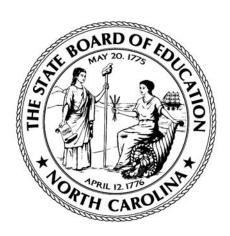# NORTH CAROLINA MENTOR TASK FORCE

Draft Report Presented to the 21st Century Professionals Subcommittee of the North Carolina State Board of Education

December 2009

Executive Summary

In response to the 2008 budget bill special provision, the North Carolina State Board Education made recommendations about how LEAs should use their mentor funding for 2008-2009. The Department of Public Instruction and the North Carolina Professional Teaching Standards Commission (under their authority to consult and create standards for mentor training) created the North Carolina Mentor Task Force to advise the State Board on utilization of mentor funding for the 2009-10 school year and beyond and necessary revisions to mentor program standards, accountability and support.

The Task Force offers the following recommendations to the North Carolina State Board for their consideration:

Recommendation 1: Revise Standards for Beginning Teacher Support Programs.
Recommended Beginning Teacher Support Program Standards and an accompanying continuum are presented. Proposed standards address: systemic support, mentor selection, development and support, mentoring for instructional excellence, beginning teacher professional development and formative assessment of candidates and programs.

Recommendation 2: Develop Standards for Mentors That Clearly Articulate How They Can Assist Beginning Teachers in Meeting North Carolina's Professional Teaching Standards. Recommend Mentor Standards and an accompanying continuum are presented. Proposed standards align with the state's Professional Teaching Standards and address: demonstration of leadership, establishing a respectful environment for a diverse population of students, content knowledge, facilitating student learning, and reflecting on practice.

Recommendation 3: Revise Mentor Program Accountability and Support Policies to Include a Five Year Formal Review and an Annual Peer Review Process. The Task Force recommends that the State Board revise the requirements of the annual plan, integrate a formal program evaluation into the Title II monitoring process every fifth year, and create an annual peer review support system

Recommendation 4: Create and coordinate mentor support opportunities to ensure all LEAs and mentors are prepared to provide high quality support to all beginning teachers in North Carolina. The Task Force recommends that DPI develop or broker mentor training that meets proposed Mentor Standards. The State Board of Education should consider reestablishing a licensure endorsement for mentors who demonstrate their effectiveness.

These recommendations come at a challenging time for North Carolina and local school systems. Yet, if the State Board is to meet its goal of creating future ready students for the 21st Century, ensuring schools are staffed with beginning teachers who receive the highest quality support is essential.

Acknowledgements

Task Force Members

The following individuals were Task Force members and participated in developing the standards and drafting the recommendations in this report

- Donald Barringer, Teacher Advisor to Governor Bev Perdue
- Cheri Boone, Assistant Superintendent, Yancey County Schools
- Glenn Carrozza, Senior Administrator/Office of Recruitment, Wake County Public School System
- Jesse Dingle, Former Director of the Division of Talent Management and Development, Department of Public Instruction
- Angela Farthing, Manager, Center for Teaching and Learning, North Carolina Association of Educators
- Hazel Gibbs, Executive Director, Human Resources, Chapel Hill-Carrboro City Schools
- Pat Hensley, Assistant Superintendent, HR, Catawba County Schools
- Heather Higgins, Assistant Professor, UNC-Pembroke
- Eric Hirsch, Director Special Projects, New Teacher Center
- Lynne Johnson, Director of Educator Recruitment and Development, Department of Public Instruction
- Adriane Mingo, Regional Education Facilitator, Southwest Region
- Dan Holloman, Executive Director for Human Resources and Operations, Person County Schools
- Joan Kister, Director, Human Resources, Wake County Public School System
- Joyce Loveless, Executive Director, Program and Equity, National Board Professional Teaching Standards
- Carolyn McKinney, Executive Director, North Carolina Professional Teaching Standards Commission
- Paula Mickey, Personnel Director, Camden County Schools
- Delores Morris, Principal, Rowan Salisbury Schools
- Cindi Rigsbee, NC Teacher of the Year, Orange County Schools
- Fred Williams, Executive Director of Recruitment and Retention, Durham Public Schools
- Cindy Wheeler, Manager of the Teacher Licensure Unit，Office of School Readiness, Department of Public Instruction
- Ren Bryan, Associate Director, NC Teacher Academy

Charge of the Task Force

The 2008 Budget Bill contained a special provision that requires the State Board of Education (SBE) to allot funds for mentoring services to local school administrative units based on the highest number of employees in the preceding three school years who (i) are paid with State, federal, or local funds, and (ii) are either teachers paid on the first step or the second steps of the teacher salary schedule or instructional support paid on the first step of the instructional support personnel salary schedule. Local Education Agencies (LEAs) are to use these funds to provide mentoring support to eligible employees in accordance with a plan approved by the State Board of Education. This plan shall also include information on how all mentors in the LEAs will be trained to provide mentoring support.

In accordance with the 2008 Budget Bill special provision, the State Board of Education approved the following recommendation:

During the 2008-2009 School Year, LEAs could continue to use their mentor funds in the following ways to support new teachers:

1.   Implementation of full-time mentor plans previously approved by the State Board;
2.   Employment of full-time mentors;
3.   Contracted services of full-time or part-time mentors; or
4.   Monthly supplements for practicing classroom teachers who serve as mentors.

If the beginning teacher was not assigned a full-time mentor, to ensure that the mentor had sufficient time to provide support to the beginning teacher, it was recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor was not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area [art, music, physical education] the system could assign a mentor housed in another school, the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

LEAs could use federal Title II funds, low wealth and small county funds, Disadvantaged Student Supplemental Funds (DSSF) (if part of the LEA DSSF plan), and other appropriate funding sources to employ mentors.

No formal recommendation to use these funds was approved by the State Board of Education for 2009-2010, school year. Instead, the Department of Public Instruction (DPI) and the North Carolina Professional Teaching Standards Commission (NCPTSC)—under their authority in SL2007-0323, Sec. 7.17b to consult with the State Board of Education on standards for mentor training—convened a Task Force of practitioners and stakeholders from across the state to develop recommendations to be submitted to the State Board of Education as it relates to improving the quality of new teacher support across the state.

The Task Force met in October and November 2008 to assess where improvements in new teacher support could benefit schools, LEAs and the state. A brief report of the North Carolina Mentor Task Force was presented as an information item to the 21st Century Professionals subcommittee of the State Board of Education in January 2009. At that time, the North Carolina

Mentor Task Force received a charge to proceed in developing recommendations for consideration by the State Board in four areas:

1. Create new Beginning Teacher Support Program Standards around identified induction purpose areas and design elements such as mentor selection, training, ongoing support, time, optimal working conditions and professional growth. The standards should align with the state's Professional Teaching Standards and the Teacher Evaluation System rubric for growth.

2. Consider ways to support mentor programs and mentor program leaders in not only meeting minimal requirements, but aspiring toward excellence in the design and implementation of their beginning teacher support programs.

3. Develop Mentor Standards and consider ways in which the State Board of Education can enhance opportunities for mentor support.

4. Review and recommend necessary changes to State Board of Education policies on Beginning Teacher Support Programs to ensure they reflect expectations delineated in the Professional Teaching Standards.

Beginning Teacher Support in North Carolina: Policy and Impact

Summary of Current Policy

Since the mid 1980s, North Carolina has had an induction program for beginning teachers. Initially, the program was two years in length. Since January 1, 1998, all teachers who hold initial (Standard Professional 1) licenses 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. Beginning teachers have paid mentors during their first two years of employment. Within the requirements and guidelines described below, LEAs have the flexibility to develop induction programs that meet the needs of their beginning teachers.

Each LEA must develop a plan that conforms to the SBE Mentor Plan and provide a comprehensive program for beginning teachers. This plan must be approved by the local board of education. The plans, which are to be on file in the LEA for review, 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 an Individualized Growth Plan (IGP) 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 IGP 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.

Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program may submit a Beginning Teacher Support Program Plan to the SBE for approval.

In compliance with GS 115C-333, each beginning teacher is to be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher. Each beginning teacher is to be evaluated at least once annually by a qualified school administrator. Each observation must be for at least one continuous period of instructional time that is at least 45 minutes in length 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. Whether or not the assigned mentor may conduct one of the required observations is a local decision.

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, other programs (e.g., Teacher Academy), or develop programs of their own.

Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed instructional, emotional and organizational support, each beginning teacher is to be assigned a qualified, well-trained mentor as soon as possible after employment. If the beginning teacher is not assigned a full-time mentor, to ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area [art, music, physical education] the system may assign a mentor housed in another school), the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

State Board policy specifies that the following guidelines should be used for mentor teacher selection:

1. Successful teaching in the area of licensure
   - Appraisal ratings among the highest in the school (regardless of instrument/process used);
   - Strong recommendations from principal and peers;
2. Commitment
   - Willingness to serve as a mentor;
   - Willingness to participate in on-going annual professional development related to mentoring;
3. Other
   - Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the North Carolina's goals (ABC's), strategic priorities, and standard course of study; and
   - Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.

