

Lexington City Schools (291)

Beginning Teacher Support Program

Processes to identify and document Beginning Teachers are as follows:

- Upon initial hiring, the HR Director reviews educational records or prior teaching assignments to determine placement in the BT Support Program.
- Beginning Teachers who meet the requirements of NCDPI's assignment of initial licensure are to ensure that they are hired in their area of expertise.
- The process for identifying which teachers will/will not be included in the program (based on appropriate experience and position held) is determined by verification of service from other counties where the BT may have been employed by the HR Department.
- The plan for documentation of required licensure tests requirement and the process for license conversion (coursework, exams passed, three years of teaching) is processed by the HR Department and monitored in an informal means by the BT Coordinator. The formal documentation is kept by the Licensure Specialist for meeting LCS requirements and DPI requirements. The final documentation is housed in each employee's personnel file.
- The process for collecting BT data for the State of the Teaching Profession in NC Report is by the HR Director.
 - Teachers with fewer than three years of experience
 - Student services personnel, administrators, and curriculum-instructional specialists are not required to participate
 - Once continuing license is earned in one area, additional teaching areas do not require a BTSP experience.

Three Year induction process overview

The Beginning Teacher Coordinator will organize and facilitate the Orientation for the school system. The Beginning Teacher Coordinator, along with Central Office Staff, Lead Mentors, etc. will conduct this Orientation/Induction. District level staff works collaboratively with new employees, principals, and Central Office staff to promote the values and requirements of the Beginning Teacher Support Program. This includes constant communication of changes in policy, avenues to increase support and to secure highly qualified teachers for our schools.

The system provides a three day orientation for all New Beginning Teachers prior to the regular work days for all other employees. Topics include:

- Overview of school's/system's goals, policies and procedures
- Professional Development/Training Opportunities in BTSP
- Copy of the BTSP and the process for achieving a continuing license
- Optional working conditions guidelines

- The North Carolina Teacher Evaluation Process
- The North Carolina Standard Course of Study
- Local Curriculum guides
- Classroom Management
- Lesson Planning
- Organization and time management
- Instructional Technology
- Parent Communication
- Information on the Exceptional Children’s Program and ESL Services in LCS
- The State Board of Education’s Mission and Goals
- Working Conditions Guidelines
- Local BT requirements and expectations
- Any other information as necessary for our district
- Sign in sheets as proof that each BT attended orientation

Beginning Teachers hired after the beginning of the school year will be provided an abbreviated orientation but the same material will be covered.

Beginning Teacher Working Conditions

To ensure Beginning Teachers have the opportunity to develop into capable teachers, Principals are kept up to date with the suggested optimal working conditions for new teachers. This review is given prior to the start of school each year. 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. The term “extracurricular activities” refers to those Beginning Teachers who are requesting additional extracurricular assignments, they are required to put this request in writing and submit this to the Principal showing their understanding of this information. This form is then forwarded to the Central Office and kept in the employee’s BT file.

Mentor Selection, Requirements, Training, and Assignment

Principals coordinate the Mentor/Beginning Teacher support system at the building level. Duties include:

- The Principal (or designee) will make recommendations to staff members about completing Mentor Training.
- The Principal (or designee) will keep the Director of Human Resources updated on the progress of the Beginning Teachers in his/her school.
 - Mentor selection criteria include input from a variety of stakeholder groups.
 - Mentor selection criteria are clearly articulated by program leadership.
 - Process for mentor application and selection is transparent and uniformly applied.
- The Principal (or designee) will assign a Lead Mentor and work with that person as they

support Beginning Teachers and Mentors at his/her school. One lead mentor at each school is compensated for their work throughout the school year.

- Mentors must be rated at least "proficient" level on NCEES (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation)
- 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.
- The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teacher with priority consideration for mentors rated as "distinguished" or "accomplished."
- Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the "proficient" level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships.
- A teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignments, the mentor is rated at least "accomplished," (received ratings of accomplished or higher on three of five standards including Standard 4 on the most recent summative, or on Standard 4 on an abbreviated evaluation) and the BT's principal maintains a record of the reasons for selecting the mentor from a different school building.
- 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.
- Training, based on the NC Mentor Standards and support is provided for mentors. Initial training is provided via the NCEES system and or the Regional Education Facilitator. Additionally mentors receive ongoing training to advance their knowledge and skills provided by the district.
 - Mentors focus their primary support on improving instruction and learning.
 - Mentors provide ongoing support and encouragement for the beginning teacher
 - Mentors have opportunities to participate in professional learning communities of mentoring practice.
 - Mentors support beginning teacher orientation and provide logistical and emotional support.

