

EXECUTIVE SUMMARY

Title: Approval of Charter School Technology Plan

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute #115C-102.6C
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Peter Asmar (Associate Superintendent/CIO, Office of Technology Services) and Ms. Frances Bryant Bradburn (Director, Instructional Technology Division)

Description:

In accordance with Public School Law 115C-102.6C, the technology plan for the following charter school has been approved by both ITS and DPI technology consultants. ITS consultants have evaluated the plan to comply with the statewide architecture guidelines; DPI instructional technology consultants have evaluated the plan for its instructional components. All 115 LEA technology plans have been approved. Twenty-eight charter schools will be accounted for with the approval of Clover Garden Charter School. Final approval by the State Board of Education qualifies this charter school for the School Technology Trust Fund, No Child Left Behind, and federal eRate monies, as well as a variety of private technology grants. The charter school follows:

| <u>Charter School</u> | <u>City</u> | <u>County</u> | <u>District</u> |
|------------------------------|----------------|---------------|--------------------------|
| Clover Garden Charter School | Burlington, NC | Alamance Co. | 5 th District |

Resources:

N/A

Input Process:

After the 2000 Instructional Technology Plan was revised and re-written by the Division of Instructional Technology and approved by the State Board of Education as the 2005 North Carolina Educational Technology Plan, LEAs and charter schools evaluated their original plans and/or wrote new ones that are aligned to the State plan and are founded in the ABCs of Public Education. Once submitted, each plan was reviewed by the Division of Instructional Technology for instructional components of the plan and Information Technology Services for the technical components of the plan. After necessary revisions, and DPI and ITS approval, the plans are presented to the State Board of Education for final approval.

Stakeholders:

North Carolina’s public schools, NC General Assembly

Timeline For Action:

Approval is requested to assure continued qualification for federal and state dollars.

Recommendations:

It is recommended that the State Board of Education approve this charter school technology plan.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Ellen H. Stewart, 807-3293

EXECUTIVE SUMMARY

Title: Request from Clinton City, Newton-Conover City, Beaufort County, Chatham County, Northampton County, Warren County, and Wayne County for the Flexible Use of Mentor Funds

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Section 7.21(a) and 7.21(c) of the Special Provisions of the 2005 Budget Bill

Presenter(s): Philip Price (Associate Superintendent, Financial and Business Services) and Danny Holloman (Special Assistant, Center for Recruitment and Retention)

Description:

The 2005 Budget Bill contained a special provision to allow LEAs flexibility in the use of mentor funds provided the local board submits a detailed plan on the use of the funds to the State Board and the State Board approves that plan. Since the provision was first approved in the 2003 Budget Bill, the Board has approved plans from 30 LEAs. Clinton City, Newton-Conover City, Beaufort County, Chatham County, Northampton County, Warren County, and Wayne County have submitted plans requesting approval for the 2007-2008 school year. The plans have been reviewed by staff and are being submitted to the State Board of Education for approval.

Resources:

No additional resources are requested.

Input Process:

The plans were submitted by the LEAs. The plans were reviewed by staff.

Stakeholders:

Beginning teachers in Clinton City, Newton-Conover City, Beaufort County, Chatham County, Northampton County, Warren County, and Wayne County

Timeline For Action:

The plans are presented for approval this month.

Recommendations:

It is requested that the plan for the flexible use of mentor funds submitted by Clinton City, Newton-Conover City, Beaufort County, Chatham County, Northampton County, Warren County, and Wayne County be approved.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Janice Hedgepeth (807-4007)

Background

The 2003 Budget Bill and 2005 Budget Bill contained a provision to allow the flexible use of mentor teacher funds. LEAs wishing to flexibly utilize the funding for mentors must submit a plan to the State Board of Education.

LEAs have been asked to provide the following information in their requests:

- I. A detailed description of the proposed mentoring program. The description should include:
 - (a) the number of teachers and entry-level instructional support personnel in the LEA who are to be provided mentors;
 - (b) the number of beginning teachers and entry-level instructional support personnel to be served by the proposed program;
 - (c) the activities and services to be provided through the proposed program;
 - (d) the training that has been/will be provided to mentors in the proposed program;
 - (e) the training that has been/will be provided to mentors not participating in the proposed program;
 - (f) the rationale for the proposed program.