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 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 Strategic Priorities, and Goals.

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.

Status of Beginning Teacher Support in North Carolina

In 2008, more than 104,000 educators (87 percent) across North Carolina participated in Governor Easley's Teacher Working Conditions Survey, providing critical information for every traditional public school about whether or not the faculty perceives that the trusting, supportive environments necessary to enhance student learning and retain teachers are present.

These conditions are especially important for new teachers entering the profession. High quality mentoring is dependent on the presence of many of these working conditions to be effective, including: a supportive environment, teacher engagement in decisions about instruction, school leaders who facilitate the creation of clear and predictable decision making processes, opportunities for mentor and new teacher professional development, and time for educators to work collaboratively.

In addition to general trends evident from the main sections of the survey, specific questions were designed to assess perceptions of the quality of mentoring across the state. Approximately 19,000 teachers in their first three years in the profession (about 7,000 in their initial year) were asked a series of questions about the support they received. About 26,000 North Carolina teachers reported serving as a mentor to new colleagues over the past three years and were asked about their perceptions of the frequency of mentoring and any additional support they received.

Beginning Teachers Have Different Perceptions and Professional Development Needs

Beginning teachers report differing perceptions of the working conditions in their school and areas where they need additional support to improve. Consider the following:

- New teachers are more likely to agree that they have positive working conditions than mid-career and veteran teachers. On virtually all questions, teachers in their first year are

the most likely to note the presence of positive working conditions, followed closely by those in their second and third years.

- In most professional development areas, new teachers are more likely to report needing additional opportunities to be more effective with their students. While there is little disparity based on years of experience in feelings of preparedness in their content area, closing the achievement gap and with English Language Learners, there are significant differences in the areas of classroom management, methods of teaching and student assessment. For example, while half (52 percent) of first year and one-third of teachers with two to three years experience (36 percent) indicate a need for more professional development in classroom management, less than one-fifth of those with eleven or more years report a need.

Ideally, induction can build upon and foster new teachers' positive perceptions of supportive working conditions while also providing the additional support new teachers identify as necessary. However, it appears that not all beginning educators are receiving the support they need.

Induction Support Does Not Reach All New Teachers

Nine out of ten teachers report being assigned mentors for both their first year and/or their first and second year of teaching. And of the new teachers assigned a mentor, many do not receive the support that research demonstrates is necessary to improve performance and keep them in the profession (Table 1). One-third of new teachers assigned a mentor report never planning during the school day (32 percent) or planning instruction with their mentor (33 percent). One-fifth of new teachers indicate that they were not observed by their mentor.

Table 1
Frequency of Mentoring Activities Reported by New Teachers and Mentors

Mentoring Activity	Supported New Teacher		
	Never	Sometimes	At Least Once Per Week
Planning During the School Day	32%	38%	30%
Being Observed by My Mentor	20%	72%	8%
Planning Instruction with My Mentor	33%	43%	24%
Having Discussions with My Mentor About Teaching	4%	45%	51%

Note: The sometimes category includes responses ranging from less than one per month to several times per month.

While many novice teachers are not being reached, those who were assigned a mentor and met with them more frequently indicate that the support they received was effective in many areas. Three-quarters of new teachers receiving mentoring agree that their mentor was effective in supporting instructional strategies (76 percent), classroom management/discipline (76 percent), school and/or district procedures (76 percent). Eighty percent report that their mentor supported their completion of required documentation and 85 percent of new teachers agree that their mentor provided effective general support and encouragement. Two-thirds report effective support from their mentor in their subject area.

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Mentors, like new teachers, are not receiving systematic support across schools and districts. While three-quarters (77 percent) of North Carolina educators serving as mentors to new teachers received some mentor training (i.e. seminars or classes), other supports are rare. About one-third of mentors report receiving release time to observe their mentee (38 percent), receiving common planning time with their mentee (31 percent), and regular communication with school administration (34 percent). Less than one out of ten receive release time to observe other mentors (7 percent) and virtually none receive a reduced number of preparations (2 percent) or teaching schedule (2 percent).

Four out of ten mentors report working with only one beginning teacher and seven out of ten (67 percent) work with two or less.

Impact of Mentoring

Three-quarters of new teachers mentored report that it made at least some contribution to their success as a beginning teacher (four out of ten report that their mentoring experience mattered quite a bit or a great deal). About half (45 percent) agree that their mentoring experience was important in their decision to continue teaching at their school.

On the North Carolina Teacher Working Conditions Survey, all teachers were asked about their future employment plans: whether they wanted to "stay" teaching in their current school, remain teaching but "move" to a new school, or "leave" teaching altogether. 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 (Table 2). In an examination of the self-reported future employment plans of new teachers who were mentored, those who want to stay in their school more frequently planned during the school day, planned instruction, had discussions about teaching and were observed than those who wanted to move to another school or leave teaching altogether.

Table 2
Future Employment Plans of New Teachers and the Frequency of Mentoring Activities

Mentoring Activity	Frequency of Mentoring as Reported by New Teachers								
	Never			Sometimes			At Least Once Per Week		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Planning During the School Day	28.5%	37.2%	37.8%	38.8%	37.7%	39.3%	32.7%	25.1%	22.9%
Being Observed by My Mentor	18.1%	22.7%	23.1%	72.8%	69.1%	69.2%	9.1%	8.2%	7.7%
Planning Instruction with My Mentor	29.6%	38.6%	41.1%	44.1%	40.9%	41.1%	26.3%	20.5%	17.8%

Having Discussions with My Mentor About Teaching	3.1%	5.1%	6.5%	43.4%	49.8%	49.9%	54.5%	45.1%	43.6%

Note: The sometimes category includes responses ranging from less than one per month to several times per month

Two-thirds of teachers responding to the North Carolina Teacher Working Conditions Survey agree that school leadership makes sustained efforts to address concerns about new teacher support. Approximately one out of six teachers (17 percent) disagree that efforts are made. By comparison, 64 percent agreed efforts are made to address concerns about leadership, 66 percent agreed efforts are made to address concerns about teacher empowerment, and 72 percent agreed efforts are made to address concerns about professional development and facilities and resources respectively.

Additionally, only half of principals (53 percent) agree that they have sufficient time to focus on instructional leadership issues. Six out of ten principals (57 percent) spend three hours or less in an average week on instructional leadership issues (nine out of ten spend 5 hours per week or less) and one-quarter spend three hours or less (26 percent) observing and coaching teachers.

Recommendation 1: Revise Standards for Beginning Teacher Support Programs

The Mentor Task Force recommends that the State Board of Education revise current standards to align with the state's Professional Teaching Standards and reflect current best practices across the state and the nation. The Task Force reviewed research and standards from several states—California, Idaho, Illinois, Ohio, Mississippi, Maine, South Carolina, Arizona—assessing critical areas of mentor program design and practice. The Task Force concluded revised standards should:

- Focus on the elements of beginning teacher support programs that are essential to mentor success. The current Mentor Program Standards focus exclusively on the knowledge, skills and dispositions mentors should demonstrate. Other states are explicit in areas such as funding, time, professional development, evaluation and systemic support.

- Include a continuum similar to the principal and teacher evaluation systems in order to clearly articulate different levels of intensity of support in each standard—from a developing program to a distinguished induction program—allowing districts to better reflect on their current approach and consider ways to strive toward high quality beginning teacher support.

- Align with the North Carolina's Professional Teaching Standards, utilizing similar language and setting similar goals and benchmarks.

The Beginning Teacher Support Program Standards and accompanying continuum created by the Task Force and recommended to the State Board can be found in Appendix A. Ensuring that beginning teacher support programs in North Carolina are not only proficient, but distinguished on these standards is imperative. Close to twenty-five per cent, over 22,000, of North Carolina's teachers are in their first three years in the profession. Of these beginning teachers, twenty-six percent, close to 6,000, are starting their teaching careers prior to earning a Standard Professional I license. If the beginning teachers of North Carolina are going to be able to meet the state's professional teaching standards, impact the learning of all students in positive ways, choose to remain in the profession and become future master teachers, teacher leaders and skilled administrators and superintendents, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the 115 school districts in the state.

The standards highlight critical elements for a robust induction program for beginning teachers. Exemplary programs:

- Establish professional norms that sustain their work throughout a career;

- Support an expectation that teachers are leaders, problem solvers and advocates for students;

- Utilize the talents of veteran educators who have the disposition, time, skills and professional development required to serve as a mentor;

- Recognize that, in addition to the support of a mentor, induction is enhanced by the relationships and guidance established within the entire school community;

- Facilitate the understanding that teaching standards and grade-level and course standards serve as a guide for professional development and design of instruction;

- Foster a spirit of inquiry and resiliency to adapt to changing educational environments;

- Develop the expectation that teachers can create positive classroom environments to assure that each student will have the opportunity for successful learning.