Professional Development Plans and Evaluations

Each Beginning Teacher is required at the beginning of the school year to develop a Professional Development Plan (PDP) based on the North Carolina Professional Teaching

Standards. The plan must include goals, strategies, and assessment of the Beginning Teacher's progress in improving professional skills. The Beginning Teacher begins this process by completing a Self-Assessment at the beginning of each school year.

Professional Development Plans are written collaboratively between the Beginning Teacher and his/her assigned mentor. Principals may require specific school level goals in addition to the self-reflective goals written by teachers. Once goals are approved by the Principal and mentor; the Beginning Teacher works towards successful completion of the goals. Goals are reviewed and amended as needed at Mid-Year by both the mentor and Principal (or designee). Final reviews are completed at the End of the Year by both the mentor and Principal (or designee).

Upon agreed system due dates for Initial, Mid-Year and End of Year Reviews, lists for PDP completion are sent to principals to ensure timely completion and signatures. Professional development plans (PDPs) must have signatures of the beginning teacher, mentor, and principal are required for each formative assessment conference. If there are concerns, principals are contacted. Where there may be teacher performance concerns upon the End of Year Review, teachers may be placed on monitored or directed plans for the following year with specific goals for completion. Monitored PDPs are written collaboratively between the Beginning Teacher and the Principal (or designee) while Directed PDPs are written and developed by the Principal.

Beginning Teachers will be *observed* three times annually by a qualified school administrator or a designee and at least once annually by a peer teacher and shall be *evaluated* at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instruction time and must be followed by a post-observation conference. One observation must be announced and a pre-observation conference is required. This type of observation is recommended to be held at the beginning of the school year in order for the Principal or designee to also discuss the Self-Assessment and PDP with the Beginning Teacher. The required observations must be appropriately spaced throughout the school year – with the first two observations occurring during the first semester. All persons who observe Beginning Teachers must be appropriately trained. A Summary Rating evaluation must be completed by the Principal on each Beginning Teacher near the end of the school year and a decision about renewal must be made in a timely manner. All beginning teachers are taught the formal evaluation process during BT orientation. In addition, Principals receive a review and updates before school begins.

Plan for participation in the BTSP Monitoring

Every fifth year the Department of Public Instruction will formally review Beginning Teacher Support Programs to review evidence and verify that program 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 NC Department of Public Instruction. Programs that are rated "developing" on the standards continuum will be put on a Technical Assistance Plan.

During the visit, areas will be identified for improvement. A work plan will be completed to show how and when we will work to improve our program. A Technical Assistance Plan will also be created to address the areas of concern as a follow-up. As a part of the monitoring process, Lexington City Schools will participate in yearly self-assessments and complete a peer review with a critical friend.

Statement on how BT's personnel files are filed and secured

All evaluation documents are kept in a separate file managed by HR while they are classified as a Beginning Teacher. Once they successfully finish the BT Program, the information kept in their BT file is transferred into their permanent employee file.

Plan for timely transfer of BT files to subsequent employing LEAs, Charter Schools, or Non-Public Institutions within the state

If an employee leaves our school system before finishing the BT Program, it is the employee's responsibility to have the receiving county request verification of program completion. Once this request is received, it will be faxed along with any necessary paperwork requested to the receiving district.

Include- Documentation of local board plan approval.

NOTE: *Signature OR Board minutes are acceptable forms of approval and should be attached.*

Further supporting documentation

Attached are specific school agendas and goals for beginning teachers 1 and 2 for Lexington City Schools.

BTSP Coordinator: _____ Date: _____

School Board Chair: _____ Date: _____

Approved by the local School Board (date): _____

Submitted to NCDPI (date): _____

Approved by NCDPI (date): _____