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TO: Board of Education

FROM: Tracy Grit

DATE: January 10, 2022

SUBJ: Consent Agenda (Beginning Teacher Audit)

On October 7, 2021, Montgomery County Schools received a Department of Public Instruction Beginning Teacher Support Program Monitoring. The program was in good standing and received good marks on nearly all instruments. The auditors expressed a great deal of excitement about our Homegrown Teacher and Homegrown Instructors program and the district's strides, with Ms. Donna Kennedy supporting the beginning teachers. The auditors also requested to use a template created by Ms. Felicia Ward as a tracking tool for other areas of the state. Overall we were pleased with the audit.

The auditors found two areas in which we can improve. 1. We missed a signature on the Professional Development Plan, and 2. One of our observations extended beyond the ten days needed to sign by a principal. Both of the findings directly resulted from COVID-19 and staffing issues; however, we created a plan to address this as a whole. Attached, you will see the audit and our strategies for improvement in the two areas recognized. Again, this is a great audit, and Ms. Kennedy and Ms. Ward do an outstanding job to support our Beginning Teachers.

If you should have any questions, please feel free to reach out to me any time.

Sincerely,

Tracy Grit
Associate Superintendent for Operations and Human Resource
Montgomery County Schools

Beginning Teacher Support Program
Monitoring Instrument

NC State Board of Education Policy TCED-016, in compliance with LICN-001, LICN-003, EVAL-004, GS 115-12(22), GS 115C-299.5, GS 115C-269.35, GS 115C-333(a), GS 115C-333.1(a), and GS 115C-300.1
For BTSP Monitoring occurring during the 2021-2022 school year.
Beginning Teacher records and program documentation reviewed from 2020-2021 school year.

Public School Unit*:	**Montgomery County Schools**
Date of Monitoring:	**October 7, 2021**
*Any LEA, charter school, laboratory school, or innovative school which is supported by state funds	

Number of Beginning Teachers (Year 1, 2, 3)	Number of BT Files to provide access for Monitoring Team	Percentage of BT Files to be reviewed	Number of BT Files to be reviewed
(to be provided by PSU)	All	30%*	(to be calculated by REF)
BT1s: 12			14
BT2s: 17			
BT3s: 15			
Total: 44			
*The expectation is that 100% of the Beginning Teacher files are in compliance with policy.			

Beginning Teacher Support Program (BTSP) Requirements - *The purpose of the BTSP is to provide support to new teachers entering the profession. Every public school unit must have a BTSP and a Beginning Teacher Support Program Plan (BTSP Plan) that has been approved by the local board* and NCDPI, and on file for review at the public school unit or non-public school unit. The BTSP plan must be aligned to the Beginning Teacher Support Program standards and, when monitored, must demonstrate proficiency. A template is provided to guide Coordinators in the development and approval of the BTSP plan in the North Carolina Beginning Teacher Support Program Handbook.*

**For laboratory schools, the university chancellor provides local board approval.*

Developing	Proficient	Accomplished	Distinguished
☒The PSU has worked towards development of a BTSP Plan.	. . . and ☒A Beginning Teacher Support Program is in place. ☒A Beginning Teacher Support Program Plan (BTSP Plan) is in place ☒that has been approved by the local board and NCDPI, ☒and on file for review at the public school unit or non-public school unit ☒The BTSP plan must be aligned to the Beginning Teacher Support Program standards	. . . and ☒ The PSU assesses the impact of the BTSP on BTs. ☒The PSU uses the BTSP Plan to drive decision making in reference to Beginning Teacher support. ☒The PSU revises the BTSP Plan as needed after submission and approval. ☒The PSU collaborates with PSU peers to continually revise the BTSP Plan to meet changing needs.	. . . and ☒The PSU collaborates with EPPs to continually revise the BTSP Plan to meet changing needs. ☒The PSU formally solicits input about the BTSP from BTs annually. ☒The PSU formally solicits input about the BTSP from mentors annually.

BTSP Plans shall include the following:

1) A documented process for identifying and verifying all BTs. That process must consider the following:

-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).

- 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 Beginning Teacher Data for the State of the Teaching Profession in North Carolina Report: For purposes of GS 115C-12(22) and GS 115C-299.5, 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 template for this data are available in the North Carolina Beginning Teacher Support Program Handbook.**

-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 as part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in GS 115C-269.35. The surveys must be completed at the end of the first year of teaching.

