

LEA/Charter Beginning Teacher Support Program Plan

Overview of The Exploris School's Beginning Teacher Support Program

- Orientation in August
- Mentors trained and assigned early
- Mentor and director collaboration on Professional Development Plan
- Observations and feedback
- Professional development and coaching
- This Beginning Teacher Support Program Plan aligns with the five BTSP Standards within State Board Policy TCED-016.

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

The process must include beginning teachers who meet requirements for NCDPI's assignment of initial licensure, identifying which teachers will/will not be included in the program (based on appropriate experience and position held), assignment in the area of licensure, plan for documentation of required licensure tests requirement and the process for license conversion (coursework, exams passed, three years of teaching), and the process for collecting BT data for the State of the Teaching Profession in NC Report.

The school's Associate Directors will identify, verify, and monitor the progress of all teachers with fewer than three years of experience through the three years of induction. Beginning teachers will be assigned in their area of licensure. We will verify that these teachers have met the requirements for all required licensure tests as set out by the NCSBE. Teachers with an Initial License are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved exams have been passed, and three years of teaching have been completed. 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. We will complete the recent graduate survey by the Beginning Teacher and the employer survey by the associate director during the BT's first year of teaching.

2. Plan for implementing a sound BT Induction process

Plans must include three year induction process (120 workdays each year) that includes a formal orientation, required working conditions, the process for mentor selection, training, and assignment, the process for development and monitoring of the BTs' professional development plan, and required or prescribed professional development.

a. Orientation

Orientation must be provided, attended, and documented within two weeks of the beginning teacher's first day of work. At a minimum the orientation must include: an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; a copy of the BTSP and the process for achieving a continuing license; develop and distribute optional working conditions guidelines*; the North Carolina Teacher Evaluation Process (NOTE: A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process); the NC

LEA/Charter Beginning Teacher Support Program Plan

Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; and the State Board of Education's Mission and Goals.

Orientation is within the first two weeks of the teacher's first day of work, including late hires. Attendance at orientation will be documented. The orientation will include the following topics, among other things:

- Overview of The Exploris School's teaching philosophy, common instructional practices, curriculum, services, programs, goals, and procedures
- Available services and training opportunities
- Review of the Exploris Personnel Handbook and any additional policies and procedures
- Team and culture building
- Introduction to the Exploris Teacher Evaluation and Feedback rubric as well as a calendar of the Exploris evaluation cycle
- Assignment of teacher mentors and plan for BT support. Mentors meet the requirements of GS115C-296(e). Mentor training, based on the NC Mentor Standards, and support will be provided for mentors. Mentors are assigned early and in close proximity.
- Legal and safe practices for seclusion, restraint, and implementation of accommodations for identified students
- BTs have limited preps, limited non-instructional duties, and limited difficult students.
- A copy of the BTSP and the process for achieving a continuing license will be given to BTs
- Optimal working conditions guidelines
- NC Teacher Evaluation Process
- NC Standard Course of Study
- The State Board of Education's Mission and Goals
- Beginning Teachers will have no assigned extracurricular duties unless requested in writing by the BT

Explain the process for ensuring that beginning teachers have: mentor assigned early, and in close proximity; limited preparations; limited non-instructional duties; limited number of exceptional or difficult students; and no extracurricular assignments unless requested in writing by the beginning teacher.

A mentor is assigned early, in the licensure area, and in close proximity. The Associate Directors will work to establish the best matches of mentors to Beginning Teachers. Mentors are determined to be at least proficient on annual evaluations. Retired teachers are eligible to serve as mentors. In some instances, where a trained mentor does not exist in the same licensure area or the teacher is a specialist in the school, a mentor may be assigned from a different area, with priority considerations for teachers who are accomplished or distinguished. If the director determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the director will maintain records of the reasons for that determination. The director will 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. 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 campus from which the mentor is assigned if the directors and the mentor teacher approve the assignment, the mentor is rated at least "accomplished", and the BT's director maintains a record of the reasons for selecting the mentor from a different campus.

LEA/Charter Beginning Teacher Support Program Plan

b. Mentor Selection, Training, and Assignment

Describe the mentor program including the process for selecting appropriate mentors (based on SBE policy and GS 115C-296(e) requirements concerning mentors' NCEES evaluation and student growth expectations), mentor assignment and guidelines, and training and support provided for mentors.

Mentors are identified based on the three areas identified by the SBE – successful teaching, commitment, and preference. Mentors meet the requirements of GS115C-296(e). Mentors must be deemed proficient by having few areas for growth noted on the Exploris Teacher Reflection and Feedback Rubric. Retired teachers are eligible to serve as mentors. The Associate Directors will determine which mentor teacher best meets the needs of each new teacher and shall assign the appropriate mentor teacher. If the Associate Director determines that a retired teacher is the most appropriate mentor teacher, she shall retain records of the reasons for that determination. Exploris will use the most recent evaluation data. Teachers without 2 or more years of consecutive evaluation data are not eligible to serve as mentors unless they are retired. Teachers who are assigned to be a mentor must meet eligibility requirements in the year of the assignment. A teacher may be a mentor at a different school building if the Associate Directors and the mentor teacher approve the assignment, the mentor is deemed at least accomplished, and the Directors maintain a record of the reasons for selecting the mentor.

