

Perquimans County Schools
Beginning Teacher Support Program Plan
2019-2020

Plan Overview:

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 will implement a comprehensive, Beginning Teacher Support Program (BTSP) in adherence to North Carolina State Board of Education Policy TCED-016. The primary goal is to assist beginning teachers to grow as successful educators through a structure of support designed to help them reach their full potential through mastery of the State's professional teaching standards in order to impact the learning of all students in distinguished ways, and choose to remain in the profession and become master teachers or teacher leaders, skilled administrators and superintendents.

Program Administration:

The Perquimans County Board of Education, school administrators, district level administrators, mentors, are committed to the effectiveness and success of the Beginning Teacher Support Plan. All stakeholders work to ensure a climate that values beginning teachers through a high quality mentoring and induction program.

The Human Resources Director and Beginning Teacher Coordinator work collaboratively with central office staff, principals, assistant principals, deans of students and mentors to ensure that Perquimans County Schools follows the guidelines and procedures in TCED-016.

The school system will implement the following criteria for identifying all teachers who will be required to participate and complete the BTSP

- Beginning Teachers are defined as all teachers with an initial license with fewer than three years of appropriate teaching experience (normally defined as public school experience).
- Teachers with less than three years of teaching experience are required to participate in the program for three years. According State Board of Education Policy LICN-001, a year is defined as not working less than six (6) calendar months in the fiscal year.
- 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).
- All teachers who hold Initial Professional Licenses 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 Professional License.
- An individual, including those who hold the Permit to Teach or Emergency License, may qualify for a one-year Residency License in a teaching area, with the option to renew twice, within no longer than a three-year period. All requirements to convert a Residency License to either an IPL or CPL must be completed before the expiration of the second renewal of the Residency License. Teachers with a Residency License will be required to participate in the Beginning Teacher Support Program.

Process for Identifying and Verifying Beginning Teacher Eligibility:

The Human Resources 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 records are maintained in the office of Human Resources.
- Teachers with less than three years of teaching experience are required to participate in the program for three years. According State Board of Education Policy LICN-001, a year is defined as not working less than six (6)

calendar months in the fiscal year. LEAs/Charters may also apply this to determining experience years for its beginning teachers.

- 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).
- Teachers with a Residency License must meet the following requirements: Hold at a minimum a baccalaureate degree has either completed 24 hours of coursework in the requested license area or passed the NCSBE required content area examinations for the requested licensure area; is enrolled in a recognized Educator Preparation Program (EPP), and meets all other requirements established by the NCSBE, including pre-service requirements prior to teaching. Teachers in their first year of their Residency License must receive 10 days of professional development from the school system designed to support a successful classroom experience and outlined in State Board Policy LICN 001.
- A Teacher who previously held a Continuing Professional License and whose license reverted to Initial Professional License is not required to participate in a Beginning Teacher Support Program, but must adhere to the requirements set forth in LICN-001 Section 1.20(5).
- An out-of-state teacher with more than three years of experience who does not provide effectiveness data as a part of the application for initial licensure in North Carolina shall only be eligible for an Initial Professional License, but is not required to participate in a BTSP.
- 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.

Beginning Teacher Licensure Conversion Process: To convert an Initial Professional License to a Continuing Professional License, a professional educator must:

1. Meet all testing requirements (see LICN-003(II)), and;
2. Meet all coursework requirements, if applicable (see LICN-001 Section 1.70).

Additionally, to convert an Initial Professional license to a Continuing Professional License, a teacher must participate in a Beginning Teacher Support Program (BTSP) if the teacher has fewer than three years of experience

Orientation:

Perquimans County Schools provides an annual three-day orientation for all newly hired beginning teachers prior to scheduled teacher workdays at the beginning of each school year. 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 or during the school year, a make-up session will be 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. The orientation will be organized by the BTSP Coordinator and include the following topics:

- Perquimans County Schools goals, policies and procedures;
- presentation of services and training opportunities;
- copy of the BTSP and the process for achieving a continuing licenses;
- develop and distribute optimal working conditions guidelines;
- North Carolina Teacher Code of Ethics;

- The North Carolina Teacher Evaluation Process;
- 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 Educations' Mission and Goals.

The BT Coordinator will ensure that the following documentation is maintained:

- Documentation that each beginning teacher attended an orientation.
- Documentation that orientation was conducted within two weeks of the teacher's first day of work in any school year.

