

Walter Bickett Elementary School

Beginning Teacher Support Plan

(A Plan to Support the Retention of Novice Teachers)



Mission: We will work to ensure a safe and secure environment for all students to develop lifelong learning skills that will enhance their future opportunities and inspire them to embrace culture in a diverse world

Vision: Preparing all students to succeed.

*Walter Bickett Elementary School
830 M L King Blvd. S.
Monroe, NC 28112*

Principal Dr. Elenia Daniels

Date of Plan Approval: _____ Principal's Initials: _____

Beginning Teacher Support Program

Program Administration

Walter Bickett Elementary is located just outside of Monroe, NC. The current building opened for students in July, 2003. At that time, the school was located in a country pasture. Since then, several housing developments have been created. Lexington Commons and Southwinds provide affordable housing for our neighbors. They are within walking distance; however, bus service is also provided to the school.

Other Facts:

- Title 1 school with 100% of students receiving free breakfast and lunch
- WEBS students are <1% American Indian, 1% Asian, 51% Hispanic, 35% Black, 9% White, and 3.8% Multi-racial
- WBES has 28 teachers in grades Pre-K through 5th grade and 3 EC teachers
- WBES has 570 students including Pre-K and EC classes

Formal Orientation

- Introduction of new teachers at beginning of the year staff meeting
- CHAMPS Classroom management PD
- Beginning Teacher/Mentor Meetings/PD (4 scheduled during the school year)
- Beginning of the Year PLC/Grade Level Planning
- Continued PLC/Grade Level Planning with Coaches and Content Specialists
- Math PD for grades 3-5 teachers
- Orton-Gillingham Phonics training for grades Pre-K through Second

Site-Based Activities that Support Beginning Teachers

Site-Based Activities for North Carolina Mentor Standards

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership – Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities. Key elements of the standard include building trusting relationships and coaching, promoting leadership, facilitating communication and collaboration, sharing best practices, imparting ethical standards and advocating for beginning teachers and their students.

Site-Based Activities-

Connect – Beginning Teachers work with their mentors to observe career teachers in reading, math, writing, and science/social studies.

Collaborate – Teachers participate in PLC meetings for their grade level and/or program areas such as DLI or Special Classes.

Create – Teachers create lesson plans based on their training and collaboration with other teachers in addition to the use of data to drive instruction.

Digital Leadership – Teachers receive training on iStation, iReady, and other online assessments.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity. Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.

Site-Based Activities:

Connect-Teachers connect with parents through newsletters, phone calls, conferences, and notes in student agendas or through email.

Collaborate Teachers model lesson plans during PLC meetings to share ideas/resources to meet the needs of all students.

Create- Teachers create an activity for College Tailgate Night to share information with parents and guardians about AVID and classroom curriculum.

Digital Leadership – Teachers receive training and use the gradebook program to share information with parents and guardians regarding student progress.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st century goals and assist beginning teachers in the utilization of these tools to promote student achievement. Key elements of the standard include imparting and utilizing the NCSCOS and 21st century goals into beginning teacher practice.

Site-Based Activities

Connect-Teachers receive walk-throughs by curriculum staff and administration to offer feedback on classroom instruction.

Collaborate- The Instructional Coach and Master Teachers work with staff to provide support and coaching on instructional practices.

Create- Teachers create AVID notebooks, exit tickets, unit assessments and checklists to determine if students are mastering the standards.

Digital Leadership – Teachers use Google Docs and other related programs to create and share lesson plans, assessment data and communicate student progress with each other.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students: Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement. Mentors also support beginning teachers to understand their professional licensure obligations and pursue professional growth. Key elements of the standard include developing and improving instructional and professional practice and understanding and analyzing student assessment data.

Site-Based Activities

Connect – Beginning teachers meet often with their mentors to review program checklists and discuss areas of concern.

Collaborate- Teachers meet at least three times per week in PLC groups to discuss curriculum and to plan lessons and student assessments.

Create- Grade level teachers create data walls to determine if standards are being met by students.

