

**Perquimans County Schools
Beginning Teacher Plan
Fiscal Year Plan 2018-2019**

Purpose:

It is the desire of Perquimans County Schools to provide beginning teachers with the assistance needed to ensure their success in the teaching profession. In an effort to do this, Perquimans County Schools has implemented a comprehensive, research-based Beginning Teacher Program based on North Carolina State Board of Education Policy TCED-016.

The Director of Human Resources is available to assist a new teacher in several capacities. All first-year teachers are provided a three-day orientation in August. During the orientation, professional development is conducted in areas such as classroom management, licensure requirements, PowerSchool, testing, time management, curriculum and instruction, safety procedures, and evaluation processes and polices.

Beginning teachers meet monthly with the Beginning Teacher Support Team for professional development. The Human Resources Directors will work with Principals and District Directors to formally and informally observe/visit new teachers on a regular basis and use a Google Doc Mentor Log to communicate and reflect monthly. Additionally, all BT's will meet monthly with a Senior Level District Administrator to provide additional support. However, the most important assistance that is provided to beginning teachers comes from the mentors and principals serving each beginning teacher. They also participate in completing monthly mentor logs and school-based meetings.

The goal of Perquimans County Schools Mentoring Program is to provide trained mentors to meet General Assembly requirements and State Board Policy.

In addition to individual mentor assignments, Perquimans County Schools collaborates with NCDPI for support and is an active member of The Collaborative to support initially Licensed Professionals. These support partners have proven to be beneficial for beginning teachers, mentors and principals in each school.

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Perquimans County Public Schools-LEA Code 720
Beginning Teacher Support Program Plan for 2018-2019
State Board of Education Policy: TCED-016**

Introductions:

It is the desire of Perquimans County Schools to provide beginning teachers with the assistance needed to ensure their success in teaching. Policy TCED-016 states that all Local Education Agencies (LEAs) shall implement a Beginning Teacher Support Program (BTSP) and a Beginning Teacher Support Program Plan (BTSP Plan) that has been approved by the local board and NCDPI, and retained on file for review at the LEA site. 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 become successful educators. Other goals of the BTSP are to ensure that BTs meet the state's professional teaching standards; impact the learning of all students in distinguished ways and; choose to remain in the profession and become future master teachers, teacher leaders, skilled administrators and superintendents. The North Carolina Beginning Teacher Handbook will serve as a reference guide to assist with resources, templates and examples to successfully implement and maintain on-going support. <http://bit.ly/2he8r7Y>

The Human Resource Director works collaboratively with central office staff, principals, assistant principals, deans of students and mentors to ensure that Perquimans County Schools follows the guidelines and procedure outlines in TCED-016.

Beginning Teachers are defined as all teachers with an initial license with fewer than three years of appropriate teaching experience. All teachers who hold Initial Licenses (Formally Standard Professional I) are required to participate in a three year induction period with a formal orientation, mentor support, program requirements, observations and evaluation prior to the recommendation for Continuing License. Lateral Entry teachers will be granted a provisional license and be required to participate in the BTSP program for three years. Lateral Entry teachers will have three years to complete licensure requirements to obtain a Continuing License.

Teachers with three or more years of appropriate experience are not required to participate in the Beginning Teacher Support Program, nor are student service personnel, administrators, and curriculum-instructional specialists (e.g., media coordinators, counselors, speech language pathologist, and psychologist). Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the BTSP requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require Beginning Teacher Support experience.

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

The Human Resource Director is responsible for identifying and verifying all BTs 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 (normally defined as public school experience) in their initial licensure area. Licensure documentation is sent to the Human Resources Director for review and processing. All employment, licensure, professional development, observations and evaluation record are maintained in the office of Human Resources.
- 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 NCSBE requirements for all required licensure tests (see SBE Policy Manual).
- Beginning Teacher Licensure Conversion Process: Effective July 1, 2016, teachers who hold an Initial license are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved examinations have been passed, and the teacher has completed three years of teaching. 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. This information is shared with all BTs during New Teacher Orientation and throughout the year. BTs will sign a Beginning Teacher Licensure Conversion Form stating that they are aware of this process.
- 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. The Human Resources Director will use the template available in the North Carolina Beginning Teacher Support Program Handbook to complete this required LEA data.

Plan for implementing a sound BT Induction process

Perquimans County Schools provides an annual three-day orientation for all Initial Licensed teachers (Formally Standard Professional 1-Year 1) prior to scheduled teacher workdays at the beginning of each school year. According to GS 115C-325, for licensing purposes, a “year,” shall be not less than 120 workdays in a full-time permanent position. LEAs/Charters may also apply this to determining experience years for its beginning teachers. Each beginning teacher must attend all three days and will be compensated using state funds. If a beginning teacher is hired after the scheduled orientation, a make-up session is provided within the first ten days of employment. Perquimans County Schools will document that each BT attended orientation by completion of a sign-in sheet for each day.