**The data collection for the State of the Teaching Profession Report applies to LEAs only.*

Developing	Proficient	Accomplished	Distinguished
☒The PSU has included some of the required components in the BTSP Plan. ☒There are procedures in place during the hiring process that the PSU uses to ensure that all licensure requirements are met. ☒The PSU is aware of licensure examination requirements for BTs.	...and BTSP Plans include the following: ☒A documented process for identifying and verifying all BTs considering: ☒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 a continuing license has been 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.	. . . and ☒The PSU provides additional support(s) (testing prep sessions, study groups, etc.) for licensure requirements and procedures. ☒EPP Survey response data is monitored.	. . . and ☒The PSU provides financial support for teachers to address licensure requirements and procedures.

	☒ Beginning Teacher Licensure Conversion Process: 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. ☒Beginning Teacher Data is collected for the State of the Teaching Profession in North Carolina Report.* ☐*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 as part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in GS 115C-269.35. The surveys must be completed at the end of the first year of teaching. *EPP Survey data not available from DPI.		

2) Plan for implementing a sound BT Induction process. *Teachers with less than three years of teaching experience are required to participate in the NC Beginning Teacher Support Program for three years. Per SBE policy LICN-001 Section 1.22 for licensing purposes, a "year," shall be defined as working six or more calendar months in a fiscal year for a full-time permanent position. Public school units may also apply this to determining experience years for its beginning teachers.*

A BT Induction process ensures that:

a. The BT is provided and attends a formal orientation within two weeks of their first day of work in any school year. Orientation includes:

i. Documentation that each beginning teacher attended an orientation.

ii. Documentation that orientation was conducted within two weeks of the teacher's first day of work in any school year.

iii. At a minimum, the teacher should receive 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 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.*

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are required: 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.*

***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.*

Developing	Proficient	Accomplished	Distinguished
☒The PSU provides an orientation.	. . . and ☒Teachers with less than three years of teaching experience are required to participate in the NC BTSP for three years. ☒Documentation that each BT attended an orientation ☒Documentation that each BT's orientation was within two weeks of their first day of work. Orientation includes: ☒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;	. . . and ☒provides dedicated time for BTs to collaborate with mentors during orientation. ☒provides opportunities for BTs to have planning time at their assigned schools during orientation. ☒provides opportunities for other stakeholders to present information to BTs during orientation.	. . . and ☒schedules time for BTs to reflect during the orientation process. ☒provides opportunities for BTs to collaborate with other stakeholders during orientation.

	☒ North Carolina Teacher Evaluation Process (or validated alternate based on NC Professional Teaching Standards) ☒NC Standard Course of Study; ☒local curriculum guides; ☒safe and appropriate use of seclusion and restraint of students ☒State Board of Education's Mission and Goals. The following working conditions must be in place: ☒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 BT		

2) b. *Each year, the BT is assigned a mentor. All local boards are expected to have a mentor program to provide ongoing support for new teachers entering the profession. Their programs must follow the following guidelines:*

1. Public school units shall select excellent, experienced, and qualified teachers to serve as mentors.

2. Mentor teachers must be rated at least at the "proficient" level on the North Carolina Educator Effectiveness System (NCEES). For the purposes of this policy, "proficient" means a teacher has received ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 for teachers on an Abbreviated Evaluation. (NOTE: A local board shall use the North Carolina Professional Teaching Standards and North Carolina Educator Evaluation System 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 Educator Evaluation System as stated in EVAL-004);

3. Retired teachers are eligible to serve as mentors.

4. 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 Abbreviate Evaluation. For the purposes of this policy, "accomplished" mean 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.

5. 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.

6. Public school units 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.

7. 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 falls 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.

8. 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. For the 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.

c. The new teacher's principal maintains a record of the reasons for selecting the mentor from a different school building.

Developing	Proficient	Accomplished	Distinguished
☒PSU is aware of mentor requirements.	. . . and ☒Each year, the BT is assigned a mentor. ☒A mentor program to provide ongoing support for new teachers entering the profession is in place. ☒Excellent, experienced, and qualified teachers are selected to serve as mentors.	. . . and ☒Additional mentor/buddy support is provided to complement the required mentor support. ☐All mentors are rated as accomplished or distinguished.	. . . and ☐Mentors are evaluated annually on their mentor practice using the NC Mentor Continuum or a district-approved evaluation instrument that is aligned with the NC Mentor Standards.