To address these elements, the Task Force recommends the State Board of Education approve five proposed Beginning Teacher Support Program Standards explained in detail in Appendix A.

Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment and support and principal engagement.

Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors and mentor professional development.

Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction and addresses issues of diversity.

Standard 4: Beginning Teacher Professional Development: Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to school site and professional development designed to meet the unique needs of beginning teachers and aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation.

Recommendation 2: Develop Standards for Mentors That Clearly Articulate How They Can Assist Beginning Teachers in Meeting North Carolina's Professional Teaching Standards

While Beginning Teacher Support Program Standards and the accompanying continuum provide guidance to school districts about induction programs, they are not explicit to the thousands of mentors in North Carolina about their role. Therefore, the Task Force concluded that Mentor Standards should be developed that:

- Align directly with the North Carolina Professional Teaching Standards. The role of mentors is to ensure that beginning teachers meet, and ideally exceed, the standards set by the state for all teachers. Much has changed since the current Mentor Program Standards (QP-A-004) were approved by the SBE in February, 2004. The state has an aligned system of 21st Century standards, revised Professional Teaching Standards, and a new teacher evaluation system. Current standards focus on the mentor and what skills they need to demonstrate. The Task Force believes that revised standards should focus on what knowledge, skills, and dispositions beginning teachers need and clearly articulate how mentors can help teachers attain them. The proposed Mentor Standards by the Task Force purposely use the exact language number and language of the state's Professional Teaching Standards to make these connections clear to beginning teachers, mentors, teachers, principals, mentor program leaders and the community at large.

- Include a continuum of practice to provide a vision of what high quality mentoring and support look like for mentors to self reflect and to inform districts and other professional development providers in developing and delivering mentor training and support.

The Task Force recognizes that induction is a critical phase in the development of a teacher. These formative years anchor a teacher's sense of professionalism, belief in the ability of all students to achieve academic growth, receptivity to collaborative practice and commitment to instructional and professional growth. The five proposed Mentor Standards and continuum of practice align with North Carolina Professional Teaching Standards and 21st century goals and establish a powerful vision for the positive impact a high quality instructional mentor can have on a beginning teacher.

The proposed Mentor Standards and accompanying continuum created by the Task Force and recommended to the State Board are located in Appendix B. Underlying the proposed Mentor Standards are the personal and professional habits and dispositions of a mentor that allow him or her to serve effectively in the role. As school leaders consider who should serve as a mentor the North Carolina Mentor Task Force encourages the selection of mentors who demonstrate the following attributes:

- A sense of optimism for teaching;

- Ability to listen well;

- Capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice;

- Commitment to continuous professional development;

- Desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race;

- Facility to adapt instructional methods to the individual needs of students;

- Commitment to collaboration; and

- Ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data.

Mentors should have a demonstrated record of success on the North Carolina Teacher Evaluation and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success, including close proximity and scheduling that allows time to plan and collaborate with beginning teachers.

To address these core elements of effective mentoring, the Task Force recommends the State Board of Education approve five Mentor Standards anchored in the concept that effective teacher mentoring drives beginning teachers' practice forward in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership – Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities. Key elements of the standard include building trusting relationships and coaching, promoting leadership, facilitating communication and collaboration, sharing best practice, imparting ethical standards and advocating for beginning teachers and their students.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity. Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st Century goals and assist beginning teachers in the utilization of these tools to promote student achievement. Key elements of the standard include imparting and utilizing the NCSCOS and 21st Century goals into beginning teacher practice.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students: Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement. Mentors also support beginning teachers to understand their professional licensure obligations and pursue professional growth. Key elements of the standard include developing and improving instructional and professional practice and understanding and analyzing student assessment data.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support. Key elements of the standard include allocating and using time with beginning teachers, developing reflective practitioners and gathering data on beginning teacher practice.

Recommendation 3: Revise Mentor Program Accountability and Support Policies to Include a Five Year Formal Review and an Annual Peer Review Process.

The Task Force reviewed policies from California, Idaho, Ohio and Connecticut to examine ways to both support and hold mentor programs accountable for meeting state standards. The Task Force first and foremost, wanted to ensure that mentor program leaders had the opportunity and support to use the proposed continuum to reflect on district progress in meeting and exceeding the Beginning Teacher Support Program Standards. Policies in California provided the Task Force with a framework to consider.

- There are regional directors overseeing the state's Beginning Teacher Support and Assessment (BTSA) overseeing the credentialing of beginning teachers, facilitating program review, etc.

- Every induction program must provide evidence on an annual basis of their ability to meet each of the state's program standards. Programs participate in an annual peer review and submit an annual improvement plan.

- Every fifth year, a formal program review is conducted by members of the BTSA Task force and selected program directors. If a program does not meet a significant number of program standards, the task force intervenes and the program is put on an improvement plan. If progress is not made, local districts can lose their authority to move beginning teachers to their Level 2 credential.

The Task Force recommends the State Board adopt aspects of this system in North Carolina, including:

Submission of an Annual Plan

Currently each LEA must develop a plan and provide a comprehensive program for beginning teachers and keep it on file for review. This plan must be approved by the local board of education. Board policy (QPA-A-004, section 4.120) is explicit about what the plan must include.

The Task Force recommends that the State Board continue to require an annual plan and review the required components to ensure that they align with the proposed Beginning Teacher Support Program Standards and Mentor Standards. Requirements should include evidence of demonstrated proficiency on the proposed Beginning Teacher Support Program Standards and strategies to progress along the continuum of high quality program practice.

Additionally, each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report to the Department of Public Institution. The current format of the report to DPI gathers data on the number of new teachers who leave the district and a self report the reason for not returning. While this retention data is important and should be gathered, it provides no information to DPI on progress along the approved plan or in meeting standards. ***The Task Force recommends that the State Board***

include evidence of demonstrated proficiency on the proposed Beginning Teacher Support Program Standards and of mentor success in meeting the proposed Mentor Standards.

Formal Beginning Teacher Support Program Evaluation

While plans are submitted to the Department of Public Instruction, there currently is no review process in place to assess the success of Beginning Teacher Support Programs in meeting state standards and providing high quality support. Induction program reports to DPI provide information on teachers who do not return, not on the progress made by beginning teachers who remain in enhancing student learning due at least in part to the support provided by mentors.

The Task Force recommends that the State Board continue to utilize the every fifth year Title II Monitoring Visit to assess Beginning Teacher Support Programs and that DPI develop criteria to incorporate a formal review process to ensure LEA program proficiency is demonstrated on all Beginning Teacher Support Program Standards. As part of the Title II monitoring visit, teams from DPI assess the Initial Licensure Program, ensuring that LEAs have a plan to support beginning teachers approved by the local board, that beginning teachers are provided mentors, observed annually at least once by a teacher, provided an orientation and not assigned extra curricular duties unless they request them in writing (see http://www.ncpublicschools.org/docs/recruitment/materials/teamreport.pdf for specific criteria included in the team report).

The monitoring process should include a team review of LEA provided evidence that Beginning Teacher Support Programs meet all recommended 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.

Annual Peer Review of Beginning Teacher Support Programs

In order to assist LEAs in progressing along the proposed continuum to provide the highest quality support to beginning teachers, the Task Force recommends that State Board approve and DPI implement a regionally-based annual peer review system. The Task Force recommends that the following be considered in designing the system.

- Utilizing the eight Regional Education Facilitators (Regional Teachers on Loan) to coordinate and facilitate the peer review process. These educators with a demonstrated record of accomplishment currently support efforts in their region for the North Carolina Center for Recruitment, Retention, Recognition and Professional Advancement, including projects that address new teacher support and mentor training. The Regional Education Facilitators already spearhead the Title II monitoring process and are familiar with the unique and diverse recruitment and retention challenges faced in each region across the state.

- Coordinating with the Personnel Administrators of North Carolina and other organizations to coordinate with annual meetings, trainings and other opportunities where Beginning Teacher Support Program leaders meet regionally and statewide.

Additionally, promoting the standards and establishing the network could be incorporated into trainings related to the implementation of the Teacher Evaluation System in 2009-2010 and 2010-2011.

- Exploring virtual platforms and other means to facilitate extended time for program leaders to reflect and work together to assess their programs along the Beginning Teacher Support Program continuum, share successes, challenges, etc.

- Documenting programs deemed distinguished through the peer review system to share best practices with other LEAs throughout the state.

- Minimizing paperwork and administrative burdens placed on LEAs.

Recommendation 4: Create and coordinate mentor support opportunities to ensure all LEAs and mentors are prepared to provide high quality support to all beginning teachers in North Carolina.

LEAs across the state bring different resources and capacities to address their unique challenges in supporting beginning teachers. The North Carolina Teacher Working Conditions Survey results demonstrate that high quality support is not systemic across the state and that additional assistance may be necessary to ensure that mentors across the state receive the ongoing training and support they need to be successful.