Lateral Entry teachers must complete 5-days/40 hours of pre-service training prior to entering the classroom as the lead teacher. Lateral Entry teachers submit the Lateral Entry training log to the Teacher Development Director after completion of this training.

Announcement of/or introductions to mentors will also be embedded into the orientation. Mentors will be provided a check-off list of responsibilities to help guide the BT to become familiar with their school site. Principals and other stakeholders will also provide relevant information about on-going requirements and guidelines.

During the orientation, special emphasis will be focused on Perquimans County Schools goals, policies and procedures; presentation of services and training opportunities; copy of the BTSP and the process for achieving a continuing license; distribution and overview of the optional working conditions guidelines, Code of Ethics, NCEES training, NC Standard Course of Study, local curriculum guides, the safe and appropriate use of seclusion and restraint of students, technology rules, payroll procedures and available benefits to each employee and the State Board of Education’s Mission and Goals.

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

Perquimans County Schools will strive to ensure, where possible, that the following working conditions will exist for initially licensed teachers, particularly those in their first year of teaching:

Assignment in the area of licensure- The Director of Human Resources will review all hiring recommendations and accompanying documentation to ensure the teacher is matched to his/her licensure area.

- **A mentor is assigned early, in the licensure area and/or close proximity-**
The Director of Human Resources will work closely with the principal to establish the best matches of trained mentors to the Beginning Teachers. If a selected mentor is not trained, the mentor must agree to obtain the training immediately.
- **An orientation that includes state, district and school expectations-** The director of Human Resources will develop and conduct an orientation to address all areas cited in TCED-016.
- **Limited preparations-**Principals will work to create the best schedule possible for beginning teachers. The number of preparations will be limited to not overwhelm the BT.
- **Limited non-instructional duties-** Principals will monitor the number and type of duties and committees assigned to BTs. 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.
- **Limited number of exceptional or difficult students-**Principals, in collaboration with other administrators, data managers, Exceptional Children and English as the Second Language personnel, will monitor the number of exceptional or difficult students in the beginning teacher’s classroom.

No extracurricular assignments unless requested in writing by the beginning teacher.

-The beginning teacher shall provide to the Principal and Director of Human Resources a written statement for requesting extracurricular activities and assignments. 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, such as coaching and advising a club or service organization. The request will be maintained in the beginning teacher’s file at the Human Resources office and Human Resources shall take action in regards to the extracurricular assignments if the beginning teacher falls below proficient in an area of performance.

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

Mentor requirements will meet General Assembly and State Board Policy.

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.

In accordance with HB1030 section 8.32 (h) and (i) beginning teachers will be observed and evaluated using the North Carolina Educator Evaluation System (NCEES), which included the development of the Professional Development Plan (PDP). Before participating in the evaluation process every teacher must

complete training on the process. The training will be provided to beginning teachers during the orientation or within ten days of the beginning of the school year. Perquimans County Schools will provide late-hire beginning teachers with training within ten days of their employment.

Each beginning teacher is required to develop a Professional Development Plan (PDP) 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 for the beginning teacher's program 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. The plan shall be completed within the first ten days of the school year. 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. Administrators and mentors will review with the beginning teacher the plan to determine the progress of the beginning teacher and if any additional resources shall be required to achieve progress. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II and BTSP monitoring process.

Professional Development Plans

Individual Plan:

- Rated "Proficient" or higher on all standards.
- Teacher sets individual goals for growth.
- Administrator and teacher meet to discuss PDP 3 times – Beginning of the year, Mid-year, End-of-Year.

Monitored Plan:

- Rated "Developing" on one or more standards.
- Not recommended for dismissal, demotion, or non-renewal at this time.
- Administrator and teacher meet to discuss and set goals together – Meet at least 3 times (beginning of the year, mid-year, and end-of-year to review progress).

Directed Plan:

- Rated "Not Demonstrated" on any standard or Rated "Developing" on one or more standards for two consecutive years.
- Not recommended for dismissal, demotion, or non-renewal at this time.
- Administrator sets goals for teacher based on observations and documentation – meets with teacher to review the development plan. Meet at least 3 times to review progress.
- One school year or less to reach proficiency (as determined by the LEA).

