Hertford County Public Schools
Beginning Teacher Support Plan



Hertford County Public Schools, the choice for all families, provides a safe and caring environment, which empowers and graduates globally competitive students through diverse opportunities.

Hertford County Public Schools
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Winton, NC 27986

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Introduction

Overview

In today's rapidly evolving educational landscape, teachers play a pivotal role in shaping the future. As society's needs and expectations change, so must our approach to education. The Hertford County Public School's program is a response to these changing demands. It blends traditional teaching methodologies with additional support for learning the processes and expectations of HCPS. Our goal is to ensure that our teachers are not only well-prepared but also adaptable and forward-thinking.

Hertford County Public Schools

Hertford County Public Schools (HCPS) Unit 460 is located in northeastern North Carolina. The system consists of one primary school (PK-3), two elementary schools (4-5, K-5), one middle school (6-8), and three high schools (9-12). Two of the high schools are designated as STEM and Early College. The Central Services Complex is located in Winton, NC. HCPS serves approximately 2500 students, Pre K-12. There are approximately 200 licensed personnel. Hertford County is located in close proximity to three four-year Institutions of Higher Education (IHE). Chowan University is located within Hertford County. Elizabeth City State University and East Carolina University are located within 60 to 90 minutes of HCPS. Also, Roanoke Chowan Community College is located within Hertford County, and houses the Early College for HCPS. The local education agency (LEA) looks to these institutions for collaborative support.

State Board of Education Policy TCED-016

In accordance with the State Board of Education (SBE) TCED-016, the state of North Carolina requires that each Public School Unit (PSU) develop and administer a comprehensive plan of support for beginning teachers in their first three years of teaching. SBE policy requires that this plan have the approval of the local school board and North Carolina Department of Public Instruction (NCDPI). The Beginning Teacher Support Plan (BTSP) is aligned with the North Carolina Professional Teaching Standards and the North Carolina Educator Effectiveness System.

HCPS's comprehensive initiative is designed to equip aspiring and novice teachers with the knowledge, skills, and support they need to thrive in their individual

classrooms. We understand that the role of a teacher is both challenging and rewarding, and our program is dedicated to nurturing and developing the next generation of exceptional educators.

The Beginning Teacher Support Program (BTSP) is a state-mandated three-year induction program designed to support beginning teachers. This program is intended to create a positive experience for new teachers with a focus on building knowledge and skills associated with effective teaching. The BTSP is aligned with the North Carolina Beginning Teacher Program Standards, the North Carolina Professional Teaching Standards and the North Carolina Educator Effectiveness System with individually focused support from mentors within the Hertford County Public School System.

The HCPS Beginning Teacher Support staff includes school-based instructional teams, mentors, lead mentors, building administrators, and central office staff.

Beginning Teacher Program

The HCPS's BT Program is aligned with state standards, but also guided by our commitment to the following principles:

Holistic Development: We believe in fostering the holistic development of teachers. It's not just about imparting subject matter knowledge but also about nurturing emotional intelligence, resilience, and a growth mindset.

Mentorship: We recognize the importance of experienced mentors in a teacher's journey. Our program includes mentorship opportunities to provide guidance, support, and a platform for sharing experiences.

Community: Teaching is a collaborative endeavor, and our program encourages the creation of a supportive community of educators who can learn from each other's successes and challenges.

Lifelong Learning: Education is a lifelong journey, and we are committed to helping teachers continue their professional development throughout their careers.

BT Program Management

The HCPS BTSP is managed by the BT Coordinator under the direction of the Human Resource Department. The Chief Human Resource Officer and the Director of Human Resources work together to verify the status of incoming teachers with fewer than three years of experience to determine the new teachers' placement in the BT support program. The Director of Human Resources also verifies the qualifications of teachers earning their continuing license.

BT Identification & Verification

An Initial Professional License is issued to teachers with fewer than three years of appropriate teaching experience in their initial licensure area. Beginning teachers are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for a Standard Professional II (continuing) license. The Chief Human Resource Officer, the Director of Human Resources, and the BT Coordinator are responsible for verifying the general administration, supervision, and coordination of the Beginning Teacher (BT) Support Plan and the Beginning Teacher Orientation.

