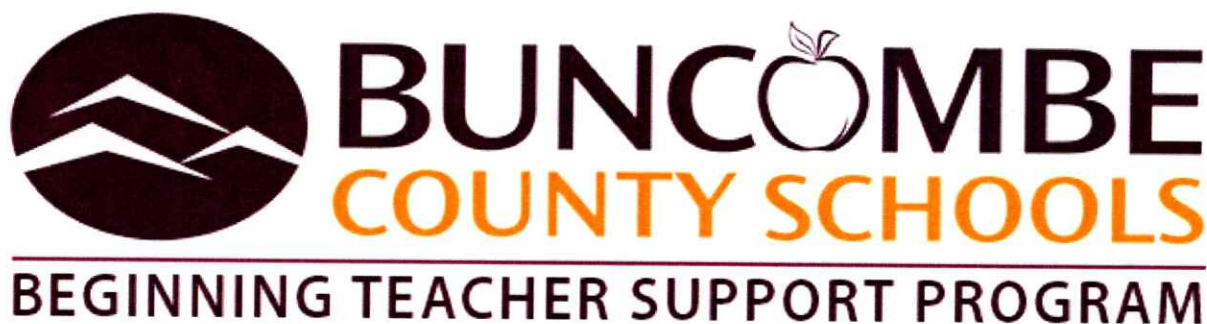




Beginning Teacher Support Program Plan

Overview

Buncombe County Schools (BCS) implements a sound Beginning Teacher Support Program (BTSP) in accordance with the North Carolina State Board of Education (SBE) Policy TCED-016. The BTSP aligns with the NC BTSP Standards and is monitored by the NC Department of Public Instruction.

The BTSP is a required three-year induction program that provides a comprehensive support model for beginning teachers (BTs) with fewer than three years of teaching experience. Student services personnel, (e.g., media coordinators, counselors, administrators, and curriculum-instructional specialists) do not require a BTSP experience.

Goals

A primary goal of the BTSP is to help BTs improve their skills, build confidence to become successful educators, and reach their fullest potential. Additional goals of the BTSP ensure that BTs:

- meet the NC Professional Teaching Standards;
- impact the learning of all students in distinguished ways;
- choose to remain in the profession; and
- become future master teachers, teacher leaders, skilled administrators and superintendents.

BT Identification, Verification, and Documentation Process

BCS has a documented process for identifying and verifying all BTs. Primary coordination exists between the Human Resources Director, Licensure Specialist, and the BTSP Specialist.

- Teachers with three or more years of appropriate experience are not required to participate in the BTSP , nor are student services personnel (media coordinators, counselors), administrators, and curriculum-instructional specialists
- Once continuing license is earned in one teaching area, additional teaching areas do not require a BTSP experience
- BTs must be assigned in their area of licensure
- The BT must follow NCSBE requirements for all required licensure tests (SBE Policies LICN-001 and LICN-003)
- 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.
- Collect BT Data for the State of the Teaching Profession report (GS 115C-12(22) and GS 115C-299.5) LEAs only – not charters
- The Licensure Specialist identifies and verifies the teachers' licensure documentation. BTs are assigned in their area of licensure. The BT status is confirmed and recorded in the Human Resource Management System (HRMS).
- BTs 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 fulfilled. NCSBE requirements are followed for all required licensure tests.
- The HR Director (or designated staff) will collect BT data for the annual State of the Teaching Profession Report.

Graduate and Employer Surveys:

- Completion of the recent graduate survey by the beginning teacher (BT) and the employer survey by the principal of the school during the BT's first year of teaching following the completion of an approved Educator Preparation Program (EPP) as part of the requirements to measure the performance of EPPs stated in GS 115C-269.35. The surveys will be administered at the end of the applicable year.
- Principals of the school during the BT's first year of teaching will complete the employer survey at the end of the BT's first year of teaching.
- The surveys are part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in GS 115C-269.35.

II. BTSP Induction Process Orientation

BCS implements a three-year induction program for BTs with fewer than three years of teaching experience. The BTSP ensures every BT participates in a formal orientation within two weeks of the teacher's first day of work (including late hires) Records of orientation and teachers' attendance are documented annually.

- Teachers with fewer than three years of experience; regardless of licensure type and licensure pathway (e.g., temporary license, residency license, and initial professional license) are required to participate in the NC Beginning Teacher Support Program for three years.

In accordance with NC policy, orientation includes (at a minimum) the following topics:

- State Board of Education's Mission and Goals
- BCS goals, policies, and procedures
- A copy of the BTSP and the process for achieving a continuing license
- Mentor support
- Program services
- Professional Development opportunities
- NC Standard Course of Study & local curriculum guides
- NC Professional Teaching Standards and NC Teacher Evaluation Process (NCEES)
- Safe and appropriate use of seclusion and restraint of students
- Documentation that each BT attended orientation
- Working conditions:
 - Limited preparations
 - Limited non-instructional duties
 - Limited number of exceptional or difficult students
 - No extracurricular assignments unless requested in writing by the BT
 - Mentor assigned early, and in close proximity
- Licensure Conversion Process:
 - 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.

