

New Teacher Orientation North Carolina

Name: Randy Whitfield – North Carolina	Email: WHITFIELDR.so.ncccs@ncccommunitycolleges.edu
As you began the development process of your new teacher (or program director) orientation, how did you involve the field?	<ul style="list-style-type: none"> • Formed a practitioner committee comprised of local administrators and teachers to determine the content areas and conduct initial review • Presented information sessions at two state conferences for broader field input • Utilized the Advisory Board (comprised of practitioners) to review and edit final content
What did you use to guide the development of the orientation (e.g., models from other states, practitioner standards, etc.)?	<ul style="list-style-type: none"> • Examined models and content from Kentucky, Indiana, Connecticut, Michigan, and West Virginia
What are the components and requirements for your orientation process? Is it mandatory or voluntary?	<ul style="list-style-type: none"> • Components: <ul style="list-style-type: none"> Lesson 1. Introduction to the Adult Learner Lesson 2. Basic Skills in North Carolina Lesson 3. Recruitment, Intake, & Orientation Lesson 4. Planning and Delivering Instruction Lesson 5. Collecting, Documenting, and Reporting Student Achievements Lesson 6. Policies and Procedures Lesson 7. Professional Development • Part of a recommended overall orientation process including mentoring and other support services • Course includes investigative assignments, audio, video, discussion boards, downloadable resources, and comprehension quizzes. • Voluntary participation
How are you (or will you be) measuring and tracking the impact of the orientation process?	<ul style="list-style-type: none"> • Local administrators can access electronic status reports on course completion of their new teachers. • Comprehension of content is measured through lesson quizzes and a final course exam. • Course evaluation is built in to the online course. • Local administrators will measure application impact through classroom observation and teacher interviews.
What recommendations would you give to a state interested in pursuing a similar orientation process?	<ul style="list-style-type: none"> • You don't need to start from scratch. There are lots of good models and content that can be adapted. • Obtaining field input into content and format is critical. • Utilize folks with technical expertise, such as AEPro, for technical support and oversight. • Pilot it thoroughly before statewide implementation.
How could they use what you've developed to adapt to their own state? What kinds of costs would be involved?	<ul style="list-style-type: none"> • AEPro will package the content so states can adapt it accordingly. • States can then: <ul style="list-style-type: none"> • revise the content and use in-house staff to host the course on their own learning platform • revise the content and contract with AEPro to re-format the course for hosting on a state learning platform

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	<ul style="list-style-type: none">• revise the content and contract with AEPro to (1) re-format the course, (2) host it on AEPro's learning platform, and (3) provide technical support and oversight.• Costs will vary depending on the level of changes desired and if in-house staff or AEPro will be making the changes and hosting the course.