	☒Mentors must be rated at least at the proficient level. ☐Retired teachers are eligible to serve as mentors.N/A ☒The principal shall determine which mentor 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. ☒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 most recently available evaluation may be used 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 the 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 the existing mentor-mentee relationships with the BT. A teacher may be a mentor at a different school building from which the mentor is assigned if the following criteria are met: ☐The principals of each school and the mentor teacher approve of the assignment. N/A ☐The mentor teacher is rated, through formal evaluations, at least at the accomplished level as part of the NC Teacher Evaluation System. N/A ☐The BT's principal maintains a record of the reasons for selecting the mentor from a different school building. N/A		

2) c. ii. Mentor Assignment/Guidelines shall follow the expectations listed under the key features of Standard 2: Mentor Selection, Development, and Support for Beginning Teacher Support Program Standards (see North Carolina Beginning Teacher Support Program Handbook).

2a. Mentor Selection

Key Features:

- *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.*

2b. Mentor Role

Key Features:

- *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.*

2c. Mentor Professional Development

Key Features:

- *Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.*
- *Mentors receive ongoing training to advance their knowledge and skills.*
- *Mentors have opportunities to participate in professional learning communities of mentoring practice.*

iii. Public school units are responsible for providing training and support for mentors. PSUs may choose to use programs developed by the Department of Public Instruction, other programs, or develop programs of their own based on the NC Mentor Standards. If other programs are used or developed, they must be based on the current NC Mentor Standards. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession.

Developing	Proficient	Accomplished	Distinguished
☒Mentors are selected by the principal or designee. ☒Process for selection is communicated as needed and is based upon criteria that are communicated to interested candidates. ☒Mentors serve as a resource and "buddy"-type support provider. ☒Mentors are oriented to their role and the induction program. ☒Mentors receive preliminary professional development to prepare them for their role.	Beginning Teacher Support Program Standard 2 expectations: ☒ 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. ☒Mentors support BT orientation and provide logistical and emotional support. ☒Mentors focus their primary support on improving instruction and learning.	. . . and ☒Mentor selection criteria include a range of characteristics, experiences and dispositions that indicate mentoring potential. ☒Mentor selection process is communicated broadly. ☒Mentors' role is multi-dimensional and includes opportunities to observe and give feedback on classroom practice. ☒Mentors and BTs collaborate on lesson planning and problem-solving.	. . . and ☒Mentors are selected using a rigorous process that involves a variety of evidences and multiple stakeholders. ☒Mentors differentiate support to the needs of the BT based on the use of the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation Process and/or other formative assessments. ☒Mentors' role involves instructive, collaborative, and facilitative approaches to mentoring.

	☒Mentors provide ongoing support and encouragement for the BT. ☒Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program. ☒Mentors receive ongoing training to advance their knowledge and skills. ☒Mentors have opportunities to participate in professional learning communities of mentoring practice. ☒Training is provided for mentors, based on the NC Mentor Standards, including knowledge, skills, and attitudes to be effective instructional coaches, emotional supports and organizational guides to those entering the profession. ☒Support is provided for mentors.	☒Mentors receive updates specific to mentoring role. ☒Mentor expectations are formally documented and commitment made via contract or other process	

2) *d. Each year, each beginning teacher is required to develop a Professional Development Plan (PDP) that is developed in collaboration with his/her principal (or the principal's designee) and mentor.*

i. 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.

ii. 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. Signatures of BT, mentor, and principal are required for each formative assessment conference.

Developing	Proficient	Accomplished	Distinguished
☒BTs develop a PDP.	. . . and ☒BTs collaborate with the principal (or the principal's designee) and mentor to develop a PDP. ☒The PDP is based on the North Carolina Professional Teaching Standards ☒The PDP includes goals, strategies, and assessment of the BT's progress in improving professional skills. ☐The PDPs have required documentation – BT, Mentor, and Principal signatures and dates at the beginning, middle, and end of the year.	. . . and ☒PDPs are used to inform support provided to BTs.	. . . and ☒BTs use formative assessment PDP conferences to make additions and provide updates to PDPs as needed.

2) *d. Each year, the BT completes any professional development required or prescribed by the public school unit.*

Developing	Proficient	Accomplished	Distinguished
☒BTs participate in professional development.	. . . and ☒BTs complete any professional development required or prescribed by the PSU.	. . . and ☒BTs are provided ongoing, relative professional development. ☒Professional development is designed based on BTs' needs.	. . . and ☒BTs are allowed to self-select professional development. ☒Professional development is designed based on BTs' choices. ☒BTs are provided opportunities for follow-up and implementation after PD offerings.

