachers.	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ 3 mentors attended the Mentor Conference in Greenville, NC. ▪ 2 mentors attended a Ruby Payne Workshop with 41 beginning teachers. ▪ The ILTs received services from the Lateral Entry Coordinator. ▪ The ILTs received support from the Personnel Support Coordinator. ▪ Mentors facilitated the staff development for the Year 2 teachers. ▪ A luncheon for the mentor/mentee was provided at the beginning and the end of the school year.
Outcomes	<p>The LEA Retention Rate dropped a couple of points.</p> <ul style="list-style-type: none"> ▪ The number of ILTs that resigned due to lack of support was zero. ▪ The number of ILTs that changed positions was one. ▪ 93% of the ILTs remained in the county.
Conclusions	As a result of hiring mentors for our high school and middle schools, our beginning teachers were able to get the quality time that they needed. This effort help to retain our teachers because they felt supported. The administrators were very important in making the program effective by monitoring log sheets and reviewing snapshots. The snapshots focused on objectives, classroom management, differentiated instruction and lesson plans. The Year 1 initially licensed teacher was further supported by the NCCAT Connections Program. Connections allowed trained facilitators to co-mentor the beginning teacher along with the LEA. Our mentees on the elementary level were able to be mentored by someone in their subject area. This allowed them to receive in depth information about their subject matter.

Orange County Schools	
What was proposed	Our proposed mentor program is very much needed in our LEA to address the teacher turnover rate which is higher than the state average in most schools. The paid mentors will provide our beginning teachers and entry-level instructional support personnel with more regular and intense support in their everyday teaching responsibilities. This additional support will also help our LEA to retain new teachers and entry-level instructional support personnel at a higher rate, thus reducing teacher turnover rate. Our proposed mentor program will provide mentors whose sole responsibility is to mentor beginning teachers. In the past, mentors also have taught a full schedule of classes and often did not provide the regular and intense support that they were capable of. Mentors that are selected will be able to provide 100 % of their time and energies in supporting beginning teachers and entry-level support personnel.
Number of Teachers Served: 101 Total Novice Teachers 33 ILT 1s; 38 ILT 2s; 30 ILT 3s	
Activities and Services Provided by the Program	<p>78 Individual Mentors</p> <ul style="list-style-type: none"> ▪ Worked with ILTs 1-3 on an individual basis ▪ Documented support provided through use of monthly mentor checklists ▪ Participated in mentor updates ▪ Provided other support services as needed <p>Funded Three Master Mentors who acted in the following capacity:</p> <ul style="list-style-type: none"> ▪ Help the ILT to establish grading policies. Explain report card procedures. ▪ Spend time reviewing the SCOS with the ILT. Make sure they are aware of any End-of-Grade testing for their subject area. Guide them in ways to prepare their students for testing. ▪ Help Exceptional Children's teachers to establish a relationship with classroom teachers. ▪ Review the SCOS with Exceptional Needs teachers so that they are aware of curriculum requirements set by the state. Help to form a collaborative working relationship between the EC teacher and regular classroom teacher. ▪ Guide the ILT as he/she establishes discipline policies, routines and procedures. Explain county discipline policies. ▪ Introduce ILT to all support staff in the building. Help them to understand how each support person is able to assist them. ▪ Teach ILT the EC process. Assist them as they go through the process with any students. Help ILT develop strategies to use with special needs students. ▪ Act as a support person in parent conferences when needed. ▪ Meet with each ILT on a regular basis. ▪ Informally observe ILT on a regular basis and provide feedback to ILT. ▪ Explain the evaluation process. Go over the TPAI-R with the ILT. Make sure they understand how to show evidence in each area of the TPAI. ▪ Assist ILT in development of IGP. ▪ Assist ILT in the process of differentiation within the classroom. ▪ Assist ILT with retention policies; make sure they are aware of deadlines associated with retentions. ▪ Assist ILT with EOC/EOG testing procedures. Make sure they know what is tested and when testing occurs.
Outcomes	The turnover rate for beginning teachers (1 st and 2 nd year) and entry-level instructional support personnel in the LEA will be reduced from a total number of 36 at the end of the 2002-03 school year. The number 36 will be reduced by 10% from the 2004-05 to the 2005-06 school year. More than met with only nineteen 1 st and 2 nd year teachers leaving. That is a decrease of 52%.
Conclusions	<ul style="list-style-type: none"> ▪ Fewer ILT 1s and 2s left the school system ▪ Effective mentors supported beginning teachers and helped their self confidence. ▪ Veteran mentors felt empowered helping preserve good teachers. ▪ ILTs developed closer relationships with peers and the community. ▪ The open sharing of teacher's "best practices" became the norm. ▪ A system of professional collegiality was established and maintained.