The Task Force recommends that DPI develop or broker mentor training that meets the proposed Mentor Standards. While many LEAs have the capacity to provide mentors the support they need to be successful (and will be assessed on whether that training is of sufficient quality through the revised Beginning Teacher Support Program Standards), others rely on DPI, Regional Educator Facilitators, the North Carolina Teacher Academy, NCAE and other groups to help train mentors. DPI should create criteria to determine if training meets the proposed Mentor Standards and help ensure that LEAs who need assistance are supported.

The Task Force recommends that following be considered in delivering or brokering mentor training:

- Promoting the proposed Mentor Standards and raising awareness of the continuum as part of the DPI trainings of the Teacher Evaluation System.

- Creating a directory of providers that can align their mentor training and support with the proposed Mentor Standards and highlighting and disseminating best practices.

- Utilizing virtual platforms to provide additional support to mentors throughout the state, and in particular to those serving in high needs schools and those working with beginning teachers in hard to staff subjects such as math, science, special education, etc. Virtual mentoring should supplement local efforts and should utilize carefully selected, well trained, accomplished educators to provide ongoing support to mentors in a robust community of practice.

- Updating and expanding tools similar to the North Carolina Mentor Teacher's Handbook to align with new Mentor Standards and the Professional Teaching Standards.

The Task Force recommends that the State Board of Education consider reestablishing a licensure endorsement for mentors who demonstrate at least proficiency on the proposed Mentor Standards and receive training from an LEA (or independent provider on their behalf) that meets the Beginning Teacher Support Program Standards. North Carolina used to offer a license endorsement for mentors. By establishing a license endorsement, the State Board will standardize the rigor and continuity of mentor selection, training and support across the state. LEAs and principals will more easily be able to recruit experienced mentors into service,

consider more customized mentor training that takes into account the knowledge and skills attained and demonstrated in other North Carolina LEAs.

Conclusion

These recommendations come at a challenging time for North Carolina and local school systems. Mentor funding was cut 18 percent for 2009-2010 and many professional development resources were eliminated. Yet opportunities abound in integrating these standards and training into the state's Race to the Top proposal and utilizing the opportunities presented through the new Teacher Evaluation System and implementation of the state's Professional Teaching Standards.

All North Carolina students deserve effective teachers. Beginning teachers will only reach their fullest potential with systems of support from the state, LEAs, schools and mentors. One out of ten beginning teachers report that they are not assigned a mentor and almost one-third of those receiving a mentor never planned instruction and one-fifth were never observed by their mentor. North Carolina can do better. If the State Board is to meet its goal of creating future ready students for the 21st Century and staffing schools with 21st Century professionals, providing the highest quality support for all of the state's newest educators will be essential. The Task Force believes that the first step is for the State Board of Education is to revise standards and create continuums that clearly articulate not only what is minimally expected of Beginning Teacher Support Programs and mentors, but what is exemplary practice. Systems of support and accountability will ensure that these standards are met, and exceeded.

One area not considered by the Task Force, but essential to the State Board's goals of staffing schools with 21st Century Professionals and providing schools with innovative leadership, is mentoring and induction for new principals. Principals play a critical role in supporting beginning teachers and creating conditions that embrace and promote continuous improvement. Yet, on the North Carolina Teacher Working Conditions Survey, less than one-third (31 percent), of new principals—those with three years in the principalship or less—were assigned a mentor, and many of those were never observed nor supported in school improvement planning. The State Board of Education in its continued efforts to enhance school leadership should consider the induction and support of the state's newest principals.

Appendix A
Beginning Teacher Support Program Standards

Vision for Mentoring and Induction

The North Carolina Professional Teaching Standards establish a powerful vision for the roles of teachers in their classrooms and schools in the 21st Century. The standards challenge teachers to:

- Pursue leadership opportunities in their school, district and community
- Make the content they teach engaging, relevant and meaningful to students' lives
- Teach existing core content that is revised to foster the abilities of students to think critically, problem solve and use information technology responsibly
- Nurture classroom environments that help students discover how to learn, innovate, collaborate and communicate their ideas
- Incorporate global awareness, civic literacy, financial literacy and health awareness in the core content areas
- Utilize interdisciplinary instructional approaches and relationships with home and community in the learning process
- Reflect on their practice and craft assessments that are authentic and structured and place an emphasis on the demonstration of knowledge
- Develop the value of lifelong learning and the joy of encouraging their students to learn and grow

The attainment of this vision is challenging for all educators and is particularly daunting for the newest teachers in the profession. Close to twenty-five per cent, over 22,000, of North Carolina's teachers are in their first three years in the profession. Of these beginning teachers, twenty-six percent, approximately 6,000, are starting their teaching careers prior to earning a Standard Professional I license. If the beginning teachers of North Carolina are going to be able to meet the state's professional teaching standards, impact the learning of all students in distinguished ways, choose to remain in the profession and become future master teachers, teacher leaders and skilled administrators and superintendents, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the 115 school districts in the state.

Standard 1: Systemic Support for High Quality Induction Programs

The commitment of all stakeholders—beginning teacher, mentor, faculty members, school level administrators, district level administrators, school board, state board of education, dept of public instruction, post secondary education institutions, professional organizations—to the effectiveness, sustainability, and success of the mentoring and induction program is felt system-wide. Stakeholders foster a climate that values the support of beginning teachers through mentoring and induction and promote conditions for high quality mentoring and induction by evaluating, designing, and revising related policy and practices. Stakeholders support ongoing program improvement and accountability through multiple processes including data analysis and program review.

The leadership of the principal is instrumental in ensuring the success of mentoring and induction program at the site level. Principals establish and maintain a positive school environment that supports mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to staff regarding the role of mentor and the multiple facets of mentoring, including the essential component of confidentiality.

1a. Institutional Plan
Key Features:
- ✓ Plan is approved by the Board of Education
- ✓ Plan is based on State Board Policy
- ✓ Plan clearly outlines responsibilities and procedures for all stakeholders

1b. Institutional Commitment and Support
Key Features:
- ✓ Stakeholders acknowledge the value and importance of mentoring and induction.
- ✓ Stakeholders appoint and support designated leadership for oversight of the mentoring and induction program.
- ✓ Stakeholders support the creation of policies and practices that meet state mentoring-induction program standards.
- ✓ Stakeholders advocate for conditions that promote high quality mentoring and induction.
- ✓ Stakeholders support data collection, program improvement and program accountability.

1c. Principal Engagement
Key Features:
- ✓ Principals provide positive working conditions for beginning teachers.
- ✓ Principals provide a positive context for beginning teacher work with mentor.
- ✓ Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions.
- ✓ Principals clearly communicate mentor's role to staff.
- ✓ Principals respect the nature of the mentor's relationship with the beginning teacher.

Standard 2: Mentor Selection, Development and Support

The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership. The application, interview and selection processes are transparent and uniformly implemented.

The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote growth along the indicators defined in the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and to ensure quality student learning.

Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.

2a. Mentor Selection
Key Features:
- ✓ Selection criteria include input from a variety of stakeholder groups.
- ✓ Mentor selection criteria are clearly articulated by program leadership.
- ✓ Process for mentor application and selection is transparent and uniformly applied.

2b. Mentor Role
Key Features:
- ✓ Mentors support beginning teacher orientation and provide logistical and emotional support.
- ✓ Mentors focus their primary support on improving instruction and learning.
- ✓ Mentors provide ongoing support and encouragement for the beginning teacher.

2c. Mentor Professional Development
Key Features:
- ✓ Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.
- ✓ Mentors receive ongoing training to advance their knowledge and skills.
- ✓ Mentors have opportunities to participate in professional learning communities of mentoring practice.

Standard 3: Mentoring for Instructional Excellence

Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System is the comprehensive guide used by all teachers, mentors and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.

Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.

3a. Time
Key Features:
- ✓ Mentors are provided time to work with beginning teachers during and outside of the school day.
- ✓ Mentors and beginning teachers have protected time to engage in required mentoring and induction-related activities.

3b. Instructional Focus
Key Features:
- ✓ Mentors utilize the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System to guide, refine and deepen their work with beginning teachers across the full range of teaching practices.
- ✓ Mentors make classroom observations to support beginning teachers in developing effective classroom management, lesson planning and instruction.

3c. Issues of Diversity
Key Features:
- ✓ Mentors support beginning teachers to appreciate diversity and to create a respectful environment for a diverse population of students.
- ✓ Mentors support beginning teachers to design and implement instruction that meets the diverse learning needs of students.

Standard 4: Beginning Teacher Professional Development

Beginning teachers benefit most by participating in professional development that is targeted to meet their needs as novice instructors. To meet the needs of beginning teachers and promote their successful entry and engagement in the school community, principals ensure that beginning teachers receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures.

