

Camden County Schools

Beginning Teacher Support Program Plan



Camden County Schools
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Camden, NC 27921

Approved by Camden County Board of Education: _____

"Success in Education"

Beginning Teacher Support Program Plan

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A. Overview of Camden County Schools' Beginning Teacher Support Program

The Camden County School System is committed to provide Beginning Teachers (BT's) with the support necessary to ensure their success in the classroom. North Carolina State Board of Education Policy TECD-016 requires all school systems to create and implement a Beginning Teacher Support Program (BTSP). The BTSP will utilize the support team concept. The support team will consist of the Chief Human Resources Officer/Beginning Teacher Coordinator, a building-level administrator, a mentor, and a teacher-observer. The Chief Human Resources Officer shall be responsible for the general administration, supervision, and coordination of the Beginning Teacher Support Program.

The Chief Human Resources Officer/BT Coordinator will ensure training is provided for mentors and Beginning Teachers, assist in the overall effectiveness of the program and identify strengths and weaknesses which may arise during the implementation of the BT Support Program. The Chief Human Resources Officer/BT Coordinator will also be responsible for ensuring that the school-based team is implementing the Beginning Teacher Support Program Plan in an appropriate manner and following the guidelines for observations/evaluation and the criteria for selection of team members.

B. Identifying and Verifying Beginning Teachers

The Chief Human Resources Officer is responsible for identifying and verifying Beginning Teachers based on the following:

- The North Carolina Department of Public Instruction (NCDPI) issues an initial license to teachers with fewer than three years of appropriate teaching experience in their initial licensure area. Documentation of licensure is sent to the Chief Human Resource Officer for review and processing.
- In accordance with Camden County School Board Policy 7130, all teachers with fewer than three years of experience shall participate in the Beginning Teacher Support Program.
- Beginning Teacher Licensure Conversion Process: Teachers who hold an initial license are eligible to convert to a continuing license provided all required coursework has been completed and certification examinations have been passed and the teacher has completed three years of teaching.
- This information shall be shared with Beginning Teachers during new teacher orientation and throughout the year.

C. Orientation for Beginning Teachers

The Camden County Schools will provide an orientation for new teachers prior to the beginning of scheduled teacher work days. Beginning Teachers must attend each day of new teacher induction/orientation. If the Beginning Teacher is hired after the scheduled orientation, a make-up session shall be provided. The orientation will include an overview of the school's goals, policies, and procedures; available services and training opportunities; the beginning teacher's initial licensure requirements; and the process for achieving a continuing license. This

orientation will also provide the beginning teacher an overview of the Beginning Teacher Support Program Plan, the North Carolina Educator Effectiveness Evaluation Process, North Carolina Standard Course of Study, the goals and mission of the State Board of Education, the safe and appropriate use of seclusion and restraint of students, local policies and procedures, and benefits.

Lateral entry teachers must also complete 10 days/80 hours of pre-service training during their first year. (5 days/40 hours of which must be done before entering the classroom). Lateral entry teachers are required to submit a lateral entry training log to the Chief Human Resources Officer after successfully completing this training.

D. Optimum Working Conditions for the Beginning Teacher

The Chief Human Resources Officer/BT Coordinator will discuss with the principals the importance of assigning appropriate teaching loads to novice teachers. The following guidelines should be used to ensure that beginning teachers have the opportunity to develop into capable teachers:

- BTs will be assigned in their area of licensure.
- They will be encouraged to assign mentors to the new teachers within the first week of employment. It will be recommended they assign mentors in the same area of licensure as the beginning teacher and in close proximity to them in the building.
- In addition to the orientation, follow-up meetings will be scheduled throughout the year to ensure that BTs understand the North Carolina Professional Teaching Standards and initial licensure requirements.
- An orientation will be held that includes state, district, and school expectations.
- Principals will work to limit beginning teachers' preparations as much as possible.
- Principals will make every effort to limit non-instructional duties assigned to the BT.
- Principals and data managers shall limit the number of exceptional or difficult students assigned to the BT.
- Extracurricular activities should not be assigned, i.e. coaching, sponsoring a club, etc., unless the BT requests the assignments in writing

E. Mentor Assignment/Guidelines for Mentor Teacher Selection

The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Program as stated in North Carolina School Board Policy TCED-016.