Required Working Conditions

BCS supports the following working conditions outlined in TCED-016 to ensure BTs have the opportunity to develop into highly effective educators:

- Assignment in area of licensure
- Mentor assigned early (and if feasible, in close proximity and in the licensure area of the BT)
- Limited preparations (i.e., upon feasibility of the school's faculty or structure)
- Limited number of exceptional or difficult students (no more than veteran teachers in the same setting)
- Limited *non-instructional duties
- No *extracurricular assignments unless requested in writing by the BT

***Mentor Program: Mentor Selection, Assignment, and Development**

The BTSP includes a Mentor Program established to provide ongoing support for new teachers. Each year, the BT is assigned a mentor meeting the requirements listed below, as outlined in TCED-016.

- The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher who meets the following requirements:
 - Rated at least "proficient" level on NCEES.
 - Priority consideration rated as "accomplished or distinguished" level on NCEES.

Proficient means a teacher has received ratings of proficient on three of five standards on the most recent summative evaluation *or* on Standards 1 and 4 on an Abbreviated Evaluation.

Accomplished means a teacher has received ratings of accomplished on three of the five standards to include Standard 4 on the most recent summative evaluation *or* Standard 4 on an Abbreviated Evaluation.

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* Standard 4 on an Abbreviated Evaluation.

- Retired teachers are eligible to serve as mentors. 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 district 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.
- 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 assignment,
 - 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 evaluation, 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

Mentor Professional Development

BCS recognizes that mentors need the knowledge, skills, and dispositions to perform their mentoring role.

Mentor Role includes:

- supporting beginning teacher orientation;
- providing logistical and emotional support;
- focusing their primary support on improving instruction and learning; and
- providing ongoing support and encouragement for the beginning teacher.

The BTSP will provide professional development opportunities to help mentors be successful

- Initial training regarding their role as mentors and their responsibilities in the induction program.
- Ongoing training will be made available to advance their knowledge and skills.

- Mentors will have opportunities to participate in professional learning communities of mentoring practice.

The BTSP, in conjunction with NCDPI's BTSP resources, provide an avenue of ongoing professional development opportunities to support mentors. The BTSP ensures all mentors receive mentor training and have access to resources to support their role.

BT Professional Development Plan

Each year, the BT is required to develop a Professional Development Plan (PDP) in collaboration with his/her principal (or the principal's designee) and mentor. The plan is part of the NCEES process and is based on the North Carolina Professional Teaching Standards. PDPs must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills.

Formative assessment conferences are held at the beginning, middle, and end of each year, including BT, mentor, and principal, to reflect on progress of BT in meeting goals. Signatures of the BT, mentor, and principal are required for each formative assessment conference.

BT Professional Development

The BTSP three-year induction program includes opportunities for professional growth and development intended to further enhance BTs' knowledge, skills, and dispositions. Each year, the BT completes any professional development (PD) required or prescribed by BCS. PD may come from a variety of sources: district, school, program/department, etc. Funding is allocated to provide BTs designated time to observe master teachers.

III. Formal Observation and Evaluation Process

NCEES is used as the formal process for conducting observations and completing a summative evaluation on all BTs:

- All teachers, principals and peer evaluators must complete training on the process.
- Within the first two weeks of a teacher's first day of work every school year, the teacher will receive a rubric for evaluating NC teachers, the evaluation policy, and the schedule for completing all components of the evaluation process.
- Three administrative observations (observations must last 45 minutes or entire class period, first observation must have a pre-conference and all must have a post-conference within 10 days), one peer observation, one summative evaluation annually.

- For BT 1s and BT 2s, 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 BT 1s and BT 2s, at least one of the three annual administrative observations must be conducted by the principal.
- Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by ratings.

IV. BTSP Monitoring

- The BTSP Plan will participate in and demonstrate proficiency in the BTSP Monitoring process for compliance with State Board Policy TCED-016.

V. BTSP Peer Review Process

- The BTSP will participate in the Peer Review process, which includes an annual self-assessment and peer review with a critical friend. Both reports are filed annually with NCDPI.

VI. BT Personnel Files Statement

- Personnel files of BTs are secured electronically in HRMS and in the NC Educator Evaluation System (NCEES).

VII. Transfer of BT Files

- A timely transfer of BT files to subsequent employing LEAs, charter schools, or non-public institutions within the state, upon request.

As outlined in TCED-016, the BTSP Plan must be approved by the local Board of Education.

_____ Date _____

Interim Superintendent, Dr. Jennifer Reed

_____ Date _____

School Board Chair, Mr. Rob Elliot