Pitt County Schools	
What was proposed	<ul style="list-style-type: none"> ▪ Each mentor assigned two ILTs ▪ Lead mentor will be assigned one ILT in addition to performing duties of lead mentor ▪ Mentor pay, regardless of status of the ILT, will be \$1250 per year, payable at \$125.0 per month, September-June ▪ If the number of ILTs at the school site requires assignment of one ILT to anyone other than the lead mentor, the pay will be \$625 per year, payable at \$62.50 per month, September-June ▪ Three retired master teachers (RMTs) will be employed to work with ILTs who need additional reinforcement. ▪ Mentor logs will be kept for each ILT, with required signatures for both mentor and ILT on each log
Number of Teachers Served: 417 total with 50 served by RMTs	
Activities and Services Provided by the Program	<ul style="list-style-type: none"> ▪ Classroom visits/on-site assistance ▪ Conferences to identify concerns and answer questions ▪ Areas of concern addressed/professional development on <ul style="list-style-type: none"> ○ Classroom management ○ Planning ○ Instructional strategies ○ Classroom arrangement ○ Instructional supplies/resources ▪ Informal/formative observations for continuous assessment of needs of ILTs to support growth in skill and knowledge ▪ Assistance in specialized areas with mentor networking to expand capacity and scope of support offered
Outcomes	<ul style="list-style-type: none"> ▪ Of the 50 teachers supported by the RMT, 34 will continue teaching in PCS and 9 others will continue in the education field in other locations. ▪ Increased support for lateral entry and first year teachers ▪ Problems with behavior management issues dropped dramatically for second and third-year teachers ▪ Identification of areas of highest concern among first year teachers allowed site-base mentors and RMT to focus on those areas
Conclusions	<p>The data suggests that the program is effective in retaining teachers in Pitt County Schools. The unanimous support of the administrators was vital to the success of the program. Administrators especially appreciated the unbiased support given to ILTs. During the 2005-2006 school year, the RMT and the ILT Coordinator were able to focus on those ILTs referred for service. The goal is to hire three RMTs, one for each level: elementary, middle and high.</p>

Wilson County Schools	
What was proposed	To provide funding for fifteen retired master teachers/administrators who will mentor beginning teachers.
Number of Teachers Served: 163	
Activities and Services Provided by the Program	Mentor responsibilities included: <ul style="list-style-type: none"> ▪ Assisting protégés with IGP's and other BTS documentation ▪ Offering strategies to improve classroom instruction and management ▪ Providing support to protégés as needed
Outcomes	A survey was administered to principals, mentors and protégés <ul style="list-style-type: none"> ▪ 86% of principals/ 80% of protégés responded that they were satisfied/very satisfied with the program. ▪ 14% of principals/ 20% of protégés were neutral ▪ 0% of principals and were protégés dissatisfied with the full time mentoring program
Conclusions	Many of the principals and protégés who completed the survey felt that the program was more effective because: <ul style="list-style-type: none"> ▪ Mentors focused solely on protégés ▪ Mentors were available as needed and not restricted to planning periods as were teacher mentors of the past ▪ Mentors were energetic and excited

Winston-Salem Forsyth County Schools	
What was proposed	<p>The Retired Dedicated Mentor Program utilizes retired personnel whose full responsibilities are to serve as dedicated mentors for the new teachers in the system. The program design is flexible to allow for the individual needs of the new teachers. The workweek for retired dedicated mentors would be the equivalent of three half-days a week. The number of teachers served by each retired dedicated mentor would be up to the maximum of fifteen. The plan calls for twelve hours of contact time each week for a retired dedicated mentor who has the maximum number of teachers assigned.</p> <p>Retired Dedicated Mentors are chosen based on successful teaching experience, current knowledge and theory regarding teaching and learning in our schools, those that have demonstrated strong classroom management skills and those who have a history of successful supervision of student teachers or of previous mentoring experiences.</p>
Number of Teachers Served: 1 Retired Dedicated Mentor can serve up to 15 new teachers compared to a 1:1 ratio of regular mentors to mentees. Total number of new teachers served by retired dedicated mentors in 05-06 was 77	
Activities and Services Provided by the Program	<p>Retired Dedicated Mentors responsibilities:</p> <ul style="list-style-type: none"> ▪ Meet one hour once per week ▪ Observe during instruction ▪ Complete Weekly Mentor Log Sheet ▪ Review evaluation process ▪ Meet with teacher to plan instruction ▪ Meet to discuss classroom management techniques ▪ Determine assessment plan of student achievement ▪ Discuss parent involvement plan ▪ Meet with Principal/Designee to discuss progress of new teacher ▪ Provide motivational, social and emotional support ▪ Attend Retired Dedicated Mentor meetings with director ▪ Attend Instructional Coaching training and LFM training ▪ Keep documentation of all interactions with new teachers
Outcomes	<ul style="list-style-type: none"> ▪ Retention rate for all IL's has dropped 5.2% over the last three years ▪ Not all IL's are served by Retired Dedicated Mentors ▪ Not all principals utilize the services of Retired Dedicated Mentors
Conclusions	Retired Dedicated Mentors give support in the areas listed above. They do not participate in teacher performance evaluations or have input in the decision making regarding retention. They do observe and review observations with principals. Evaluations of Retired Dedicated Mentors by teachers and principals indicate the support was effective and appropriate.