Mentor Assignment Guidelines shall follow Beginning Teacher Support Program Standard 2:

Selection criteria include input from a variety of stakeholder groups and are clearly articulated. The mentor application and selection process is transparent and uniformly applied.

Mentors support beginning teacher orientation and provide logistical and emotional support. Mentors focus their primary support on improving instruction and learning. Mentors provide ongoing support and encouragement for the beginning teacher.

Mentor training, based on the NC Mentor Standards, and support will be provided for mentors. Mentors participate in on-site Mentor Training which includes support with procedures, documentation, roles, responsibilities, relationship-building, and expectations. Mentors receive ongoing training to advance their knowledge and skills. Mentors have opportunities to participate in professional learning communities. The Associate Directors will meet with the beginning teacher and mentor at least three times per year to assess the need for further support. Mentors will document their support meetings with their mentee and submit these logs to the director monthly.

c. Professional Development Plans

Describe the process through which the beginning teacher collaborates with his/her principal and mentor to develop a PDP. Include how the PDP requirements are met and monitored in the LEA/Charter School.

LEA/Charter Beginning Teacher Support Program Plan

Each beginning teacher collaborates with his/her mentor in the creation of the PDP. The beginning teacher meets with the Associate Director by September 30 to share and discuss the PDP. The PDP is based on NCPTS and must include goals, strategies, and assessment of the BT's progress in improving professional skills. Formative assessment conferences are held at the beginning, middle, and end of each year, including BT, mentor, and associate director, to reflect on progress of BT in meeting goals. Signatures of BT, mentor, and principal are required for each formative assessment conference.

d. Professional Development

Describe the process for determining required and/or prescribed professional development for beginning teachers.

Beginning teachers receive professional development on core instructional practices at The Exploris School such as project based learning and standards based grading. This professional development takes place during orientation. Beginning teachers also participate in schoolwide professional development opportunities based on the needs of the current staff. If additional, individualized support is needed, the director provides beginning teachers with additional professional development in the form of coaching, outside workshops, or small group studies.

3. A formal process for conducting observations and summative evaluations on all BTs

Provide details on the process that ensures each beginning teacher receives the required observations and evaluation as outlined in SBE policy (Teacher Performance Appraisal process), General Statute and HB 1030.

Beginning Teachers receive observations over the course of the year. All teachers, directors, and evaluators receive training on the process. Within the first two weeks of the first day of work of every school year, the teacher receives the a rubric for evaluating teachers, the evaluation policy, and the schedule for completing all components of the evaluation process. The first observation is completed by the mentor with a post-conference. The subsequent evaluations are completed by the director and/or her designee with pre- and post-conferences. There are a total of three administrative observations (observations must last 45 minutes or entire class period, first observation must have a pre- conference and all most have a post-conference within 10 days), one peer observation, one summative evaluation annually. Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by evaluations. For BT1s and BT2s, at least two observations must be conducted in the first semester of the school year, and if practicable, at least one of those observations shall be within the first grading period. For BT1s and BT2s, at least one of the three annual administrative observations must be conducted by the principal.

LEA/Charter Beginning Teacher Support Program Plan

4. Plan for participation in BTSP Monitoring

Describe the plans for compliance with the BTSP Monitoring process (completed on a five-year revolving cycle) and technical assistance provided based on monitoring results to address areas of concern (if necessary).

We participate in and work toward demonstration of proficiency in BTSP Monitoring for compliance with State Board Policy. We participate annually in the BTSP Peer Review Process.

5. Plan for participation in the BTSP Peer Review Process

Include the process in place in the LEA/Charter School for completing the annual Peer Review Self-Assessment and annual Peer Review process.

At least one Associate Director will attend regional meetings to participate in the cohort and Peer Review process. Further communication and collaboration with partner schools will occur in whatever manner is preferred by the Regional Ed Facilitator and works well with peer schools. The Exploris School will participate in the BTSP Monitoring process to demonstrate proficiency and compliance with State Board Policy.

6. Statement on how BTs' personnel files (files that include the teacher's PDP and performance evaluation report(s)) are filed and secured.

The beginning teacher files will be placed in a secure, locked filing cabinet by the Associate Director. If the teacher leaves Exploris during the three years of induction, the file will be forwarded to the new LEA or charter school if applicable. If not, the file will be placed on hold until the teacher returns to Exploris or another school.

7. Plan for a timely transfer of BT files to subsequent employing LEAs, Charter Schools, or non-public institutions within the state.

When the cumulative file is requested by another LEA, charter school, or non-public institution within the state, the Director will handle the file transfer in a timely manner and with the teacher's written authorization.

LEA/Charter Beginning Teacher Support Program Plan

BTSP Coordinator: _____ Date: _____

School Board Chair: _____ Date: _____

Approved by the local School Board (date): _____

Submitted to NCDPI (date): _____

Approved by NCDPI (date): _____