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

It is the desire of Perquimans County Schools to provide beginning teachers with an array of support. The school system will provide support services through the required beginning teacher orientation and monthly Teacher Talk sessions. Monthly mentor logs are required and implemented through Google.doc. Formal and informal observations of beginning teachers by directors, administrators, peers and mentors shall indicate areas of need for support. Colleagues may observe needs in their constant association with beginning teachers. Beginning teachers may request additional assistance after identifying deficiencies through their own self-assessments. In addition, Perquimans County Schools collaborates with NCDPI for support and is an active member of The Collaborative To Support Initially Licensed Professionals. These support partners have proven to be beneficial for beginning teachers, mentors, directors and principals in each school by providing research-based best practices and procedures, website and trainings. Beginning teachers must complete any professional development required or prescribed.

A formal process for conducting observations and summative evaluations on all beginning teachers.

Perquimans County Schools will follow the required observations and evaluation as outlined in SBE policy and HB 1030.

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a

written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

- A. A formal observation shall last at least forty-five minutes or an entire class period. An informal observation shall be at least 20 minutes in duration
 - B. New teachers who have not been employed for at least three consecutive years
 - 1. The principal shall conduct a Comprehensive Evaluation Cycle which includes at least three formal observations of all new teachers.
 - 2. A peer shall conduct one formal observation of a new teacher.
 - C. Experienced Teachers (including those with career status) who have been employed for three or more years
 - 1. The principal shall conduct observations in accordance with one of the evaluation cycle types above for all teachers with greater than three years of experience.
- During observations, the principal and peer (in the case of a new teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers. Additional observations may occur at the discretion of the principal consistent with local board of education policy.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

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

The evaluation process of the Beginning Teacher Support Program is ongoing through a variety of methods and procedures to ensure a high quality program. The Director of Human Resources will meet on a regular monthly basis with all principals and directors within the system to collaborate and monitor the program (see Principal meeting agendas). Principals, teachers and other administrators are invited to attend monthly Teacher Talk sessions. The program will also be evaluated through a series of surveys sent to beginning teachers, mentors and principals. Surveys include the Teacher Working Condition Survey and the BT Survey sent out biannually. The Director of Human Resources will review results and provide feedback and support as necessary.

The Director of Human Resources will be responsible for updating the BTSP plan annually and resend to the Superintendent and the Board of Education members for approval.

The district will also complete a self-assessment and peer review evaluation as required by the North Carolina Department of Public Instruction. This is used to determine the strengths and areas of improvement of the Perquimans County BTSP to ensure program fidelity, quality, effectiveness and efficient management.

Every fifth year the North Carolina Department of Public Instruction will formally review the Beginning Teacher Support Programs to review evidence and verify that the program's proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring team will report any standards and key elements where programs are not deemed at least proficient to the Department of Public Instruction.

Programs that are rated developing on the standards continuum will be put on an improvement plan and reviewed more frequently to ensure that all beginning teachers are supported. In order to assist Perquimans County Schools in progressing along the Beginning Teacher Support Program continuum in providing the highest quality support to beginning teachers, the Director of Human Resources will participate in regional peer reviews, monitoring visits, webinars and other ongoing training opportunities.

Address how BT's personnel files are filed and secured.



The Director of Human Resources shall maintain a cumulative file for each beginning teacher. The information in the file may be maintained on a compilation of electronic programs such as the NCEES Observation Instrument, LINQ HR and individual electronic files maintained in the Perquimans County Schools' Human Resources database. The files shall contain at a minimum a certification of completion for orientation, letters regarding participation in extracurricular activities, beginning teacher self-assessments, Professional Development Plans, observations and summative evaluations, certificate of completion of the three-year induction program and various other beginning teacher documents. The Director of Human Resources will maintain Teacher Talk sessions attendance, agendas, and professional development opportunities; along with electronic mentor logs that contain reflections from the beginning teacher, mentor principal and Director of Human Resources. The Director of Human Resources will also maintain electronic and paper documentation of master list of BT's and Mentor assignments, Teacher Talk calendar for BTs and Mentors, Mentor Training Sessions (sign-in sheets); Professional Development information for mentors and lateral entry teachers.

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.

For files to be transferred, a request by the teacher of the employing LEA must be submitted to the Director of Human Resources. The transfer of the cumulative file will be completed within a reasonable time from the request. Perquimans County Schools shall maintain a copy of the beginning teacher's information for their personnel files.

Conclusion

The Perquimans County School System is committed to providing support to all beginning teachers using a variety of methods, procedures, partnerships and stakeholders. Working together, beginning teachers will meet the mandated requirements related to inductions, certification and success in the profession.

BTSP Coordinator:  Date: 9/05/18
School Board Chair:  Date: 09-25-18
Approved by the local School Board (date): August 27, 2018
Submitted to NCDPI (date): _____
Approved by NCDPI (date): _____