



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-016. 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, and choose to remain in the profession and become master teachers, and teacher leaders; 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 Beginning Teacher Support Program 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. The following procedures will be in 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 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, of at least six months each are required to participate in the program for three years.
- 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 (see [SBE Policy Manual](#)).
- To convert an Initial Professional License to a Continuing Professional License, an educator must 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 (see SBE Policy LICN-001 section 4, a-d). 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. Teachers with fewer than three years of teaching experience, however, are required to continue participating 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:

- Assignment of a mentor early on who is located in close proximity to the beginning teacher and who, if possible, holds the same area of licensure of the beginning teacher;
- 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 beginning teacher;

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 beginning teacher 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 based in collaboration with the principal or the principal’s designee and mentor. 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.

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](#)) and in accordance with [HB 1030, Section 8.32\(h\) and \(i\)](#); and local Board of Education Policy 5350 Evaluations and Improvement Plans.

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-016 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.

Beginning Teacher Survey

The completion of the recent graduate survey will occur by the Beginning Teacher (BT). The recent graduate employer survey must be completed by the principal of the school during the BT's first year of teaching. The beginning teacher surveys are part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in GS 115C-269.35.

The surveys must be completed at the end of the first year of teaching.

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): _____