

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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HOUSE BILL 235
Committee Substitute Favorable 3/14/17
Third Edition Engrossed 3/16/17

Short Title: Teacher Mentor Qualifications.

(Public)

Sponsors:

Referred to:

March 6, 2017

1 A BILL TO BE ENTITLED
2 AN ACT TO MODIFY THE CRITERIA FOR SELECTION OF TEACHER MENTORS.
3 The General Assembly of North Carolina enacts:

4 **SECTION 1.** G.S. 115C-296(e) reads as rewritten:

5 "(e) The State Board of Education shall develop a mentor program to provide ongoing
6 support for teachers entering the profession. In developing the mentor program, the State Board
7 shall conduct a comprehensive study of the needs of new teachers and how those needs can be
8 met through an orientation and mentor support program.

9 (1) Guidelines for New Teachers. – For the purpose of helping local boards to
10 support new teachers, the State Board shall develop and distribute guidelines
11 which address optimum teaching load, extracurricular duties, student
12 assignment, and other working condition considerations. These guidelines
13 shall provide that initially licensed teachers not be assigned extracurricular
14 activities unless they request the assignments in writing and that other
15 noninstructional duties of these teachers be minimized.

16 (2) Mentor Program. – The State Board shall develop and coordinate a mentor
17 teacher training program. The State Board shall develop criteria for selecting
18 excellent, experienced, and qualified teachers to be participants in the
19 mentor teacher training program, ~~including requiring that mentor teachers~~
20 ~~have been~~ program as follows:

21 a. Mentor teachers shall be either of the following:

22 1. Teachers rated, through formal evaluations, at least at the
23 "accomplished" "proficient" level as part of the North
24 Carolina Teacher Evaluation System and have met
25 expectations for student growth.

26 2. Retired teachers.

27 b. The principal shall determine which mentor teacher best meets the
28 needs of each new teacher and shall assign the most appropriate
29 mentor teacher to that new teacher, with priority consideration for
30 those mentor teachers rated as "distinguished" and "accomplished."

31 c. If a principal determines that a teacher rated as "proficient" or a
32 retired teacher is the most appropriate mentor for a new teacher, the
33 principal shall maintain records of the reasons for that determination.

34 d. A teacher may be a mentor at a different school building from which
35 the mentor is assigned if the following criteria are met:



- 1 1. The principals of each school and the mentor teacher approve
- 2 of the assignment.
- 3 2. The mentor teacher is rated, through formal evaluations, at
- 4 least at the "accomplished" level as part of the North Carolina
- 5 Teacher Evaluation System and has met expectations for
- 6 student growth.
- 7 3. The new teacher's principal maintains a record of the reasons
- 8 for selecting the mentor from a different school building."

9 **SECTION 2.** This act is effective when it becomes law and applies to mentors
10 selected for the 2017-2018 school year.