Ongoing professional development is tailored to meet the needs of beginning teachers and scheduled before the start of school or soon thereafter. Provision is made to support late hire beginning teachers to receive information provided at site and district professional development.

Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

4a. Beginning Teacher Professional Development

Key Features:
- ✓ Beginning teachers participate in a structured orientation to their school.
- ✓ Beginning teachers participate in district-wide professional development designed for beginning teachers prior to the start of the school year or soon thereafter.
- ✓ Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and takes into account the unique needs of beginning teachers.

Standard 5: Formative Assessment of Candidates and Programs

The system-wide use of the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System provide standards-based aligned descriptions of practice and expectations for beginning teacher development. Mentors utilize the language and expectations of these foundations in the use of formative assessment tools for ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning.

The North Carolina Mentoring and Induction Program Standards form the basis on which individual mentoring and induction programs are assessed. District mentor program leaders and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement.   All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs.

5a. Formative Assessment

Key Features:
- ✓ Mentors utilize the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice and student learning.
- ✓ Mentors use formative assessment tools to gather data on classroom practice and student learning to promote and guide their work with beginning teachers.

5b. Program Evaluation

Key Features:
- ✓ Infrastructure exists that assists in the collection and use of data regarding beginning teacher practice and program implementation overtime.
- ✓ Program leaders and stakeholders use data to identify impacts, successes, and challenges and to inform program improvement

North Carolina Beginning Teacher Support Program Continuum

Standard 1: Systemic Support for High Quality Induction Programs

Program Component	Developing	Proficient	Accomplished	Distinguished
Institutional Plan	The institution has a written mentoring and induction plan.	The plan is approved by the local Board of Education and in accordance with the State Board of Education policy.	Stakeholders are aware of responsibilities and procedures as outlined in the plan.	Stakeholders are engaged in developing and monitoring progress in implementing the mentoring and induction plan.
Institutional Commitment and Support	Stakeholders ensure that federal, state and/or local funding is allocated to support elements of the mentoring and induction program.	Stakeholders support the creation of policies and practices that meet state mentoring and induction standards and acknowledge the value importance of mentoring and induction. Mentors may receive a stipend.	Stakeholders show interest in and advocate for mentoring and induction and work to modify organizational policies to improve beginning teacher working conditions. Stakeholders support data collection and program accountability.	Stakeholders work together to support quality mentoring and induction that is aligned with district and site initiatives. Representatives from these groups help guide policies that influence beginning teachers from recruitment into induction and on to experienced practice.
Principal Engagement	Principals are involved in the assignment and supervision of the mentor, as appropriate. Principals endorse mentor's role and contribute to the definition and direction of the mentor's work.	Principals provide positive working conditions for beginning teachers. Principals clearly communicate mentor's role to staff and provide positive context for beginning teacher work with mentor. Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions and respects the confidential role of the mentor and beginning teacher.	Principals provide time for and promote mentor's work with beginning teachers. Principals endorse and/or support development of a complex, multi-faceted and confidential mentor role. Principals are available to meet/communicate with mentors.	Principals are knowledgeable of the full scope of mentor's work, including formative assessment and use of professional standards. Principals endorse s and/or support development of a mentor role that is informed by a variety of stakeholders. Principals communicate regularly with mentors while respecting confidentiality of mentor role. Principals encourage beginning teachers to share evidence of professional growth as part of evaluation process.

Standard 2: Mentor Selection, Development and Support

Program Component	Developing	Proficient	Accomplished	Distinguished
Mentor Selection	Mentors are selected by the principal and/or designee based upon availability, interest or seniority. Process for selection is communicated as needed and is based upon criteria that are communicated to interested candidates.	Mentor selection criteria are clearly articulated by program leadership and include input from a variety of stakeholder groups. Process for application and selection is transparent and uniformly applied.	Mentor selection may involve input from a variety of stakeholders. Selection criteria include a range of characteristics, experiences and dispositions that may indicate mentoring potential. Application and selection process is communicated broadly.	Mentors are selected using a rigorous process that involves a variety of evidence and multiple stakeholders. Criteria are aligned with widely-accepted and research-based understandings of effective mentoring practices and characteristics.
Scope of Mentor Role	Mentors serve largely as a resource and "buddy"-type support provider.	Mentors provide ongoing support and encouragement for the beginning teacher, including orientation, logistical and emotional support. Mentor's role primarily focuses on instruction and student learning.	Mentors' role is multi-dimensional and includes opportunities to observe and give feedback on classroom practice. Mentors and beginning teachers collaborate on lesson planning and problem-solving.	Mentors tailor support to the needs of the beginning teacher based on the use of the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and other formative assessments. Mentors' role involves instructive, collaborative, and facilitative approaches to mentoring.
Mentor Professional Development	Mentors are oriented to their role and the induction program and receive preliminary professional development to prepare them for their role.	Mentors receive ongoing training to advance their knowledge and skills.	Mentors are involved in a facilitated community of mentoring practice that meets regularly to support mentor learning and problem-solving.	Mentors have opportunities to observe and coach colleagues, design and facilitate mentor professional development and engage in inquiry into their practice.

Standard 3: Mentoring for Instructional Excellence

Program Component	Developing	Proficient	Accomplished	Distinguished
Time	Mentors work with beginning teachers occasionally.	Mentors work with beginning teachers during and outside of the school day, based upon schedule and mentor flexibility.	Mentors and beginning teachers have protected time to engage in induction-related activities.	Mentors are provided sufficient time to engage with beginning teachers and support their professional growth. Beginning teachers are released to work with mentors, and other support providers as appropriate.
Instructional Focus	Mentors focus on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.	Based on classroom observations, mentors work with beginning teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with the standard course of study.	Mentors work with beginning teachers across the full-range of teaching practices as defined by North Carolina Professional Teaching Standards and identified by the North Carolina Teacher Evaluation System.	Mentors work with beginning teachers on a strategic focus as determined by the North Carolina Teacher Evaluation System and other assessments of classroom practice and student learning.
Issues of Diversity * (*race, ethnicity, gender, religion, and other aspects of culture)	Mentors are aware of equity issues as they arise in beginning teachers' practice.	Mentors support beginning teachers' development to meet the needs of all students and create a respectful environment for a diverse population of students.	Mentors guide the beginning teachers' appreciation for diversity and responsive approaches to instruction during analysis of student work, planning of differentiated instruction and other opportunities as they arise.	Mentors proactively engage beginning teachers around issues of diversity. Mentors guide beginning teachers in the ongoing development of responsive curriculum and practices.

Standard 4: Beginning Teacher Professional Development

Program Component	Developing	Proficient	Accomplished	Distinguished
Beginning Teacher Professional Development	Beginning teachers receive a structured orientation to school policy, practices and procedures.	District-wide professional development is provided for beginning teachers, often prior to the start of the school year. Professional development is aligned with the North Carolina Professional Teaching Standards, The North Carolina Teacher Evaluation System, and beginning teachers' Professional Growth Plan and is based on the needs of the beginning teacher.	Beginning teachers participate in a variety of professional development opportunities designed more specifically for beginning teachers. Professional development activities may include some opportunities for inter-visitation. Participation in professional development may be mandatory at the recommendation of the principal, suggested by the mentor or be open-choice.	Beginning teachers participate in a wide range of professional development offerings based upon their assessed developmental needs. Participation is collaboratively determined in consultation with mentor and principal.

Standard 5: Formative Assessment of Candidates and Programs

Program Component	Developing	Proficient	Accomplished	Distinguished
Formative assessment	Mentors utilize the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System with beginning teachers.	Mentors apply the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice. Mentors support their beginning teachers in developing a Professional Development Plan to support professional growth.	Mentors use a wide range of formative assessment tools in their ongoing work with beginning teachers. Mentors use formative assessment information to guide mentoring practice in alignment with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.	Mentors integrate formative assessment into their interactions with beginning teachers and innovate upon the tools and their use. Mentors help beginning teachers draw connections between the use of formative assessment to inform and improve classroom practice and student learning.
Program Evaluation	Beginning teachers and mentors give feedback on the induction program.	Program leaders collect and use data on beginning teacher practice and program implementation over time for use in program improvement. Data collection should include, but not be limited to, retention, Teacher Working Conditions Survey and student learning.	Program leaders engage with others to collect and analyze a range of data on program implementation to guide program improvement. Results and next steps are shared within and outside of the program.	Program leaders ensure that all stakeholders are aware of program successes, impacts, and challenges. Data are used to guide ongoing program implementation and continuous improvement.

Appendix B
Revised Mentor Standards

A New Vision of Mentors

Induction is a critical phase in the development of a teacher. These formative years anchor a teacher's sense of professionalism, belief in the ability of all students to achieve academic growth, receptivity to collaborative practice and commitment to instructional and professional growth. The five mentor standards in North Carolina align with North Carolina Professional Teaching Standards and 21st century goals and establish a powerful vision for the positive impact a high-quality instructional mentor can have on a beginning teacher.

