



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

Report to the North Carolina General Assembly

Allotment for Mentoring Services

S.L. 2008 2—8-107, sec.7.8

SL 3009-305, sec. 1(b)

Date Due: January 1, 2011

Report # 28

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Annual Report on the Use of Mentor Funds and Mentor Training

Session Law 2008-107, sec. 7.8 and Session Law 2009-305, sec. 1 (b) require the State Board of Education to report on the use of mentor funds to impact teacher retention and how mentors are trained. The Budget Bills of 2009 and 2010 eliminated state funds for mentors; therefore, there are no fund uses to describe.

On November 4, 2010, the State Board of Education adopted new policies on the Beginning Teacher Support Program that include new standards for mentors and mentor programs. These policies will dictate mentor programs when funding is restored.

The State Board of Education has encouraged local education units to continue to provide mentors for beginning teachers and to compensate them in creative ways other than additional pay. The Department of Public Instruction has used federal Title II funds to provide mentor training on the new teacher and mentor standards.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-004

Policy Title: Policies on the Beginning Teacher Support Program

Current Policy Date: 11/03/2010

Other Historical Information: Previous Board dates: 03/05/1998, 11/05/1998, 06/11/2003, 2/5/2004, 01/05/2006, 08/03/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM

4.00 Induction Requirements

Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three year induction period with a formal orientation, mentor support, observations, and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure.

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require a Beginning Teacher Support Program experience.

4.10 Assignment/Experience Requirements

It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.

4.20 Beginning Teacher Professional Development Plan

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II monitoring process.

4.30 Optimum Working Conditions for Beginning Teachers

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the beginning teacher.

The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

4.40 Orientation

Orientation must be aligned according to the Mentor Program Standards.

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school

year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the North Carolina Teacher Evaluation Process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Mission and Goals.

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support.

4.55 Mentor Training

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Standards for Mentors are attached to this policy.

4.60 Observations/Evaluation

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

4.80 Beginning Teacher Support Program Timetable

Year 1	<p>The beginning teacher:</p> <ul style="list-style-type: none">▪ is assigned a mentor▪ is provided an orientation▪ develops a Professional Development Plan▪ completes any professional development required/prescribed by the LEA▪ is observed at least four times culminating with a summative evaluation
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Year 2	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 3	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation

4.90 Conversion Process

Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately.

When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a Standard Professional 2 license for it to be granted. A principal must rate a probationary teacher as “proficient” on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a Standard Professional 2 license.

4.100 Due Process

Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must

recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.

4.120 Beginning Teacher Support Program Plans

Each LEA must develop an annual plan to provide a comprehensive program for beginning teachers. This plan must meet the Beginning Teacher Support Program Standards. Plans must demonstrate that the Beginning Teacher Support Program is proficient on each standard and element. The Beginning Teacher Support Program is aligned to the standards and assessed according to the continuum.

This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program shall submit a Beginning Teacher Support Program Plan to the SBE for approval. The plans must:

- (1) describe adequate provisions for efficient management of the program.
- (2) designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- (4) address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.
- (9) provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.\
- (10) provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).
- (11) provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- (12) describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- (13) document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

The plan must be on file for review at the LEA, charter school, or non-public institution.

4.130 Beginning Teacher Support Program Annual Peer Review and Process and Five-Year Formal Review Reports

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1 that includes evidence of demonstrated proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards. The format of the report follows.

Every fifth year the Department of Public Instruction will formally review Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring team should report any standards and key elements where programs are not deemed at least proficient to the Department of Public Instruction. Programs that are rated developing on the standards continuum should be put on an improvement plan and re-reviewed more frequently to ensure that all beginning teachers are supported.

In order to assist LEAs in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, LEAs will participate in implementing a regionally-based annual peer review and support system.

