

Beginning Teacher Support Program Plan- 270 CURRITUCK COUNTY SCHOOLS

State Board of Education Policy: TCED-016

Introduction:

Initial licensed teachers hired after January 1, 1998 will work toward and become licensed under the Policies on the Beginning Teacher Support Program. All teachers who hold Initial Licenses are required to participate in a three year induction period with a formal orientation, mentor support, peer support, observations, and evaluation prior to the recommendation for Continuing Licensure. Satisfactory completion of this program will convert the Initial License to a Continuing License.

Describe adequate provisions for efficient management of the program.

Steps are taken to make sure that BTs are supported in areas pertaining to school-wide information. To help BTs stay up-to-date about educational issues, the BT coordinator directs BTs to websites, webinars, and DPI modules and also conducts after-school meetings for support. To be sure requirements and deadlines for teacher evaluations are met; the NC Educator Evaluation System via the NCEES electronic reporting system is monitored by the HR Director. Principals are contacted as soon as any discrepancies in the requirements are found. Throughout the school year, the BT Coordinator monitors support system activities for BTs and mentors by maintaining contact with mentors and BTs via emails, conducting classroom walkthroughs for coaching purposes, conferencing with BTs and principals, holding group meetings as needed, and conducting surveys for review of the program.

Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.

The Director of Human Resources in its approved Beginning Teacher Support Program Plan is responsible for approving the acceptance of the continuing license issued through an automated process to convert Initial Licenses to Continuing Licenses. A principal must rate a probationary teacher "as proficient" on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a Continuing license. All required coursework needs to be successfully completed, all NCSBE approved exams need to be passed, and three years of teaching also needs to be completed.

Provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.

Each Beginning Teacher is required to participate in a three-day formal orientation. When possible, this orientation will take place prior to the regular contractual year. If a beginning teacher is employed after the beginning of the ten-month contract, an orientation will be conducted within the first ten days of employment (i.e. later afternoons/evenings or planning blocks).

The orientation will be organized by the Beginning Teacher Coordinator. When possible, training will include but not limited to:

- an overview of the school system's goals, policies and procedures;
- an overview of the working conditions guidelines;
- a description of available services and training opportunities;
- an explanation of the BTSP and process to receive a continuing license ;
- an introduction of the NC Essential Standards and local curriculum guides;
- the teacher evaluation process;
- introduction to mentors;
- relevant preparation for first-day of first year of teaching;
- the safe and appropriate use of seclusion and restraint of students;
- review the State's BOE Strategic Priorities and Goals; and
- complete the recent graduate survey by the Beginning Teacher (BT) and the employer survey by the principal of the school during the BT's first year of teaching as part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in GS 115C-269.35. These surveys will be completed at the end of the first year of teaching.

Address compliance with the optimum working conditions for beginning teachers identified by the SBE.

To ensure that our beginning teachers have the opportunity to develop into capable teachers, we practice the following:

- assignment in the licensing area;
- mentors are assigned early, in the licensure area, and in close proximity;
- orientation includes state, district and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extra-curricular assignments unless requested in writing.

The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the NC Essential Standards, 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.

Address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.

Each beginning teacher will be assigned a mentor by the supervising principal as soon as possible after employment. When possible, a mentor will be a teacher who:

- is successful teaching in the area of licensure & rated at least “Proficient” level on the NCCEES (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standard 1 and 4 on an abbreviated evaluation)
- willingness to serve as a mentor;
- willingness to participate in on-going annual professional development related to mentoring and instruction;
- has knowledge of the State’s goals, strategic priorities, and essential standards; and
- has received appropriate training.
- provides professional support (socialization to the profession), technical support and personal support.
- act as a coach not an evaluator with a focus on student-learning goals, identify small measurable steps to tailor goal accomplishments and help to plan professional development;
- a teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignment, and is rated at least “accomplished” (received ratings of accomplished or higher on three of five standards including Standard 4 on the most recent summative, or on Standard 4 on an abbreviated evaluation), and the BT’s principal maintains a record of the reasons for selecting the mentor from a different building.