Underlying the mentor standards are the personal and professional habits and dispositions of a mentor that allow him or her to serve effectively in the role. As school leaders consider who should serve as a mentor the North Carolina Mentor Task Force encourages the selection of mentors who demonstrate the following attributes:

- Sense of optimism for teaching
- Ability to listen well
- Capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice
- Commitment to continuous professional development
- Desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race
- Facility to adapt instructional methods to the individual needs of students
- Commitment to collaboration
- Ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data

Mentors should have a demonstrated record of success on the North Carolina Teacher Evaluation and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success, including close proximity and scheduling that allow time to plan and collaborate with beginning teachers.

North Carolina Standards for Mentors

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

Developing relationships between mentors and beginning teachers is foundational to ensuring a quality induction experience, fostering professional growth, and supporting leadership in the classroom and beyond. Mentors establish and maintain trusting confidential relationships with beginning teachers as they provide on-going support. Mentors develop and refine a repertoire of coaching skills so that they may be responsive to the needs of beginning teachers and promote their professional growth.

Mentors support beginning teachers to engage in leadership at school and district levels. Mentors share opportunities for leadership with beginning teachers and encourage their involvement. As beginning teachers take on leadership roles mentors provide on-going support and guidance in reflection on experiences and outcomes.

Mentors model effective communication skills in interactions with beginning teachers. Mentors support beginning teachers to develop and utilize effective communication with colleagues and administration and to engage in collaborative dialogue to improve teaching, learning and school effectiveness.

In partnership with beginning teachers mentors provide support to improve teaching and learning by promoting the use of best practices in instruction that focus on student learning. Mentors are knowledgeable about best practices and share them with beginning teachers. Mentors model best practices and collaborate with beginning teachers to ensure classroom implementation.

Mentors demonstrate professional and ethical behavior in all settings with beginning teachers, with administration, with colleagues, with community, and with students. Through their actions mentors convey to beginning teachers the importance and value of upholding professional standards and ethics. Mentors engage in collaborative conversations with beginning teachers regarding ethical and professional behavior.

Mentors seek to inform themselves about the needs of beginning teachers and are their advocates. Mentors work to ensure that beginning teachers have essential instructional supplies, resources and working conditions as basic needs in developing quality teaching and learning. Mentors coach beginning teachers in practicing skills of advocacy for themselves and their students. Mentors engage in advocacy for initiatives and policies to improve education for all students and the profession.

1a Trusting Relationship and Coaching
Key Elements of Mentor Practice:
- ✓ Mentors establish and maintain confidential relationships with beginning teachers.

- ✓ Mentors develop a range of coaching skills to support beginning teachers.
- ✓ Mentors adapt their use of coaching skills and strategies to effectively support beginning teachers.

1b Leadership
Key Elements of Mentor Practice:
- ✓ Mentors ensure that beginning teachers are aware of leadership opportunities.
- ✓ Mentors encourage and support beginning teachers to engage in leadership at the school and district levels.
- ✓ Mentors guide beginning teacher's reflection on leadership experiences to promote leadership development.

1c Communication and Collaboration
Key Elements of Mentor Practice:
- ✓ Mentors utilize effective communication skills with beginning teachers.
- ✓ Mentors support beginning teachers to develop effective communication skills in collaborative interactions with colleagues and administration.
- ✓ Mentors support beginning teachers to engage in collaborative dialogue to improve professional practice and school effectiveness.

1d Best Practices
Key Elements of Mentor Practice:
- ✓ Mentors possess knowledge of best practices with a primary focus on student learning.
- ✓ Mentors provide resources for and modeling of best practices for beginning teachers.
- ✓ Mentors support beginning teachers' implementation of best practices.

1e Ethical Standards
Key Elements of Mentor Practice:
- ✓ Mentors are knowledgeable about ethical and professional standards.
- ✓ Mentors demonstrate ethical and professional behavior in interactions with beginning teachers, staff, administration, community members, and students.
- ✓ Mentors initiate collaborative dialogue with beginning teachers regarding ethical and professional behavior.

1f Advocacy for Beginning Teachers and Students
Key Elements of Mentor Practice:

- ✓ Mentors advocate for beginning teachers to ensure they have appropriate instructional resources and supportive working conditions.
- ✓ Mentors coach beginning teachers on methods of advocacy for themselves and their students.
- ✓ Mentors advocate for initiatives and policies to improve education for all students and promote positive change practices.

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Forming strong relationships with students is central to establishing respectful learning environments for all students. Mentors support beginning teachers to understand the importance of building relationships with their students and provide them with methods for doing so. Mentors guide beginning teachers in using effective communication strategies with their students in a variety of settings and situations. Mentors collaborate with beginning teachers to assess the effectiveness of teacher-student communications and make connections to impacts on relationships, teaching, and learning.

Mentors support beginning teachers in developing relationships with parents/families. Mentors share with beginning teachers a range of methods to connect, communicate and partner with parents/families in formal and informal settings. Mentors collaborate with beginning teachers to engage with families and significant adults in the lives of their students and include them regularly in identifying and improving student achievement.

Mentors assist beginning teachers in becoming familiar with the school and community in which their students are immersed. Mentors support beginning teachers to get to know their colleagues, the administration, and partners in the community. Mentors facilitate beginning teachers' development of activities that foster collaboration between school and community and promote high levels of learning for all students.

Demonstrating honor and respect for the diversity of students, their school and community is a building block that supports positive productive teaching and learning. Mentors support beginning teachers to understand the diversity of their students, the school, and the community by sharing a wide range of information including demographics. Mentors support beginning teachers in utilizing this information to plan instruction and promote effective interactions with students, parents/families and community members. Mentors support beginning teachers to reflect on their perspectives regarding diversity and how personal viewpoints and assumptions impact teaching and learning. Mentors promote inclusion of culturally inclusive practices by sharing strategies and providing on-going support for implementation.

Mentors place a high value on establishing and maintaining respectful inviting learning environments for students. Mentors support beginning teachers in designing and implementing effective classroom management strategies that contribute to quality environments for learning. Mentors collaborate with beginning teachers to better understand specific student behaviors and methods of adjusting strategies to meet student needs and maintain engagement in learning.

Throughout conversations about the individual needs of students, mentors engage with beginning teachers in reflection on complex issues surrounding the labels assigned to students with identified academic, social, and emotional needs. Mentors share a wide range of instructional strategies targeted to meet the individual needs of students and collaborate to plan and implement differentiated learning activities, and to reflect upon and improve outcomes for student learning.

2a Relationships with Students

Key Elements of Mentor Practice:
- ✓ Mentors support beginning teachers to be aware of the importance of building strong relationships with their students and share ways to get to know them.
- ✓ Mentors provide beginning teachers with strategies and methods to communicate effectively with students in a variety of settings and situations.
- ✓ Mentors collaborate with beginning teachers to assess the effectiveness of communications and interactions with students and their impact on relationships and learning.

2b Relationships with Families

Key Elements of Mentor Practice:
- ✓ Mentors support beginning teachers to develop relationships with families and significant adults in the lives of their students
- ✓ Mentors collaborate with beginning teachers to design and implement effective ways of connecting and communicating with parents and guardians in formal and informal settings.
- ✓ Mentors facilitate the beginning teacher's development of methods to support inclusion of families in the on-going process of identifying and improving student achievement.

2c Relationships at School and in Community

Key Elements of Mentor Practice:
- ✓ Mentors assist beginning teachers in learning about the context of the school and community.
- ✓ Mentors support beginning teachers to meet and engage with school colleagues and partners in the community.
- ✓ Mentors support beginning teachers to develop activities that foster positive collaboration between school and community.

2d Honor and Respect for Diversity
      Key Elements of Mentor Practice:
- ✓ Mentors support beginning teachers to know the cultural, ethnic, gender and socioeconomic characteristics of their classroom, the school and the community.
- ✓ Mentors collaborate with beginning teachers to expand self-awareness regarding issues of diversity as they impact teaching and learning.
- ✓ Mentors support beginning teachers to expand their awareness of culturally inclusive practices and to include them in planning, implementing, and reflecting on lessons.

2e Classroom Environments that Optimize Learning
      Key Elements of Mentor Practice:
- ✓ Mentors possess a broad of knowledge of systems and techniques for classroom management.
- ✓ Mentors support beginning teachers in developing effective designs for classroom management to create and maintain a respectful inviting classroom community.
- ✓ Mentors support beginning teachers to better understand the specific behaviors of their students and ways to adjust strategies to meet student needs and maintain engagement in learning.

2f Reaching Students of all Learning Needs
      Key Elements of Mentor Practice:
- ✓ Mentors engage in dialogue with beginning teachers regarding the individual learning needs of their students and corresponding labels that might be assigned to them.
- ✓ Mentors support beginning teachers' understandings of diversity and appropriate instructional strategies to meet individual learning needs.
- ✓ Mentors collaborate with beginning teachers to implement and assess differentiated lessons designed to meet learning needs and promote student success.

