



# Edenton-Chowan Schools Beginning Teacher Support Plan

## **Plan Overview**

Edenton-Chowan Schools shall implement a Beginning Teacher Support Program (BTSP) in adherence to State Board of Education Policy TCED-16. The BTSP is a required three-year induction program for beginning teachers (BTs). The primary goal of the BTSP is to help new teachers improve skills and build confidence to grow as successful educators through a systemic structure of support designed to help BTs reach their full potential. “Other goals of the program are designed to ensure that BTs:

- meet the state’s professional teaching standards,
- impact the learning of all students,
- choose to remain in the profession and become master teachers and teacher leaders, and
- some may aspire to become skilled administrators.”

## **Program Administration**

All stakeholders, beginning teachers, mentors, faculty members, school administrators, district-level administrators and the Board of Education are committed to the effectiveness, sustainability and success of the BTSP and mentor program. All stakeholders foster a climate that values beginning teachers through mentoring and quality induction. Stakeholders support ongoing program improvement and accountability through a variety of processes including data collection, analysis, and program review. Procedures are place to ensure program quality and compliance.

## **Process for Identifying and Verifying Beginning Teacher Eligibility**

The school system will implement the following criteria for identifying all teachers who will be required to participate in and complete the BTSP:

- The North Carolina Department of Public Instruction (NCDPI) issues an initial license to teachers with fewer than three years of appropriate teaching experience (normally defined as public school experience) in their initial licensure area.
- Teachers with less than three years of teaching experience are required to participate in the program for three years. Per State Board Policy LICN-001 Section 1.22, a “year” shall be six or more calendar months in a full-time permanent position during a fiscal year.
- Teachers with three or more years of appropriate experience are not required to participate in the BTSP, nor are student services personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists.
- Once a continuing license has been earned in one teaching area, additional teaching areas do not require a BTSP experience.
- Beginning teachers must be assigned in their area of licensure.

- The BT must follow NC State Board of Education requirements for all required licensure tests.
- To convert an Initial Professional License to a Continuing Professional License, an educator must complete three years of teacher, complete all required coursework and achieve a passing score on all North Carolina State Board of Education-approved exams required for the license area(s) within the established timeframe. Conversion from an Initial Professional License to a Continuing Professional License does not require the recommendation of the employing school system. Teachers with fewer than three years of teaching experience, however, are required to continue participation in a Beginning Teacher Support Program regardless of their licensure status.
- Collect Beginning Teacher Data for the State of the Teaching Profession in North Carolina Report: For purposes of GS 115C-12(22) and SB333, the State Board of Education is required to monitor and compile an annual report on the decisions of teachers who leave the teaching profession.

## **Program Implementation**

### **Orientation**

The BT induction process will ensure that each BT is provided and attends formal orientation within two weeks of their first day of work in any school year. 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. This modified orientation may be conducted outside the regular workday (i.e., late afternoons, evenings, Saturdays). The orientation will be organized by the BTSP Coordinator and include the following topics:

- At a minimum, the teacher should receive an overview of the school's/system's goals, policies, and procedures;
- a description of available services and training opportunities;
- a copy of the BTSP and the process for achieving a continuing license;
- the North Carolina Teacher Evaluation Process;
- the NC Standard Course of Study;
- local curriculum guides;
- the safe and appropriate use of seclusion and restraint of students;
- and the State Board of Education's Mission and Goals.

The BT Coordinator will ensure that the following documentation is maintained:

- Documentation that each beginning teacher attended an orientation.
- Documentation that orientation was conducted within two weeks of the teacher's first day of work in any school year.

### **Optimal Working Conditions for BTs**

Edenton-Chowan Schools is committed to the assurance that beginning teachers have the opportunity to develop their teaching skills to the fullest. To this end, the school system will ensure that the following working conditions will exist for initially licensed teachers:

- Immediate assignment of a mentor who is located in close proximity to the BT and who, if possible, holds the same area of licensure of the BT;

- Assignment of a limited number of exceptional children or students with a history of behavioral problems
- limited preparations;
- No extra-curricular assignments unless requested in writing by the BT and limited non-instructional duties.

\*The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

### **Mentor Assignment**

Each initially licensed teacher will be assigned a mentor by the principal from the BT’s school as soon as possible after employment of the teacher. The principal may discuss mentor assignments with the BTSP Coordinator prior to making the mentor assignment. The following guidelines will be followed, unless existing conditions prevent them from being implemented, in identifying and selecting teachers to serve as mentors:

- Each year, the BT is assigned a mentor.
- The school system shall select excellent, experienced, and qualified teachers to serve as mentors.

(1) Mentor teachers shall be either of the following:

- a. Teachers rated, through formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System.
- b. Retired teachers.