It is required that mentors meet the following criteria:

1. Ratings of at least proficient on all standards of their most recent summary evaluation.
2. Retired teachers are eligible to serve as mentors.
3. Principals shall determine which mentor teacher best meets the needs of each new teacher, with priority given to mentors rated as accomplished or distinguished.
4. If a principal determines that a teacher rated as proficient or a retired teacher is the most appropriate mentor, the principal shall maintain records of the reasons for that determination.
5. The most recently available data shall be used for assigning mentors. Teachers without two or more consecutive years of data shall not be eligible to serve as mentors.
6. Any teacher who is assigned to be a mentor must meet eligibility requirements in the year of the assignment and shall be removed as a mentor if they fall below a proficient rating.
7. A teacher may serve as a mentor of a teacher in another building, provided that all requirements are met and the principal maintains a record of the reasons for selecting the mentor from a different building.

Mentors need the knowledge, skills, and attitude to be an effective coach, emotional support, and organizational guide for Beginning Teachers. Mentors should have a demonstrated record of success on North Carolina Educator Effectiveness Evaluations and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success, including close proximity and scheduling that allows time to plan and collaborate with beginning teachers.

F. Mentor Training

Camden County Schools recognizes that local school systems are responsible for providing training and support for mentor teachers and will provide the training and support for mentor teachers using North Carolina Mentor Standards.

G. Principal Support

The principal and/or the principal's designee will be involved in supporting the beginning teacher. The principal will assign a trained mentor and ensure observations are done according to state and local guidelines. They will be knowledgeable about the Beginning Teacher Support Program Plan, initial licensure requirements, and the NC Teacher Evaluation Process. They will provide support for the beginning teacher during the three-year process. They will take into account all state regulations concerning Beginning Teachers when making additional assignments to new teachers.

H. Observations/Evaluations

Beginning Teachers shall be observed at least three times annually by a qualified school administrator or designee. The beginning teacher must also be observed at least once annually by a teacher (other than their mentor). Each observation must be for a continuous period of instructional time and must be followed by a post-conference within 10 days. All persons who observe teachers must be appropriately trained. The required observations must also be appropriately spaced throughout the school year.

Process for Evaluating Beginning Teachers

- **Training**-All teachers must be trained before participation in the evaluation process
- **Orientation**-Within the first ten days of work in any school year, teachers should be provided a copy of the following:
 - The rubric for evaluating North Carolina teachers.
 - The requirements necessary for evaluations.
 - A schedule for completing all components of the evaluation process.
- **Teacher Self-Assessment**-The teacher shall rate his/her own performance at the beginning of the year and reflect on his/her performance throughout the year.
- **Pre-Observation Conference**-Before the first formal observation, the principal, or designee, shall meet with the teacher to discuss the teacher's self-assessment, the Professional Development Plan, and the lesson to be observed.
- **Observations**
 - Formal Observations shall last at least 45 minutes
 - Informal Observations shall last at least 20 minutes
 - The principal shall conduct a Comprehensive Evaluation Cycle, which includes three formal observations, for all Beginning Teachers.
 - Beginning Teachers are also required to have a peer observation.
- **Post-Observation Conference**-The principal, or designee, shall conduct a post-observation conference no later than ten school days after each formal observation to discuss the teacher's rating on the rubric and the strengths and weaknesses of the teacher's performance.
- **Summary Evaluation Conference**-Prior to the end of the school year, the principal shall conduct a summary evaluation conference to discuss the ratings of each standard of the North Carolina Professional Teaching Standards and the teacher's progress on his/her Professional Development Plan.

I. Professional Development Plan

The Beginning Teacher and the school principal will be responsible for developing a Professional Development Plan based on the North Carolina Professional Teaching Standards. The PDP must include goals, strategies, and assessment for the Beginning Teacher's progress in improving professional skills. The plan should be created within the first ten days of school and should be updated annually based on the summary evaluation ratings from the previous school year. Professional Development Plans will be audited as part of the Title II and BTSP monitoring process.