- II. Measurable Outcomes. What is (are) the expected outcome(s) of the program? Baseline data for each outcome is to be provided.

- III. Budget. How will the mentor teacher funds be used?

Staff members have reviewed the requests submitted. The proposed programs are summarized on the following pages.

Summary of Proposed Programs

Clinton City Schools

Using a combination of local, state and federal funds, Clinton City Schools plans to employ one full-time mentor to support 31 first and second year teachers. This individual will meet regularly and on an as-needed basis with all beginning teachers in small group settings as well as one-on-one meetings at each school. She will also share instructional materials, best practices, and latest research, cultivate professional dialogue, and gather data to ensure that all beginning teachers are receiving appropriate and on-going support. In addition to the support provided by the full-time mentor, all beginning teachers will also be assigned a “buddy teacher” at the school level.

The proposed program is based on the expressed needs of beginning teachers for more focused regular and continuous support as well as Clinton City Schools’ analysis of teacher turnover data and other available information. Support for beginning teachers in Clinton City Schools will be patterned after the Santa Cruz New Teacher Project. The full-time mentor will provide support in the following areas: orientation/induction sessions, best practices, demonstration lessons, and local support meetings to discuss topics of need and interest to beginning teachers. She will also provide counseling to lateral entry teachers regarding coursework and licensure requirements.

Clinton City Schools will utilize the services of the Southeast Teacher-On-Loan and the UNC-Wilmington Teacher-in-Residence to provide additional support.

Newton-Conover City Schools

Using a combination of state, local and federal monies, Newton-Conover City Schools plans to employ three part time mentors to support approximately forty-five first and second year teachers. These mentors will participate in beginning teacher orientation, be trained and updated on the mentoring process, meet individually and in small groups with beginning teachers and fulfill all the paperwork necessary for documenting evidence of growth for beginning teachers. In addition, first teachers will be assigned a buddy teacher in their building to provide the day-to-day assistance necessary for their success. This change in process for supporting beginning teachers was based upon beginning teacher feedback that the process did not fulfill their needs and that they needed more frequent support. Often, these beginning teachers stated that they felt the mentor did not have the time to meet and felt as if they were imposing upon their time. Mentors who were the most effective also stated that they felt like they were shortchanging their mentees due to conflicts in schedules and the many mandates they had to fulfill as experienced teachers.

Additional support will be given to beginning teachers through the central office staff through regularly scheduled meetings on relevant topics pertaining to the needs of the beginning teacher. Instructional coaches will also support beginning teachers in their classrooms throughout the school year.

Beaufort County Schools

Beaufort County Schools proposes to employ educators as mentor-coaches in one of two ways: Either (1) BCS will contract with recently retired teachers as mentor-coaches, or if we are unable to recruit the number needed from the retired ranks, (2) BCS will create full-time mentor-coach positions and hire existing teachers to fill these. These mentor-coaches will be matched with beginning teachers (BT) in like subject or content areas and grade spans. Each mentor-coach will serve six to no more than ten BTs, working at no more than three schools. These full-time mentor-coaches’ only responsibility will be to support, mentor, and coach our BTs. Consequently, because they are not classroom teachers they will have flexible, open schedules which will afford them the opportunity to spend a greater amount of quality time with our BTs than our current program allows.

Chatham County Schools

Using a combination of state and federal funds, Chatham County plans to provide additional support for approximately 150 ILT 1's, 2's, and 3's, as well as approximately 40 lateral entry teachers. Each beginning teacher will be provided a mentor, but more support will come in the way of the district Coordinator of Induction & Success meeting quarterly with ILT 1's and lateral entry teachers for study sessions based on their needs. These needs will be determined by regular school visits and the data that is collected from these visits. The district coordinator will also meet with ILT 2's and 3's each semester to conduct study sessions. Each school will appoint a person who will be the mentor/mentee coordinator and will hold monthly meetings focused on the INTASC standards and any other areas that mentees in their school need.