3) A formal process for conducting observations and a summative evaluation on all Beginning Teachers. All beginning teachers shall be evaluated as outlined in the policy establishing the Teacher Performance Appraisal process (See SBE Policy EVAL-004) and in accordance with GS 115C-333(a) and 115C-333.1(a).			
Developing	**Proficient**	**Accomplished**	**Distinguished**
☒ Each BT is observed by the school administrator/designee.	. . . and ☒A formal process for conducting observations/evaluation on all BTs is in place. All BTs shall be evaluated as outlined in the policy establishing the Teacher Performance Appraisal process (see SBE Policy EVAL-004) and in accordance with GS 115C-333(a) and 115C-333.1(a). ☒Before participating in the evaluation process, all teachers, principals, and peer evaluators must complete training on the evaluation process. ☒Within the first two weeks of a teacher's first day of work in any school year, the teacher will receive a copy, or directions for obtaining a copy of, the rubric for evaluating North Carolina teachers, the evaluation policy, and the schedule for completing all components of the evaluation process. ☒Each BT completes a self-assessment, rating his/her own performance at the beginning of the year and reflect on his/her performance throughout the year. ☒Each BT teacher is provided, prior to the first observation, a pre-conference with the principal to discuss the teacher's self-assessment, most recent PDP, and lesson to be observed. The teacher must provide the principal a written description of the lesson. ☒Each BT is observed at least three times annually by a qualified school administrator or a designee. ☒Each beginning teacher is observed at least once annually by a peer.	. . . and ☒The assigned mentor conducts additional observations/ walkthroughs/ post conferences in an effort to support BTs. ☒ Administrator(s) conduct additional observations/ walkthroughs/ post conferences in an effort to support BTs. ☒Other colleagues conduct additional observations/ walkthroughs/ post conferences in an effort to support BTs. ☒BTs have the opportunity to observe other colleagues.	. . . and ☒BTs have the opportunity to observe other colleagues alongside their assigned mentors with time for reflection and discussion. ☒BTs have the opportunity to co-teach with mentors or other colleagues.

	☒Each BT is evaluated at least once annually by a qualified school administrator prior to the end of the school year. ☒Each observation lasts for at least 45 minutes or an entire class period. ☐Each administrative observation is followed by a post-conference within ten days to discuss and document the BT's strengths and weaknesses on the rubric. ☒At the conclusion of the process, the principal shall give a rating for each element; make a written comment on any element marked Not Demonstrated; give overall rating for each standard; provide teacher with the opportunity to add comments to the Teacher Summary Rating Form; review the Teacher Summary Rating Form with teacher and secure teacher's signature. ☐Teacher must be placed on a Monitored Growth Plan when he/she is rated Developing on one or more standards on the Teacher Summary Rating Form and is not recommended for dismissal, demotion or nonrenewal. N/A ☐Teacher must be placed on a Directed Growth Plan when he/she is rated Not Demonstrated on any standard on the Teacher Summary Rating Form or Developing on one or more standards on the Teacher Summary Rating Form for two sequential years and is not recommended for dismissal, demotion, or nonrenewal. N/A ☒For BT1s and BT2s, at least two of those observations shall be conducted in the first semester of the school year, and if practicable, at least one of those observations shall be conducted within the first grading period of the school year. ☒For BT1s and BT2s, at least one of the three annual administrative observations must be conducted by the principal.		

4) Plan for participation in BTSP Monitoring. *Each public and non-public school unit with an approved BTSP plan, which supports North Carolina licensure for their teachers, will be monitored for compliance with this policy by NCDPI. Monitoring is completed on a five-year revolving cycle. Technical assistance is provided as necessary to address areas of concern.*

Developing	Proficient	Accomplished	Distinguished
☒ PSU or non-PSU is aware of monitoring process for compliance with policy.	. . .and ☒PSU or non-PSU participates in monitoring for compliance with policy on a five-year revolving cycle.	. . .and ☒PSU or non-PSU seeks continuous improvement for BTSP and requests additional input from NCDPI and external sources	. . .and ☒PSU or non-PSU shares monitoring report with local stakeholders (BTs, Mentors, Board of Education, etc.)