Individual Professional Development Plan

A teacher is generally placed on an Individual Growth Plan when he/she is rated proficient, accomplished, or distinguished in all areas of the North Carolina Professional Teaching Standards.

Monitored Professional Development Plan

A teacher shall be placed on a Monitored Growth Plan whenever he/she is rated "developing" on one or more Standards on the Teacher Summary Rating Form and is not recommended for dismissal, demotion, or non-renewal.

Directed Professional Development Plan

A teacher shall be placed on a Directed Growth Plan whenever he/she is rated "not demonstrated" on any Standards on the Teacher Summary Rating Form or "developing" on one or more Standards on the Teacher Summary Rating form for two sequential years and is not recommended for dismissal, demotion, or non-renewal.

J. Professional Development

The Beginning Teacher will attend Teacher Talk sessions provided by the BTSP Plan Coordinator and/or Support Coach and should participate in any on-going, system-required, or specific, staff development activities during the initial licensure process in order to convert to a continuing license.

K. Conversion Process

Each May, through an automated process, the Licensure Section converts from initial to continuing the licenses of those teachers who are employed in LEAS and are eligible for conversion. The Chief Human Resources Officer/BT Coordinator is responsible for approving the conversion of the continuing license through this process. The Chief Human Resources Officer must verify that a teacher has taught three years, is rated proficient on all standards on the N.C. Teacher Evaluation Process, and the conversion is in compliance with current State Board Policy.

Due Process

Any teacher not recommended for conversion from an initial license to a continuing license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes.

L. Technical Assistance

Beginning Teachers will be provided any resources that are available, including, but not limited to: Superintendent/designee, Regional Education Facilitator, NE Collaborative to Support New Teachers, other central office staff, colleagues, state and regional consultants, IHE personnel, college course(s), seminar(s), observation of applicable teaching situations, etc. Non-human resources such as release time, materials, and equipment will be made available to BTs.

M. Cumulative File of the Beginning Teacher

A cumulative file containing the Professional Development Plan, observation information, Summary Rating Forms, Professional Development Plan, and Mentor Log, will be maintained during the school year in the Human Resources office. The information in this file may be maintained on a compilation of electronic programs such as True North Logic (NCEES), LINQ HR, and individual electronic files maintained by the school system.

When a beginning teacher transfers to another LEA, charter school, or non-public institution within the state, their beginning teacher licensure file will be transferred to that unit upon the request and authorization of the Beginning Teacher.

N. Annual Peer Review and Five Year Formal Review

Camden County Schools must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1 that includes evidence of demonstrated proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards. The Chief Human Resources Officer will be responsible for reviewing the Beginning Teacher Support Program Plan annually and providing a report to the Superintendent.

Every fifth year, Camden County will participate in a formal review of the Beginning Teacher Support Program conducted by the Department of Public Instruction. Any standard and/or key element not deemed at least proficient will be reported to the Department of Public Instruction. Camden County will participate in a regionally-based annual peer review and support system to ensure progression along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers.

Beginning Teacher Support Program Statement of Assurances

As a part of the desire to assist beginning teachers to demonstrate minimally acceptable levels of performance and to encourage these teachers toward continued professional growth, the following assurances are made:

1. That Camden County Schools pledges a strong commitment to the implementation of the Beginning Teacher Support Program for all beginning teachers.
2. That available resources, including staff development funds, will be allocated toward the implementation of an effective program.
3. That in accordance with state regulations, the Camden County Schools Beginning Teacher Support Program addresses procedures and policies currently being implemented for all beginning teachers.
4. That the Beginning Teacher Support Program is being implemented as a support system for all beginning teachers, in accordance with state guidelines.
5. That the mandates of the State Board of Education have been implemented.
 - “Beginning Teachers” will be provided with a qualified and well-trained mentor
 - A three day orientation is provided for each “Beginning Teacher” at the beginning of the school year or as teachers are hired.
6. That procedures are in place to assure efficient management of the program.
7. That a person has been designated to verify successful completion of the Beginning Teacher Support Program.
8. That the Superintendent has officially reviewed the plan.
9. That the Camden County Board of Education has approved the plan.

Signature of Superintendent

Signature of Board Chair

Date

Date