Provide for the involvement of the principal or the principal’s designee in supporting the beginning teachers.

The supervising principal will determine whether to involve additional personnel such as a supervisor, director, assistant principal, or consultant when offering support to the beginning teacher. The principal will have the BT involved in professional development that will orient them to their new career and support their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to the school site, as well as professional development designed to meet the unique needs of beginning teachers that is aligned with the North Carolina Professional Teaching Standards, and the North Carolina Teacher Evaluation System.

Provide for a minimum of 4 observations per year in accordance GS115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.

SEE ATTACHED EVALUATION SCHEDULE WHICH INCLUDES THE REQUIRED CYCLE AND PROCESS.

Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.

The Professional Development Plan (PDP) is a yearly evaluation procedure based on planned professional growth which will have impact on student learning. This plan is developed and monitored by the Beginning Teacher, Principal and Mentor (Review Team.) Needs to be signed three times during the school year.

A documented completion of a PDP is verified by the review team three times during the school year. The PDP verification must be included in the NCEES which is our electronic evaluation system.

Development of a Professional Development Plan

As outlined in TCED-016, beginning teachers in CCS are required to develop annually a Professional Development Plan. Development of the PDP is based on a self-assessment completed by the new teacher in collaboration with both the new teacher's mentor and an administrator. This PDP is based on NCPTS and must include goals, strategies and assessment of the BT's progress in improving their professional skill level. The PDP is reviewed at the beginning, middle, and again at the end of the school year. Signatures of the BT, mentor and principal are required for each formative assessment conference. PDP's (Individual Growth Plans) are reviewed by the Director of Human Resources for completion and efficiency.

The following outlines how to determine the type of PDP for the professional educator.

- Professional educators who are rated as "Proficient" or higher on all standards will develop an Individual Growth Plan. This is monitored by the teacher.
- Professional educators who are rated as "Developing" on any standard will be placed on a Monitored Growth Plan. This is monitored by the teacher and principal.
- Professional educators who are rated as "Not Demonstrated" on any standard or have a rating of "Developing" for two sequential years will be placed on a Directed Growth Plan. This is monitored by the principal.

Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.

The ultimate purpose of an effective induction program is student achievement. Currituck County Schools will hold monthly BT Meetings to exemplify continuous growth for Beginning Teachers in the following areas.

- Promote meaningful teamwork within the individual schools and school system;
- Setting clear, measurable goals; and
- Regularly collecting and analyzing performance data through EVAAS (Data Driven Decision Making).

Our focus for the school year will be to educate and prepare all our Beginning Teachers through accountability and student engagement trainings. Professional development is provided to beginning teachers that will orient them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to school site and professional development designed to meet the unique needs of beginning teachers and aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).

Summary Evaluation information collected about employees is retained in our personnel files. All PDP's and ongoing evaluation items are saved on the NCEES electronic evaluation site.

Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.

Upon receiving a written or electronic request from a new employer, Currituck County Schools prints and/or electronically provides the requested required documents to the new employer for the beginning teacher to continue and complete the Beginning Teacher Support Program.

Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.

Every fifth year the Department of Public Instruction formally reviews Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards . The monitoring team will report any standards and key elements where the program is deemed proficient to the Department of Public Instruction. When a program is rated as developing on the standards continuum, they are put on an improvement plan and monitored more frequently to ensure that all beginning teachers are supported.

All LEAs participate in implementing a regionally-based annual peer review and support system.

G.S.115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. Currituck County Schools complete a survey (Teacher Turnover Report) on an annual basis. Our LEA reports the total number of teachers employed in the system, the total number of teachers leaving the system, and the reason given by teachers for leaving.

The turnover information produced by this report summarizes the attrition and mobility of our public school teachers.

Conclusion

We believe in a strong collaborative relationship between our students, faculty, staff, families and the community. Student success is our priority.

Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

Submitted Date: 2/18/2021

Approved Date: 2/18/2021

BTSP Coordinator:

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Date: 2/18/2021

Board of Education Designee:

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