(2) The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to that new teacher, with priority consideration for those mentor teachers rated as "distinguished" and "accomplished." For the purposes of this policy, “distinguished” means a teacher has received ratings of distinguished on three of the five standards to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an Abbreviated Evaluation. For the purposes of this policy, “accomplished” means a teacher has received ratings of accomplished or higher on three of the five standards to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an Abbreviated Evaluation.

(3) If a principal determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.

(4) A teacher may be a mentor at a different school building from which the mentor is assigned if the following criteria are met:

- a. The principals of each school and the mentor teacher approve of the assignment.
- b. The mentor teacher is rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System.

c. The new teacher's principal maintains a record of the reasons for selecting the mentor from a different school building."

- LEAs may use the most recently available evaluation for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher.
  - Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the “proficient” level may continue to serve as a mentor to a beginning teacher, regardless of existing mentor-mentee relationships with the beginning teacher. Mentor Assignment/Guidelines shall follow the expectations listed under the key features of Standard 2: Mentor Selection, Development, and Support for Beginning Teacher Support Program Standards.
  - Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. The school system is responsible for providing training and support for mentors. The school system will train all mentors with programs developed by the Department of Public Instruction.

### **Professional Development Plans**

Each BT is required to develop a Professional Development Plan (PDP). The plan is to be based on the NC Professional Teaching Standards and must include goals, strategies, and assessment of the beginning teacher’s progress in improving professional skills.

The PDP should include the following elements:

- The PDP is developed after the self-assessment. PDPs should be developed in collaboration with the mentor, and principal or the principal’s designee. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills.
- At the beginning, middle, and end of each year, formative assessment conferences including the BT, mentor and principal should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. Signatures of BT, mentor, and principal are required for each formative assessment conference. Each year, the BT completes any professional development required or prescribed by the school system.

### **Formal Process for Conducting Observations and a Summative Evaluation on All Beginning Teachers**

All beginning teachers shall be evaluated as outlined in the NCSBE policy establishing the Teacher Performance Appraisal process (see SBE Policy Manual EVAL-004 -below) and local Board of Education Policy 5350 Evaluations and Improvement Plans.

### **Comprehensive Evaluation Cycle**

1. Teacher Self-Assessment
2. Professional Development Plan (created with mentor and principal or designee)
3. Formal Observation (with pre and post-conference)
4. Formal Observation (with post-conference)
5. Formal Observation (with post-conference)
6. Peer Observation (with post-conference)
7. Summative Evaluation Conference
8. Summary Rating Form

### **Process**

The North Carolina Teacher Evaluation Process shall include the following components:

#### **Component 1: Training**

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

#### **Component 2: Orientation**

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and
- C. schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

#### **Component 3: Teacher Self-Assessment**

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

#### **Component 4: Pre-Observation Conference**

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

#### **Component 5: Observations**

- A. A formal observation shall last at least forty-five minutes or an entire class period. An informal observation shall be at least 20 minutes in duration
- B. New teachers who have not been employed for at least three consecutive years

1. The principal shall conduct a Comprehensive Evaluation Cycle which includes at least three formal observations of all new teachers.

2. A peer shall conduct one formal observation of a new teacher.
- C. Experienced Teachers (including those with career status) who have been employed for three or more years
1. The principal shall conduct observations in accordance with one of the evaluation cycle types above for all teachers with greater than three years of experience.

During observations, the principal and peer (in the case of a new teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers. Additional observations may occur at the discretion of the principal consistent with local board of education policy.

### **Component 6: Post-Observation Conference**

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

### **Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form**

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric. At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

### **Plan for Participation in BTSP Monitoring**

Edenton-Chowan Schools will participate with an approved BTSP plan in monitoring process conducted by the state. The process will monitor the school system for compliance with SBE policy TCED-16 and the local BTSP plan. Monitoring is completed on a five-year revolving cycle. Technical assistance will be provided as necessary to address areas of concern.

### **Plan for Participation in the BTSP Peer Review Process**

In order to assist the school system in progressing along the BTSP continuum to provide the highest quality support to beginning teachers, Edenton-Chowan Schools will participate

in a regionally-based annual peer review. The Peer Review process includes an annual self-assessment and a peer review with a critical friend (filed annually with NCDPI). Data from the annual peer reviews will be summarized and analyzed by NCDPI on a five-year cycle.

**Statement on How BT’s Personnel Files are Filed and Secured**

All personnel records and files are maintained and secured in accordance with local Board of Education Policy 5220 Personnel Records and Files.

**Timely Transfer of BT Files to Subsequent Employing LEAs, Charter Schools, or Non-public Institutions Within the State**

Requests for records and transfer of personnel files will be handled in accordance with local Board of Education Policy 5220 Personnel Records and Files.

**BTSP Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Board Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved by the local School Board (date):** \_\_\_\_\_

**Submitted to NCDPI (date):** \_\_\_\_\_

**Approved by NCDPI (date):** \_\_\_\_\_