Digital Leadership- Teachers use iReady, iStation, and other online programs and tools to assess students.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support. Key elements of the standard include allocating and using time with beginning teachers, developing reflective practitioners and gathering data on beginning teacher practice.

Site-Based Activities

Connect- Mentors and Beginning Teachers meet at least four times per year to receive updates and support from the BT/Mentor Support Facilitator at the school site.

Collaborate- Mentors observe Beginning Teachers and meet to reflect on the observations.

Create- Mentors create a schedule to determine when and where to meet with the Beginning Teachers.

Digital Leadership- Teachers and their mentors will upload checklists, observation information, and other forms into the Canvas program.

Union County Public Schools Beginning Teacher Support Program The Beginning Teacher Support Program is a state-mandated three-year induction program designed to support beginning teachers. The program is structured so that the experiences of beginning teachers are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. The support program's platform is aligned with the North Carolina Professional Teaching Standards and the North Carolina Educator Effectiveness System with targeted support from mentors within the school's Professional Learning Community (PLC). To assure that beginning teachers have a supportive work climate, each school has a Site-based Beginning Teacher Support Plan that is aligned with the UCPS Beginning Teacher Support Program.

Union County Public Schools Beginning Teacher Support Program

<https://www.ucps.k12.nc.us/Page/6971>

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The Beginning Teacher Timetable

Year 1	The beginning teacher: <ul style="list-style-type: none"> • Is assigned a mentor • Is provided an orientation • Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator • Completes any professional development activities required/prescribed by the district • Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines • Receives a summary evaluation by the principal according to established timelines. • Submits First-Year Beginning Teacher Files to the Canvas Course according to established timelines.
Year 2	The beginning teacher: <ul style="list-style-type: none"> • Continues to have a mentor teacher • Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator • Completes any professional development required/prescribed by the district • Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines • Receives a summary evaluation by the principal by the established timeline • Submits Second-Year Interim Requirements Files to the Canvas Course according to established timelines.
Year 3	The beginning teacher: <ul style="list-style-type: none"> • Continues to have a mentor teacher • Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator • Completes any professional development required/prescribed by UCPS • Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines • Receives a summary evaluation by the principal according to the established timelines • Submits Third-Year Cumulative Files to the Canvas Course according to established timelines.

APPENDICES

See sign-in sheets for BTMFS meetings below. (Next Page)

Thursday, August 29, 2019

Print Name	Signature
Henry Morales	Henry Morales
Cara Stemill	Cara Stemill
Michelle Quay	Michelle Quay
Ann Nelson	Ann Nelson
Morgan Caudle	Morgan Caudle
Terra Hammond	Terra Hammond
Angelica Powe	Angelica Powe
Wendy Mobley	Wendy Mobley
Juanita Bryan	Juanita B. Bryan
Susan McWackin	Susan McWackin
Kayla L. Reiland	Kayla L. Reiland
Miranda H. Mills	Miranda H. Mills
Sandra Lancy Hyatt	Sandra Lancy Hyatt
Vickie G. Stenter	Vickie G. Stenter
Andres Fabian Correa	Andres Fabian Correa
Claudia Greene	Claudia Greene
Rosin Boynton	Rosin Boynton
Angeli Matthews	Angeli Matthews
Amber Dodson	Amber Dodson
Kristie Kuhl	Kristie Kuhl
Mikayla Kikobe	Mikayla Kikobe
Cathy Christianson	Cathy Christianson

WBES BT/Mentor Meeting

Tuesday, November 12, 2019

Sign-In

Print Name	Signature
Angelica Powe	Angelica Powe
Cathy Christensen	Cathy Christensen
Michelle Maher	Michelle Maher
Mikayla Kikobo	Mikayla Kikobo
Wendy Mobley	Wendy Mobley
Anna Melson	Anna Melson
Annett Brown	Annett Brown
Susan McMackin	Susan McMackin
Celine Lloyd	Celine Lloyd
Miranda Mills	Miranda Mills
Fabian Correa	Fabian Correa
Terra Hammonds	Terra Hammonds
Kriste Kuhl	Kriste Kuhl
Sandra Loney Hyatt	Sandra Loney Hyatt

