

**ORANGE COUNTY
BOARD OF EDUCATION
AGENDA ITEM ABSTRACT**

Meeting Date: August 22, 2011

AGENDA ITEM No. 11-08-(2)-10

ACTION ITEM: (Y/N) Y

SUBJECT: Beginning Teacher Support Program Plan

INFO. CONTACT: Ms. Marcie Holland, Asst. Supt. for Human Resources **PHONE:** 919-732-8126

ATTACHMENT: 1. State Board of Education (SBE) Policy TCP-A-004: Policies on the Beginning Teacher Support Program
2. Orange County Schools' Beginning Teacher Support Program Plan

PURPOSE: To present the Beginning Teacher Support Program Plan for approval.

BACKGROUND: North Carolina State Board of Education Policy requires each school system to have a Beginning Teacher Support Program Plan in place. The plan must be approved by the local board of education. Per SBE policy, the plan must address the following components:

- designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- address compliance mentor selection, assignment, training, and optimum working conditions for beginning teachers identified by the SBE.
- provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- 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.
- provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
- provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).
- describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- document that the local board of education has adopted the LEA plan

FINANCIAL IMPACT: Implementation of the Beginning Teacher Support Program Plan is supported by federal, state and local funds. The costs include the salaries of the part time mentors, substitutes for beginning teachers as needed, printing costs, and meeting costs. The average annual cost is \$50,000.

RECOMMENDATION: The Superintendent recommends the Board of Education approve the Beginning Teacher Support Program Plan.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-004

Policy Title: Policies on the Beginning Teacher Support Program

Current Policy Date: 11/04/2010

Other Historical Information: Previous Board dates: 03/05/1998, 11/05/1998, 06/11/2003, 2/5/2004, 01/05/2006/08/03/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM

4.00 Induction Requirements

Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure.

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require a Beginning Teacher Support Program experience.

4.10 Assignment/Experience Requirements

It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.

4.20 Beginning Teacher Professional Development Plan

Each beginning teacher is required to develop an Individual Professional Development Plan 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 of the beginning teacher's progress 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. 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. 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 monitoring process.

4.30 Optimum Working Conditions for Beginning Teachers

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- 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.

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 activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

4.40 Orientation

Orientation must be aligned according to the Mentor Program Standards

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies,

and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the North Carolina Teacher Evaluation Process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Mission and Goals.

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support.

4.55 Mentor Training

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Standards for Mentor Training are attached to this policy.

4.60 Observations/Evaluation

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a 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 instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

4.80 Beginning Teacher Support Program Timetable

Year 1	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ is assigned a mentor ▪ is provided an orientation ▪ develops a Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 2	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation

Year 3	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
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4.90 Conversion Process

Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately.

When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a Standard Professional 2 license for it to be granted. A principal must rate a probationary teacher "as proficient" on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a Standard Professional 2 license.

4.100 Due Process

Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.

4.120 Beginning Teacher Support Program Plans

Each LEA must develop an annual plan and to provide a comprehensive program for beginning teachers. This plan must meet the Beginning Teacher Support Program Standards. Plans must demonstrate that the Beginning Teacher Support Program is proficient on each standard and

element. The Beginning Teacher Support Program is aligned to the standards and assessed according to the continuum.

This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program shall submit a Beginning Teacher Support Program Plan to the SBE for approval. The plans must:

- (1) describe adequate provisions for efficient management of the program.
- (2) designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- (4) address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) 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.
- (9) provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
- (10) provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).
- (11) 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.
- (12) describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- (13) document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

The plan must be on file for review at the LEA, charter school, or non-public institution.

4.130 Beginning Teacher Support Program Annual Reports Annual Peer Review and Process and Five Year Formal Review Reports

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1 that includes evidence of demonstrated

proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards. The format of the report follows.

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 should 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 should be put on an improvement plan and re-reviewed more frequently to ensure that all beginning teachers are supported.

In order to assist LEAs in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, LEAs will participate in implementing a regionally-based annual peer review and support system.

Orange County Schools Beginning Teacher Support Program Plan

G. Patrick Rhodes
Superintendent

Marcie Holland
Assistant Superintendent, Human Resources

Donna Coffey
Chairman, Board of Education

Date Approved

Orange County Schools

Beginning Teacher Support Program Plan

In compliance with provisions established by the North Carolina State Board of Education, the following components of the Beginning Teacher Support Program Plan will be implemented by Orange County Schools.

- Management of the program

The Beginning Teacher Support Program operates within the Human Resources Department of the Orange County Schools. The Assistant Superintendent for Human Resources is responsible for the development, implementation, and management of the Beginning Teacher Support Program.

The Assistant Superintendent for Human Resources will monitor the progress of all beginning teachers through the required three year induction period. At the end of each year, the status of each beginning teacher will be reviewed and verified, and the teachers with three years of experience who meet all licensure criteria will be approved to move from a Standard Professional I license to a Standard Professional II and notification will be sent to the Licensure division of Department of Public Instruction.