5) Plan for participation in the BTSP Peer Review Process. *In order to assist public and non-public school units in progressing along the BTSP continuum to provide the highest quality support to beginning teachers, public and non-public school units with approved BTSP plan, which support North Carolina licensure for their teachers, 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 reviews will be summarized and analyzed by NCDPI on a five-year cycle.*

Developing	Proficient	Accomplished	Distinguished
☒The PSU or non-PSU collaborates with other PSUs.	...and ☒PSU or non-PSU participates in a regionally-based annual peer review process. ☒PSU or non-PSU completes an annual self-assessment. ☒PSU or non-PSU completes peer review with a critical friend. ☒PSU or non-PSU files peer review data annually with NCDPI.	. . . and ☒The PSU or non-PSU uses Self-Assessment and Peer Review feedback to drive decision making in reference to Beginning Teacher Support.	. . . and ☒The PSU or non-PSU provides evidence to show growth in supporting BTs throughout the Five Year process.

6) *Statement on how BT's personnel files [files that include the teacher's PDP and performance evaluation report(s)] are filed and secured.*	
Developing	**Proficient**
☒Individual file maintenance system for BTs is in place.	. . . and ☒PSU documents process for maintaining and securing BT personnel files.

7) *Plan for a timely transfer of BT files to subsequent employing public school units or non-public school units within the state.*	
Developing	**Proficient**
☒Files are transferred after request is made.	. . . and ☒PSU documents plan for a timely transfer of BT files to subsequent employing LEAs, charter schools, or non-public institutions within the state.

For PSUs using an evaluation instrument other than NCEES:

SBE Policy TCED-016 states a local board shall use the North Carolina Professional Teaching Standards (NCPTS) and North Carolina Educator Evaluation System (NCEES) unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the NCPTS and NCEES.
☐The alternative evaluation tool is documented in the BTSP plan. ☐Validation study is completed and submitted to the Regional Education Facilitator. ☐Summary of validation study methodology and findings is submitted to the Regional Education Facilitator. ☐Crosswalk between the alternative evaluation tool and the state instrument which demonstrates the coverage of all the domains of the state evaluation system is submitted to the Regional Education Facilitator.

Areas of Concern:

- The PDPs have required documentation – BT, Mentor, and Principal signatures and dates at the beginning, middle, and end of the year.
- Each administrative observation is followed by a post-conference within ten days to discuss and document the BT's strengths and weaknesses on the rubric.

Recommended Opportunities for Improvement:

- Consider the addition of post-conference date and signature to checklist in each BT's file
- Consider creating a systematic process to handle late hires (especially observation timeline and PDPs).

Commendations:

- Amazing partnerships with EPPs – UNC-C, UNC-P, Pfeiffer University
- Grow Your Own Program - Beginning with High School Teacher Cadets – Community College – UNCP (connection of participants completing student teaching experience with Montgomery County Schools and offering early contracts)
- The strength of personal relationships with beginning teachers creates multiple layers of support. Beginning teachers feel comfortable reaching out to any member of the central office staff (focus of central office staff knowing all beginning teachers).

The information in the BTSP Monitoring Report was shared with the following PSU representatives during the Exit Conference:

Donna Kennedy – BT Coordinator

Tracy Grit- Associate Superintendent for Operations/Human Resources

Felicia Ward – Licensure Specialist

Regional Education Facilitator Tina Starr Date 10-7-21

BTSP Monitoring
Areas of Concern Workplan

Name of LEA/Charter:	**Montgomery County Schools**
Date:	**12/28/21**

Areas of Concern (any box not checked in the Proficient column)	Strategies for Correction	Technical Assistance or Resources Needed	Timeline for Completion or Implementation
The PDP's have required documentation-BT, Mentor, and Principal signatures and dates at the beginning, middle, and end of the year.	All principals participated in NCEES Training- viewed/ discussed the DPI TCED-016 Webinar. PDP expectations for late hires have been reviewed with principals.	None	Completed- 11/3/21 Sign-In sheet attached Ongoing- PDP timeline is posted on MCS Human Resources Webpage. Reminders are sent to all administrators through weekly Cabinet Notes.
Each administrative observation is followed by a post-conference within ten days to discuss and document the BT's strength and weaknesses on the rubric.	The post-conference date and signature have been added to the checklist in each BT's file. All principals participated in NCEES Training- viewed/discussed the DPI TCED-016 Webinar. Observation expectations for late hires have been reviewed with principals.	None	Completed- revised checklist attached Completed- 11/3/21 Sign-In sheet attached Ongoing - Observation timeline is posted on MCS Human Resources Webpage. Reminders are sent to all

			administrators through weekly Cabinet Notes.

Printed name of PSU official: **Donna Kennedy**

Signature of PSU executive official: _____ **Date**_____