

Eno River Academy Beginning Teacher Support Program Plan

Overview of Eno River Academy (ERA) Beginning Teacher Support Program

In accordance with NC State BOE Policy TCED-016, the Eno River Academy (ERA) Beginning Teacher (BT) Support Program provides for: new teacher orientation accompanied by a three-year induction period; BT assignment within the area of licensure supported by a trained mentor; an annual differentiated BT Professional Development Plan; attention to the North Carolina Teacher Working Conditions Survey; training in the NC Professional Teaching Standards and the NC Educator Evaluation System; and annual systematic evaluation of the BT Support Program.

A documented process for identifying and verifying all beginning teachers (BTs)

The ERA Beginning Teacher Support Program is a comprehensive program designed to offer support and high quality professional development to new teachers during their first three years of teaching. Beginning Teachers (BTs) must have graduated from a teacher education program at an accredited college or university or be eligible through lateral entry. Beginning Teachers are issued a Standard Professional I License. After successful completion of the three-year BT Support Program, beginning teachers are issued a Standard Professional II license. Lateral entry teachers are issued provisional licensure with the requirement of completing a licensure program within a three-year period.

Upon recommendation to hire, the Executive Director will verify all licensure requirements and eligibility. The Executive Director (or designee) will monitor those that do not have a clear license due to testing requirements. Teachers must follow all NCSBE requirements for all required licensure tests.

Plan for implementing a sound BT Induction process

Three year induction process overview

Eno River Academy will provide a meaningful three year induction process for our beginning teachers. This will include a thorough orientation, a commitment from our principals of required working conditions, mentor selection, mentor training and mentor assignment. Principals and mentors work with teachers to help them develop purposeful professional development plans which help them grow as an educator. A variety of professional development opportunities are offered to beginning teachers.

a. Orientation

ERA will offer a formal orientation for new teachers during the week prior to the first official teacher workday, planned and implemented by the Administration and Leadership Team. The orientation consists of three days of training and four days for Lateral Entry which includes

- An overview of procedures and policies for Eno River Academy
- Information on insurance and relevant employment benefits
- A legal briefing
- Training in curriculum initiatives and ideas for classroom management
- Discussions about professional ethics

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- A review of the North Carolina Professional Teaching Standards, information on teacher observations and evaluations, an introduction to the Professional Development Plan
- An explanation of the teacher licensure process in North Carolina
- An overview of the support services available to new teachers

During the last day of BT orientation, half the day is designated for new teachers to work in their assigned school along with their mentor.

b. Working Conditions

The administration of Eno River Academy offers full support of our beginning teachers. Each principal works to ensure that new teachers will be given optimum working conditions, including limited non-instructional duties, a fair schedule, a qualified mentor, and adequate resources for teaching. As instructional leader, the principal assures that new teachers will also be given adequate assistance and support needed throughout the three-year licensure process

c. Mentor Selection, Training, and Assignment

Mentor selection will be based on a recommendation from a school administrator attesting to a candidate's ability to provide emotional, instructional, and organizational support to beginning teachers. Recommended mentors are those that have three or more years of successful teaching experience and possess leadership and/or coaching skills. Mentor assignments are given to those that have successfully completed the DPI training model. Our charter school will follow the mentor requirements as outlined in SBE policy TCED-016.

d. Professional Development Plans

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. 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. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. The Executive Director (or designee) will ensure that this process is followed correctly and monitored three times per year; at the beginning of the year, mid-year and at the end of the year after principal/teacher conferences are held.

e. Professional Development

All beginning teachers are required to attend the professional development sessions during orientation. Based upon observations, PDP goals and growth areas, administrators may choose to

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assign specific professional development to beginning teachers. This professional development may be through NCEES or outside opportunities.

In addition, the ERA leadership team will provide school-wide professional development during early release days and/or teacher workdays. These will be face-to-face sessions and include online reflections.

A formal process for conducting observations and summative evaluations on all BTs

In compliance with GS 115C-333, all beginning teachers are observed four times during each school year. One of these is a peer observation, and three are by a qualified school administrator. Charter school created observation tools will be used for observation and evaluation. Principals are encouraged to provide opportunities for new teachers to observe their mentor and other teachers, for each mentor to have release time to observe his/her mentee, and for peer observers to complete the official peer observations. An observation timeline will be provided to ensure that observations are completed and appropriately spaced throughout the school year. Summative evaluations for beginning teachers are to be submitted by May 15th.

Plan for participation in BTSP Monitoring

At the end of each school year new teachers will be asked to complete a survey assessing the quality and effectiveness of the Beginning Teacher Support Program. Requests for suggestions for improvement will be included in the survey. Based on these evaluations and suggestions, changes may be made to the program to improve its effectiveness.

Plan for participation in the BTSP Peer Review Process

Eno River Academy will work with surrounding charter schools to evaluate their processes and procedures and create reflective feedback. Site visits will be sought out in order to further evaluate their program.

Statement on how BTs' personnel files (files that include the teacher's PDP and performance evaluation report(s)) are filed and secured.

Each beginning teacher file will be kept and maintained in a separate and secure location within the Executive Director's office. Each file will contain copies of the beginning teacher's observations, evaluations, and mentor contact logs. When a teacher has successfully completed the Beginning Teacher Support Program, their file will be transferred to the general files within the Executive Director's office.

Plan for a timely transfer of BT files to subsequent employing LEAs, Charter Schools, or non-public institutions within the state.

In the event that a beginning teacher transfers to another charter school, LEA or non-public institution within the state, the beginning teacher's file will be forwarded to the named institution upon the request of the beginning teacher. The file will be mailed within 5 business days of the request.

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BTSP Coordinator: Shakari Date: 10/9/18

School Board Chair: Cristi Joseph Date: 10-9-18

Approved by the Board of Directors(date): 10/9/18

Submitted to NCDPI (date): 10/10/18

Approved by NCDPI (date): 10/19/18



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TO Lisa Bair
Eno River Academy

FROM Rhonda Holmes
Regional Education Facilitator

DATE October 19, 2018

BEGINNING TEACHER SUPPORT PROGRAM PLAN APPROVAL STATUS

On behalf of the State Board of Education, thank you for your submission of your Beginning Teacher Support Program Plan. The document has been reviewed in accordance with current North Carolina State Board Policy. Based on the information provided in your submission, the result of the plan review is as follows:

 X **Your Beginning Teacher Support Program Plan is approved.** A copy of the approved plan has been placed on file with the Regional Education Facilitator in Educator Support Services at the North Carolina Department of Public Instruction and is available to the Licensure Division upon request. Please retain a copy of the plan in your files.

 Your Beginning Teacher Support Program Plan is not approved due to the following reason(s):

- Xxxxx
- Xxxxx
- xxxxx

Once these items have been addressed, resubmit the revised Beginning Teacher Support Program Plan to your Regional Education Facilitator for another review and opportunity for approval.

Until an approved plan is on file with the North Carolina Department of Public Instruction, your LEA/Charter School will be ineligible to make recommendations for your teachers to transition from an Initial License to a Continuing License.

Please notify me if you have any questions.

REGIONAL EDUCATION FACILITATORS

Northeast: Sonya Rinehart | Southeast: Kathy Oliver | North Central: Rhonda Holmes
Sandhills: Tina Starr | Central: DeAnna Foust-Platt
Southwest: Dr. Karol McNeil-Horton | Northwest: Dr. Monica Shepherd | West: Amy Laughter