Residency teachers must complete 10-days/80 hours of pre-service training prior to entering the classroom as the lead teacher. Residency teachers submit the Residency training log to the Human Resources Director after completion of this training.

Optimum Working Conditions for Beginning Teachers:

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 Human Resources Director and the BT Coordinator will work closely with the principal to establish the best matches of trained mentors for the beginning teachers. If a selected mentor is not trained, the mentor must agree to obtain the training immediately.
- **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.

Mentor Selection and Assignment:

Each initially licensed teacher will be assigned a mentor by the principal from the BT's school as an as possible after employment. The principal may discuss mentor assignments with the BT Coordinator prior to making the mentor assignments. The following guidelines will be followed, unless existing conditions prevent them from being implemented, in identifying and selecting teachers to serve as mentors:

Each year the BT is assigned a mentor.

The school system will select excellent, experienced, and qualified teachers to service as mentors.

- (1) Mentor teachers shall be either of the following:
 - a. Teachers rated through formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System.
 - b. Retired teachers.
- (2) The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to that new teacher, with priority consideration for those mentor teachers rated as "distinguished" and "accomplished." For the purposes of this policy, "distinguished" means a teacher has received ratings of distinguished on three of the five standards to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an Abbreviated Evaluation. For purposes of this policy, "accomplished" means a teacher has received ratings of accomplished or higher on three of the five standards to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an Abbreviated Evaluation.
- (3) If a principal determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.
- (4) A teacher may be a mentor at a different school building from which the mentor is assigned if the following criteria are met:
 - a. The principals of each school and the mentor teacher approve of the assignment.
 - b. The mentor teacher is rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System.
 - c. The new teacher's principal maintains a record of the reasons for selecting the mentor from a different school building.
- (5) LEAs may use the most recently available evaluation for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher.
 - a. Any teacher who is assigned to be a mentor to a beginning teacher must meet eligibility requirements in the year of the assignment. No mentor whose evaluation fall below the "proficient" level may continue to serve as a mentor to a beginning teacher, regardless of existing mentor-mentee relationships with the beginning teacher. Mentor assignment guidelines shall follow the expectation listed under the key features of Standard 2: Mentor Selection, Development, and Support for Beginning Teacher Support Program Standards.
 - b. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. The school system is responsible for providing training and support for mentors. The school system will train all mentors with programs developed by the Department of Public Instruction.

Professional Development Plans:

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.

The PDP is developed after the self-assessment. 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. At the beginning, middle and end of each year, formative assessment conferences including the BT, mentor, and principal, 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. Signatures of the BT, mentor, and principal are required for each formative assessment conference. Each year the BT completes a professional development required or prescribed by the school system.

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. The school district also partners with the New Teacher Support Program through East Carolina University to provide additional coaching support for beginning teachers. These support partners have proven to be beneficial for beginning teachers, mentors, directors and principals in each school by providing research-based best practices, procedures and trainings.

Process for Conducting Observations and a Summative Evaluation for all Beginning Teachers:

All beginning teachers shall be evaluated as outlined in the NCSBE policy establishing the Teacher Performance Appraisal process (see SBE Policy Manual and in accordance with HB 1030, Section 8.32(h) and (i); local Board of Education Policy 7810 Evaluation of License Employees and Policy 7811 Plans for Growth and Improvement of Licensed Employees. Teachers in their first and second years of teaching will have two (2) observations completed by the end of the first semester.

Plan for Participation in BTSP Monitoring:

Perquimans County Schools will participate with an approved BTSP plan in monitoring process conducted by the State. The process will monitor the school system for compliance with SBE policy TCED-16 and the local BTSP plan. Monitoring is completed on a five-year revolving cycle.

Plan for Participation in the BSTP Peer Review Process:

In order to assist the school system in progressing along the BTSP continuum to provide the highest quality support to beginning teachers, Perquimans County Schools will participate in a regionally-based annual peer review. The Peer Review process includes an annual self-assessment and a peer review with “a critical friend” (filed annually with NCDPI). Data from the annual peer review process will be summarized and analyzed by NCDI on a five-year cycle.

Beginning Teacher Personnel Files:

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 Beginning Teacher Coordinator 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 Beginning Teacher Coordinator. The Beginning Teacher Coordinator and the Human Resources Director 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.

BTSP Coordinator: _____ Date: _____

School Board Chair: _____ Date: _____

Approved by the local School Board (date): _____

Submitted to NCDPI (date): _____

Approved by NCDPI (date): _____