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

Having in depth knowledge of the subject matter for the scope of a teacher's grade level or content area is essential in promoting student achievement. Mentors demonstrate strong knowledge of subject matter and the North Carolina Standard Course of Study (NCSCOS) for their own grade levels/subjects. Mentors are able to support beginning teachers in accessing and utilizing the NCSCOS for their grade levels/subject areas. Mentors support beginning teachers to plan, implement, and reflect upon standards based lessons that integrate 21st century goals and skill development. Mentors collaborate with beginning teachers to promote their participation in professional learning communities focused on the full implementation of NCSCOS and the achievement of 21st century goals.

State and district curriculum is designed to provide teachers with necessary instructional resources to support students to meet the NCSCOS and 21st century goals. Mentors are fully aware of state and district curriculum resources and collaborate with school leadership to ensure that beginning teachers have the appropriate curriculum resources for their grade levels/subject areas and corresponding NCSCOS. Mentors guide beginning teachers in the use of NCSCOS and required curriculum to develop and implement standards based lessons. Mentors assist beginning teachers in designing both short and long term lessons that show application of content and connections to the lives of students.

Student achievement data is a powerful resource for improving teaching and learning. Mentors foster the beginning teachers' understanding of the importance of the wide range of formal and informal student achievement data available to them. Mentors support beginning teachers to disaggregate student data and to identify the learning needs of individual students and groups. Mentors collaborate with beginning teachers to plan, implement, reflect upon and improve differentiated learning activities that promote student achievement of NCSCOS and 21st century goals.

3a NCSCOS and 21st Century Goals
Key Elements of Mentor Practice:
- ✓ Mentors demonstrate strong knowledge of NCSCOS for own grade levels/subjects and support beginning teachers to become knowledgeable of NCSCOS for their grade levels/subjects.
- ✓ Mentors demonstrate vertical alignment of NCSCOS so can understand where came from (put in accomplished on rubric)
- ✓ Mentors support beginning teachers to design lessons that integrate 21st century goals and skill development with NCSCOS and to reflect on implementation.
- ✓ Mentors support beginning teachers' participation in professional learning communities focused on full implementation of NCSCOS and achievement of 21st century goals.

3b Content and Curriculum
Key Elements of Mentor Practice:
- ✓ Mentors ensure that beginning teachers receive necessary NCSCOS and state/district curriculum resources.
- ✓ Mentors assist beginning teachers in the use and implementation of NCSCOS and required curriculum.
- ✓ Mentors collaborate with beginning teachers to develop standards-based short and long term curriculum plans that show application of content and connections to the lives of students.

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.
Mentors encourage and support the efforts of beginning teachers to plan, implement and assess the results of teaching and learning. Mentors share with beginning teachers their dedication to improving instruction and student learning as informed by student assessments. Mentors collaborate with beginning teachers to provide on-going support to improve teaching and learning through plan, teach/observe, reflect processes. As needed, mentors provide additional targeted assistance and professional development to individual beginning teachers.

Mentors model behaviors of professional practice and support beginning teachers in demonstrating professionalism. Mentors support beginning teachers to be fully aware of elements that contribute to professional practice such as the basics of licensure requirements, professional norms and collaboration. Mentors promote beginning teachers' pursuit of professional development and professional practice. Mentors engage with beginning teachers and others in professional learning communities designed to improve teaching and learning.

At the core of improving teaching and learning is the use of student assessment to guide instruction. Mentors ensure that beginning teachers have and use required assessments, as well as supporting the design and use of teacher-made assessments. Mentors guide beginning teachers in the analysis and interpretation of student assessment data. Based on results of assessments, mentors collaborate with beginning teachers to adjust instruction and develop differentiated lessons that are responsive to student needs.

4a Instructional Practice
> Key Elements of Mentor Practice:
> - ✓ Mentors support the planning, implementation and assessment efforts of beginning teachers.
> - ✓ Mentors collaborate with beginning teachers to improve instruction and learning.
> - ✓ Mentors provide additional assistance and professional development to beginning teachers in areas of need.

4b Professional Practice
> Key Elements of Mentor Practice:
> - ✓ Mentors ensure that beginning teachers are fully aware of professional licensure requirements.
> - ✓ Mentors model behaviors that demonstrate professional practice and support beginning teachers to pursue professional growth and to maintain professional practice.
> - ✓ Mentors facilitate on-going dialogue with beginning teachers to reflect on and enhance professional practice.

4c Student Assessment
> Key Elements of Mentor Practice:
> - ✓ Mentors support beginning teachers to have and use required student assessments.

- ✓ Mentors assist beginning teachers in the analysis of student assessment data from a variety of sources and to make adjustments in instructional delivery based on results.
- ✓ Mentors support beginning teachers to design and use student assessment tools to inform the planning of differentiated lessons that are responsive to identified student needs.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

Mentors initiate making connections with beginning teachers and begin providing support before or near the start of school starts or at the time of employment for those hired later in the year. Mentors ensure that beginning teachers receive information about program orientations, support them to attend, and clarify program information as needed. Mentors schedule and maintain regular meetings with beginning teachers. Mentors dedicate their coaching efforts and use of time to meet the needs of beginning teachers effectively.

Mentors are highly aware of the importance of developing and refining their coaching skills. Mentors fully participate in mentor trainings and continually work to improve their use of instructive, collaborative, and facilitative approaches in coaching. Mentors coach beginning teachers to self identify their practice and identify instructional strengths and challenges. Mentors collaborate with beginning teachers in the on-going improvement of instruction and student learning through reflection.

Mentors value the opportunity to observe in beginning teachers' classrooms, gather data, and support their reflection on practice. Mentors become skilled in the use of a range of observation tools so that they may be responsive to the needs and interests of beginning teachers. Mentors collaborate with beginning teachers to plan for data collection, to reflect on results, and develop next steps in an on-going cycle of improvement.

5a Allocation and Use of Time with Beginning Teachers
Key Elements of Mentor Practice:
- ✓ Mentors initiate making connections with beginning teachers and learning about their needs before or near the start of school or at the time of hire if later in the year.
- ✓ Mentors support beginning teachers to attend a program orientation and support clarification of program information.
- ✓ Mentors meet regularly with beginning teachers and focus their efforts on effective coaching and time management to meet individual needs.

5b Reflective Practice
Key Elements of Mentor Practice:
- ✓ Mentors become highly skilled in the use of instructive, collaborative and facilitative approaches to coaching.

✓ Mentors support beginning teachers to reflect on practice and self identify their instructional strengths and challenges.
✓ Mentors collaborate with beginning teachers in the on-going improvement of teaching and learning through reflection.

5c Mentor Data Collection

Key Elements of Mentor Practice:
✓ Mentors observe in beginning teachers' classrooms to gather data and reflect on instructional practice.
✓ Mentors expand their repertoire of observation tools to be responsive to the needs and interests of beginning teachers.
✓ Mentors collaborate with beginning teachers to select a focus for data collection, to reflect on results, and plan next steps.

North Carolina Mentoring Continuum

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

Element	Developing	Proficient	Accomplished	Distinguished
Trusting Relationship	Has awareness of the need to maintain a confidential mentor relationship with the beginning teacher and the importance of mentor language.	Respects confidential nature of mentor/BT beginning teachers beginning teacher relationship. Utilizes collaborative facilitative language when supporting the beginning teacher.	Honors confidential relationship. Provides coaching support tailored to meet the needs of the beginning teacher.	Upholds confidential relationship. Focus of coaching emerges from on-going dialogue with BT beginning teacher and mutually agreed upon next steps. Is responsive to the immediate and long-term needs of the beginning teacher.
Leadership	Provides beginning teacher with a list of opportunities for leadership.	Models shared leadership, encourages beginning teacher engagement in leadership activities, and reflects with the beginning teacher.	Supports the beginning teacher's involvement in school leadership opportunities.	Assists the beginning teacher to assume leadership roles at school and district levels. Provides on-going coaching and support of leadership development.
Communication and Collaboration	Exhibits effective communication skills.	Assists the beginning teacher in developing the skills that would enable them to communicate effectively within collaborative settings and to develop positive working relationships.	Supports the beginning teacher to use effective communication skills in collaboration with colleagues to improve teaching and learning.	Nurtures the self-efficacy of the beginning teacher and his/her responsibility to utilize effective communication skills in collaborative dialogue to improve school effectiveness.

