
Mentoring

Key Takeaways

- Paid mentoring is provided for a beginning teacher's first 2 years in service as well as for 1st Year Instructional Support personnel
- Most LEAs receive guaranteed State funding to compensate each mentor \$100/month for up to 10 months (and \$100 for a day prior to school year)
- Legislation allows LEAs to receive a mentoring “dollar allotment” which can be used to hire full-time mentors or support other mentoring activities (23 LEAs)

Purpose and Participants

- Purpose (State Board Policy)
 - “...*Quality mentors considered a critical key to success of beginning teachers...*”
 - Mentoring part of LEA’s efforts to support, develop and retain beginning teachers
 - Three-year Beginning Teacher Support Program
- Mentors
 - Qualified and well-trained teachers and instructional support personnel
- Beginning Teachers/Instructional Support
 - Newly certified in first 2 years of teaching; or,
 - 1st year entry-level instructional support personnel

State Funding

- Guaranteed Allotment
 - Provides funds to LEA to compensate mentors
 - \$100/month for maximum of 10 months
 - \$100 for serving as a mentor for one day prior to the start of the school year
 - 92 LEAs (80%) opted for this approach in FY 2006-07
- Dollar Allotment
 - Provides LEA the average of previous 3 years of mentoring expenditures
 - LEA must submit a plan to State Board for approval
 - LEA may use resources to hire full-time mentors, provide staff development or implement other strategies
 - 37% of FY 2006-07 mentoring funds (\$8.9m) spent this way

Program Effectiveness

- S.L. 2007-323, Section 7.17 requires DPI to report to the Joint Legislative Oversight Committee on the effectiveness of local mentoring programs
- DPI Report Findings:
 - Teacher Retention
 - 50% of North Carolina teachers who started with no experience leave after 5 years, same as the National average
 - Retention of lateral entry teachers improved by 14 percent
 - Mentee Feedback
 - 43% of new teachers report that mentoring is an important factor in staying at their school, but 42% say it is only slightly important or not important at all

Questions for Consideration

- Is the two-tiered allotment approach the optimal method to distribute mentoring funds?
- Should Committee consider expanding mentoring program to create full-time mentors as State Board has proposed?