The mentors in our district are being provided additional support through 5 lead mentors and the district's Coordinator of Induction and Success. Through a grant that the University of North Carolina at Greensboro (UNC-G) received from Wachovia Bank, the lead mentors will attend four professional development sessions throughout the year that will enable them to help all mentors in the district grow professionally as a lead teacher. The lead mentors will meet with mentors assigned to them each quarter for a 2 hour session after-school. The mentors will be required to implement what they have learned from their quarterly sessions and document accordingly.

Our Chatham County Initially Licensed Teachers and new Lateral Entry teachers will also be required to attend "New Directions" which is our beginning teacher orientation.

Northampton County Schools

Using a combination of state and federal funds, Northampton County Schools plans to employ 7 full-time mentors to support at a minimum of 47 first and second year teachers. We are projecting that each mentor will serve about 7 to 10 teachers. These individuals will meet weekly and on an as-needed basis with beginning teachers assigned to them. They will observe classes, model lessons, conduct small group and one-on-one meetings with the Initially Licensed Professionals assigned to their caseload. During these meetings the Master Mentor will share instructional materials, practices, relevant information, cultivate professional dialogue, and gather data to ensure that all beginning teachers are receiving appropriate support. In addition to the support provided by the system-level mentor, all beginning teachers will also be assigned a "buddy teacher" at the school level. The proposed program is based on the expressed need of beginning teachers for more regular and continuous support and our analysis of teacher turnover and available resources based on various sources of accurate data. Further, support for Initially Licensed Professionals employed by Northampton County Schools will also be provided through East Carolina University Beginning Teacher Support Program, a year-long program that includes orientation/induction sessions, E-mentor on-line support, and local support meetings to discuss topics of need and interest to beginning teachers. The ILP Coordinator under the direction of the Assistant Superintendent of Human Resources and Curriculum will manage the program.

Warren County Schools

Using a combination of state and federal funds, Warren County plans to employ four part-time mentors to support 55 first and second year teachers. These individuals will be expected to meet regularly and on an as needed basis with all beginning teachers, conduct small group and one-on-one meetings at each school to share instructional materials, practices, curriculum, cultivate professional dialogue, and gather data to ensure that all beginning teachers are receiving appropriate support. In addition to the support provided by the system-level mentor, all beginning teachers will also be assigned a "buddy teacher" at the school level. The proposed program is based on the expressed need of beginning teachers for more regular and continuous support and the LEA's analysis of teacher turnover and available resources. Additional support for beginning teachers in Warren County is also provided ten days prior to teachers returning to school. A three semester hour course will be sponsored and taught by North Carolina Central University which will give participants credit for one of the courses required for lateral entry teachers. The main focus of the course includes, but is not limited to, classroom discipline, diverse teaching strategies, lesson plans, diversity, and helpful tips for a beginning teacher, etc. Structured meetings are scheduled monthly for beginning teachers during the year by the Induction Specialist to serve as support and to discuss topics of need and interest.

Wayne County Schools

Wayne County Public Schools proposes to hire two Recruitment and Retention Coaches to work system-wide with the beginning teachers and fund lead mentors at the school in increments of five (5) to work with beginning teachers at the building level using the state mentoring funds, local funds, and federal funds. The two retention coaches will work with beginning teachers at assigned schools throughout the LEA to support, model, observe, and help teachers with instructional strategies. A networking system will be in place for beginning teachers to communicate via e-mail with the retention coach assigned. The building level lead mentors will serve no more than five (5) beginning teachers in helping to answer school-based questions, allow for group sessions, and allow for the beginning teachers to observe master teachers.

Retention coaches and lead mentors will complete the revised Mentor Training this summer. They will be trained in use of the TPAI-R observation and evaluation system in order to help to complete the peer observation required. Mentors will be master teachers who have excellent interpersonal skills, strong classroom management skills, continue to grow in the profession, and are successful in working with diverse populations in the classroom. The proposal is one which the system hopes will help to increase the beginning teacher retention rate in Wayne County Public Schools.