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

Element	Developing	Proficient	Accomplished	Distinguished
Best Practices	Brings knowledge about best practices into conversations with beginning teachers.	Provides resources for the beginning teacher on best practices with a primary focus on student learning.	Models best practices with a focus on student learning while working collaboratively with the beginning teacher.	Uses observations and data collection to provide clarification for the beginning teacher in implementing best practices with a primary focus on student learning.
Ethical Standards	Is aware of ethical and professional standards.	Demonstrates ethical and professional behavior in interactions with beginning teachers and school administration.	Initiates collaborative dialogue with the beginning teacher regarding ethical and professional behavior.	Exemplifies ethical and professional behavior and serves as a role model within the school and district community.
Advocacy for Beginning Teachers and Students	Identifies and assists in locating instructional resources for the beginning teacher.	Advocates for improving working conditions for the beginning teacher and his/her students when needed.	Advocates for initiatives to improve education for all students. Coaches the beginning teacher on advocacy methods.	Advocates for positive change in policies and practices affecting student learning. Utilizes working conditions data to ground advocacy efforts.

Mentor Standard 2: **Mentors support beginning teachers to establish a respectful environment for a diverse population of students.**

Element	Developing	Proficient	Accomplished	Distinguished
Relationships with Students	Supports the beginning teacher to become aware of the importance of building strong relationships with their students.	Provides the beginning teacher with strategies for effective communication with students individually and in groups. Shares methods of learning more about students' individual backgrounds, strengths, and needs.	Collaborates with the beginning teacher to assess the effectiveness of communications and interactions with students and reflect on their impact on relationship and instruction.	Supports the beginning teacher to solicit and utilize on-going feedback from students regarding teacher/student communications and interactions. Facilitates the beginning teacher's reflection on the role of building and maintaining relationship with students and effective outcomes for learning.
Relationships with Families	Brings awareness to the beginning teacher of the importance of communication with parents/families. Shares resources such as telephone logs, classroom newsletters/website design, and phone/email protocols.	Supports the beginning teacher development of a home-school communication plan that establishes regular use of tools that promote effective communication with parents/families.	Partners with the beginning teacher in the planning and implementation of parent-family conferences/communications. Reflects on effectiveness of interactions and communications to meet both the beginning teacher's needs and the parents/family's needs.	Facilitates the beginning teacher's development of a variety of lessons on school-related activities that regularly include families in the on-going process of identifying and improving student achievement.

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Element	Developing	Proficient	Accomplished	Distinguished
Relationships at School and in Community	Assists the beginning teacher to become familiar with faculty/staff. Shares availability of community resources.	Introduces school and community partners/resources to the beginning teacher. Communicates context and history.	Assists the beginning teacher with development of activities that foster collaboration between the school and the community.	Fosters collaborative activities for the beginning teacher that includes and embraces the cultural norms of the community.
Honor and Respect for Diversity	Informs the beginning teacher of the demographical composition of the school and community.	Raises awareness of the beginning teacher's perspective and cultural inclusiveness as evidenced in the classroom.	Introduces the beginning teacher to culturally inclusive practices.	Engages the beginning teacher proactively around issues of diversity. Demonstrates culturally inclusive practices and guides the beginning teacher in developing his/her own.
Developing Classroom Environments that Optimize Learning	Demonstrates knowledge about classroom rules, procedures and consequences.	Assists the beginning teacher in developing classroom management plan in order to create and maintain a respectful inviting classroom community.	Observes and provides specific feedback on: - Student behavior and engagement - Routines/Procedures - Instructional delivery - Classroom climate.	Facilitates the beginning teacher's understandings of specific student behaviors and use of strategies to address student needs and maintain engagement in learning activities.
Reaching Students of all Learning Needs	Raises awareness of the ways that students are identified based on special needs.	Supports the beginning teacher to lessons that take into account individual needs of students and promote student success.	Guides the beginning teacher's understandings of diversity and appropriate instructional resources/practices, such as differentiated instruction.	Facilitates reflective dialogue with the beginning teacher on: - Preparatory and supportive work -Student/teacher interaction -Interpretation of student output -Development of multiple teaching strategies to best accommodates all learners.

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

Element	Developing	Proficient	Accomplished	Distinguished
Implementation of NCSCOS and 21st Century Goals	Demonstrates strong knowledge of NCSCOS for his/her own grade level/subject and is aware of the scope and sequence of the NCSCOS across grade levels/disciplines.	Implements strategies in weekly conversations that demonstrate awareness and understanding of the NCSCOS. Facilitates designing lessons that link the NCSCOS with 21st century skill development.	Collaborates with the beginning teacher in on-going conversations on how to integrate 21st century goals into the NCSCOS. Facilitates the beginning teacher's active participation in professional learning communities.	Facilitates the beginning teacher's development of all strands of the NCSCOS and the scaffolding of the NCSCOS across grade levels/subjects. Utilizes weekly professional conversations and professional development to support the beginning teacher reflect upon the use of 21st century standards in the curriculum.
Content and Curriculum	Provides NCSCOS for the beginning teacher. Is aware of the need to assist the beginning teacher in its use.	Provides state and district curriculum resources and assists the beginning teacher in determining key concepts. Assists the beginning teacher in establishing appropriate pacing.	Promotes networking by the beginning teacher within school and district to access a wide range of curriculum resources. Supports the beginning teacher in developing both short and long term curriculum plans.	Supports the beginning teacher in designing lessons that show application of the content and demonstrate connections to life in the community.

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

Element	Developing	Proficient	Accomplished	Distinguished
Instructional Practice	Informs and highlights for the beginning teacher the need for planning, implementing, and using assessments.	Supports planning, implementation, and assessment efforts of the beginning teacher.	Collaborates with the beginning teacher to improve instruction and learning based on assessments. Provides professional development in areas of need using the cycle of assistance: Preconference, Observe, Reflect.	Facilitates the beginning teacher's in depth analysis of student work and planning for differentiated instruction based on results. Provides on-going support and coaching for implementation.
Professional Practice	Informs the beginning teacher of licensure requirements.	Models and nurtures continual growth, professional ethics, norms of collaboration, equity, and high expectations.	Facilitates on-going conversation with groups of teachers on professional norms, continuing education, and overall growth of students.	Facilitates beginning teacher application of action research, case studies, and other resources, such as book studies and community agents. Creates opportunities for the beginning teacher to talk with others about professional practice.
Student Assessment	Brings awareness of achievement data sources to the beginning teacher. Exposes beginning teacher to school and district data. Ensures that the beginning teacher has the required assessments that accompany texts.	Models need for data to enhance teaching and improve student performance. Assists the beginning teacher in interpreting data gathered from informal and formal assessments and to apply results in planning and making adjustments in instructional delivery.	Supports the beginning teacher in the development and use of tools to assess student work. Collaboratively plans differentiated instruction based upon results.	Provides/leads professional development for beginning teachers on a range of assessment techniques and how to utilize the data to meet individual student needs. Facilitates the leadership of beginning teachers to inform colleagues of their learnings regarding student assessment and designing responsive instruction.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

Element	Developing	Proficient	Accomplished	Distinguished
Allocation and Use of Time with Beginning Teachers	Is aware of importance of meeting the beginning teacher and learning about his/her individual needs. Initiates introductions and offers availability for support.	Supports the beginning teacher to attend a program orientation within first two weeks of employment. Meets with the beginning teacher at least twice monthly. Focuses coaching efforts on meeting individual needs.	Meets with the beginning teacher prior to their start of the school year to support classroom planning /preparation. Clarifies program information as needed. Regularly meets (face to face, virtually, or through other medium that best meet the needs of beginning teachers) with the beginning teacher weekly and honors start and end times. Makes conscientious effort to use coaching skills and time effectively to meet individual needs.	Meets with the beginning teacher prior to the start of the school year and meets at least twice per week. Provides the beginning teacher with additional ways to communicate and get support between scheduled meetings. Is dedicated to and skilled in providing quality coaching and targeted use of time to effectively meet individual needs.
Reflective Practice	Relies on instructive approaches to tell the beginning teacher how to enhance instructional practice and student achievement.	Utilizes instructive, collaborative, and facilitative approaches to engage the beginning teacher to reflect and improve on practice.	Blends instructive, collaborative and facilitative approaches to facilitate the beginning teacher's use of reflection to self identify his/her instructional strengths and challenges and to engage in an on-going cycle of improvement.	Orchestrates highly refined use of instructive, collaborative and facilitative approaches to enhance a beginning teacher's ability to reflect on strengths and challenges. Nurtures the beginning teacher's capacity to infuse reflection in his/her practice to improve teaching and learning.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

Element	Developing	Proficient	Accomplished	Distinguished
Mentor Data Collection	Makes brief general observations of the beginning teacher's classroom on multiple occasions to gather data on practice.	Collaborates with the beginning teacher to conduct classroom observations and gathers general data on practice. Has brief reflective conversation with the beginning teacher regarding knowledge gained from the data.	Observes the beginning teacher's classroom regularly for both snapshot and formal visits to gather data. Collaborates with the beginning teacher to define a focus for data collection and to plan time to fully review the implications of the data.	Utilizes a range of data collection tools to best capture information on the focus established by the beginning teacher. Facilitates conversation with the beginning teacher regarding the data collected and fosters reflection and next steps based on the data.