



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

Report to the North Carolina General Assembly

Board Certified Teachers Serve as Full-
Time Mentors

HB 2360 (SL 2008-86)

*S.L. 2009-451 (repealed effective Jan. 1,
2011)*

Date Due: April 15, 2010

Report # 51

DPI Chronological Schedule, 2009-2010

Board Certified Teachers Serve as Full-Time Mentors

House Bill 2360 (Session Law 2008-86)

Session Law 2009-451 (repealed effective Jan. 1, 2011)

House Bill 2360 (Session Law 2008-86) and Session Law 2009-451 directs the State Board of Education to monitor and assess the effectiveness and impact of allowing teachers with National Board Performance Teaching Standards (NBPTS) certification to serve as full-time mentors and shall report its findings to the Joint Legislative Education Oversight Committee.

A transition plan for mentoring in 2008-2009 indicated LEAs would use funds as they have in the past while mentor standards and the training plan was revised during 2009-2010. As outlined in the report to the NC General Assembly submitted January 1, 2010, mentor standards were revised and approved recommendations for training and peer reviews are progressing through the review committee. The SBE approved the revised mentor standards and training recommendations on January 7, 2010. This plan includes new program standards, mentor standards and recommendations which include professional development training. Revisions include a system of accountability and support to enhance induction quality for beginning teachers throughout North Carolina.

This report describes the monitoring, effectiveness and impact of teachers with NBPTS certification serving as full-time mentors.

Teachers with NBPTS Certification Serving as Full-Time Mentors

All districts across the state responded to a mentor survey indicating how funds were spent for mentor training this year under the current mentor training model. The survey data identified twelve National Board teachers serving as full-time mentors. District level leaders including superintendents, finance officers and assistant superintendents responded and included comments for consideration as the mentor standards and program evaluation were currently in revision. Therefore, mentor training conducted this year utilized the former standards for mentoring.

School districts across the state used their mentor stipends to employ a combination of full-time, part-time, retired personnel and current classroom teachers. Specific comments from the Mentor Funds Survey are highlighted below:

- Mentors are an integral part of teacher retention and recruitment. We need to continue to compensate them for their work with beginning teachers.
- We have operated under the flexible use of mentor funds for several years and have greatly appreciated the multiple levels of mentoring we have been able to offer our new teachers.
- Stipends have been reduced and we also hire part-time retired personnel to serve as mentors.
- We use Title II money to cover a portion of the mentor pay in order to have full-time mentors.

- We feel the funding for mentor pay is a vital part of our support system for our beginning teacher program and are pleased it was not eliminated. We hope it will continue to be a high priority in the state budget.
- Due to our allotment the only feasible way to fund is through stipends.
- Our current mentor funds do not allow for the employment of many full-time mentors as we had in the past. Full-time mentors were extremely important in our retention of beginning teachers as well as improvement in career status teachers. They also served to provide useful professional development for our teachers.

Specific survey data for National Board teachers serving as full-time mentors are included below, identifying the 12 across the state:

Full Time Mentors – 2010

Mentor	LEA	Mentor Assignments
Mary Beth Braker	Durham	100% full time mentor
Jennifer Strother	Thomasville	Mentoring is not full-time but 40%, currently also working as a Curriculum Facilitator
Lisa Gibson	Asheville	(Current title as of March is Director of Elementary Education) and previously Beginning Teacher Coach for teachers in year 2 & 3 and/or lateral entry 90% - National Board support 10%
Karen Rodenhizer	Durham	100% full time mentor - works with the model of 1 mentor to every 15 new (1-3 year) teachers
Robin Derr	Durham	100% full time mentor
Julie Currie	Richmond	Academic Coach, working as needed with all teachers as requested by administration and also works with students in intense remediation
Erika Newkirk	Durham	100% full time mentor
Victoria Street	Richmond	Academic Coach and duties include similar mentoring activities and support
Nicholas Winstead	Durham	100% full time mentor
Sami Bills	Craven	Works a half time schedule, but 100% mentoring when working in 4 high schools in Craven County
Cyndi Rigsbee	Orange	Mentor and Curriculum Facilitator to work with all staff
Ruth Burgin	Richmond	Academic Coach and duties include similar mentoring activities and support

Impact of National Board Teachers Serving as Mentors

Currently, educators across the state are providing data through participation in the Teacher Working Conditions Survey. This data collecting process continues through mid April. In addition to general trends evident from the main sections of the survey, specific questions are designed to assess perceptions of the quality of mentoring across the state. Last year's survey provided two critical points regarding mentoring:

- New teachers report that mentoring is contributing to their success and employment decisions.
- New teachers who plan to stay in their school receive more frequent mentoring support than those who want to move to a new school or leave the profession.

In a congressionally mandated report, the National Research Council (NRC) confirmed that National Board Certified Teachers advance student achievement and learning, stay in the classroom longer, support new and struggling teachers, and assume other school-based leadership roles. In many schools, districts and states across the nation, National Board Certified teachers are assuming leadership roles—serving as mentors, facilitating professional development and leading education reform efforts in their districts and states. However, the impact of National Board teachers' mentoring programs in North Carolina on teacher retention requires further data collection. With the aligned, revised mentor standards and training beginning this summer, our state can begin to study patterns and trends of teacher retention and classroom impact of our mentors. Several university researchers have indicated their interest in developing future studies on the impact of mentoring.

The revised mentor program will include in-depth analysis of the North Carolina Professional Teaching Standards and tightly aligned evaluation instrument. It will also include instruction in literacy, language development, strategies for working with diverse student populations, and the needs of English language learners. Mentors will also receive training in coaching and observational skills, giving feedback, equity pedagogy, group facilitation skills, and the development and management of Professional Learning Communities.