- Formal Orientation

Orange County Schools will provide an orientation to all beginning teachers new to the system. All first year teachers will attend the Beginning Teacher Institute, which will be held prior to the first scheduled teacher workday for all staff. The Institute will consist of two full days of training including an introduction to the school system and to the teacher evaluation process, with the remainder of the training focusing on curriculum and instruction, classroom management skills, and professional development opportunities. A third day will be school-based for beginning teachers to work with site based staff in acclimating them to their classrooms and school.

Beginning teachers will also meet as a group throughout the school year for continued support.

Lateral entry teachers who are required to participate in 80 hours of training will participate in the Beginning Teacher Institute as well as working central office staff and school based staff on several other days. These days will be focused on curriculum and instruction with an emphasis on the Standard Course of Study, unit and lesson planning, multiple instructional strategies and assessment.

Beginning teachers employed after the start of the school year will participate in a one-on-one orientation with the Assistant Superintendent for Human Resources.

If the new hire is lateral entry, a program of study will be designed to meet the needs of the individual as well as the 80 hour mandate.

- Optimum working conditions

The Assistant Superintendent for Human Resources will provide information to principals regarding the State Board of Education's Optimum Working Conditions which are listed below. Principals will be encouraged to make assignments for beginning teachers that comply with these Conditions.

- Assignment in the area of licensure;
- Mentor assigned early, in the licensure area, and in close proximity;
- Orientation that includes state, district, and school expectations;
- Limited preparations;
- Limited non-instructional duties;
- Limited number of exceptional or difficult students;
- Extracurricular activity assignments limited to those requested by the beginning teacher in writing.

- Mentor selection

Two district level mentors work with beginning teachers. In addition, school based 'buddy' teachers are selected to work with individuals teachers. Principals select the buddy teachers for beginning teachers. Components considered when selecting the buddy teachers include but are not limited to: successful teaching experience as evidenced by appraisal ratings, and principal and peer recommendations; willingness to serve as a mentor as evidenced by participation in ongoing professional development; specific training in mentor standards and other staff development deemed relevant. The Assistant Superintendent for Human Resources will review the buddy teacher assignments and work with principals if changes are needed.

- Principal Involvement

School Administrators will be involved in the selection of buddy teachers. They will provide support as needed to the induction process, including facilitating school visits and work sessions for their new teachers. Principals and assistant principals will visit frequently in the classrooms of beginning teachers on both a formal and informal basis. Principals will notify the Assistant Superintendent for Human Resources regarding any concerns with the performance of beginning teachers.

School administrators will also create a culture within their schools that supports all teachers, including beginning teachers, through the implementation of professional learning communities.

- Evaluation

Beginning Teachers, per NC General Statute and State Board of Education policy, are observed and evaluated using the instruments adopted by the State Board of Education for such purposes. Observations will be conducted by the principal or his/her designee three times a year and by a peer once a year. All observations will be conducted by individuals trained in the teacher evaluation process.

The summative evaluation will be completed by May 10 each year and sent immediately to the Assistant Superintendent for Human Resources to be used in making decisions regarding employment. Copies of all formal observations, the summative and Individualized Growth Plan for beginning teachers will be stored electronically using the online teacher evaluation system as required by the State Board of Education.

- Professional Development Plan

The components of the beginning teacher's Professional Development Plan (PDP) will be introduced during the Beginning Teacher Institute teacher evaluation training. The PDP will be completed in conjunction with the school based administrator within the first quarter of the school year. Progress of the teacher on the goals stated on the document will be reviewed at mid-year and year-end. Progress of the teacher on the goals stated on the document will be reviewed at least three times a year by the mentor and administrator.

- Services and Technical Assistance

Beginning teachers in need of assistance will be identified as follows:

When anyone working with a beginning teacher realizes there may be an area in which she or he needs assistance, contact will be made with the school's Principal or the Assistant Superintendent for Human Resources. The Principal and Assistant Superintendent will work together to determine the best route of assistance for the beginning teacher. Several sets of eyes and hands may be necessary to offer the support needed. Everyone works together as a team to ensure the beginning teacher develops the necessary skills and knowledge needed to positively impact student learning and sustain progress.

- Beginning Teacher File

The cumulative beginning teacher file will be kept by the Assistant Superintendent for Human Resources and will be updated at the end of each year. If the teacher leaves Orange County Schools during the three years of induction, the file will be forwarded to the new LEA if applicable. If not, the file will be placed on hold until the teacher returns to Orange County Schools or another LEA.

When the cumulative file is requested by another school system, it will be sent to the designated contact person for beginning teachers by the system making the request. The Assistant Superintendent for Human Resources will ensure that it is sent through the mail within two weeks of receipt of the request.

- **Beginning Teacher Support Program Evaluation**

The Orange County Schools' Beginning Teacher Support Program will be evaluated through a series of surveys sent to first, second and third year teachers. The surveys will be reviewed and changes made to the program for the following year based on their feedback and current research.

In addition to the district level evaluation, the Beginning Teacher Support Program will be evaluated each year by a "peer review" process that is set up by the NC Department of Public Instruction. Every 5 years, there will be a formal audit of the Beginning Teacher Support Program completed by the NC Department of Public Instruction.