HCPS recognizes the following:

- Teachers with three or more years of appropriate experience (as determined by the NCDPI Licensure Section) are not required to participate in the BTSP, nor are student service personnel (e.g., media coordinators, counselors, administrators, and curriculum-instructional specialists.
- The Principal must rate a Beginning Teacher at proficient or higher on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a continuing (Standard Professional II) license.
- Follow NCSBE requirements for all required licensure tests.
- Teachers with equivalent non-public experience can request to be exempt from the BTSP.
- Completion of the BTSP requirements in one teaching area satisfies the BTSP requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require participation in a BTSP.
- NCDPI Licensure Section annually converts teachers, who are eligible, with Standard Professional I license to Standard Professional II, continuing license. Teachers who have not taught three years or if the designated administrator has knowledge of any reason related to conduct or character to deny the teacher a continuing license, then the automatic license cannot be accepted.

BT Program Implementation

Year 1	The Beginning Teacher: • Is provided an Orientation • Is assigned a Mentor • Develops a Professional Development Plan (PDP) • Is observed at least four times by an administrator culminating with a summative evaluation • Completes any professional development required by the LEA
Year 2	The Beginning Teacher: • Continues to have a mentor • Updates the Professional Development Plan (PDP) • Completes any professional development required by the LEA • Is observed at least four times by an administrator culminating with a summative evaluation

Year 3	The Beginning Teacher: • Continues to have a mentor • Updates Professional Development Plan (PDP) • Completes any professional development required by the LEA • Is observed at least four times by an administrator culminating with a summative evaluation

District-wide support to BTs in HCPS will be provided through:

- Orientation
- Mentors are assigned at each school.
- Lead Mentors are assigned at each school in the district to assist with the Beginning Teacher Support Program (Monthly Teacher Talk Sessions, Monthly Mentor/Mentee Contact Logs completed and turned in to the Executive Director of Human Resources, support as needed and when possible on a one to one basis, etc.).
- Curriculum support is provided by the Curriculum and Instruction Department.
- Other programs will be used to support BTs as they become available (NC Teach, NCCAT, NCEES, and others).

Orientation

The Chief Human Resource Officer, the Director of Human Resources, and the BT Coordinator are primarily responsible for coordinating the BT orientation. The orientation is aligned according to the Mentor Program Standards. A three day system-wide orientation is provided for all new teachers prior to the start of the school year. If a first year teacher is employed after the start of school, three days of orientation are provided in order to receive information **prior to their first day of teaching**. Topics covered during the orientation will include, but is not limited to:

- Hertford County Public School's goals, policies, and procedures
- Explanation of the Beginning Teacher Support Program
- Process for achieving a Standard Professional II (continuing) license
- North Carolina Educator Effectiveness System (NCEES)
- Description of available services and professional development training opportunities
- North Carolina Teacher Evaluation Process
- North Carolina 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

Working Conditions

The Chief Human Resource Officer, Human Resource Director, and the BT Coordinator will ensure that beginning teachers have the opportunity to develop into effective teachers. The following working conditions will be enforced and monitored:

- BTs will be assigned in their area of licensure.
- Principals will be encouraged to assign mentors to the BTs within the first week of

employment.

- Mentors should be located in the same area of licensure as the beginning teacher and in close proximity to them in the building when possible.
- In addition to the orientation, follow-up meetings will be scheduled throughout the year to ensure that BTs understand the State Board Professional Teaching Standards and Standard Professional I license requirements.
- An orientation that includes state, district, and school expectations.
- Principals will limit beginning teachers' preparations to one, when possible. However, they should not assign more than two, unless there are extenuating circumstances.
- Principals will limit the number of exceptional or difficult students assigned to the BT.
- Extracurricular activities should not be assigned, i.e. coaching, sponsoring a club, etc. unless the BT completes the Optimum Working Co nditions Consent Form.

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 their regular school day and not directly related to the instructional program.

Support from School Administration

NC General Statute (GS 115C-333) and SBE policy (TCP-C-004) require school administrators to be responsible for training and providing annual orientation to the NC Educator Effectiveness System. As a service, the HCPS Human Resource Department has partnered with principals to facilitate this training for BTs. School administrators are also strongly encouraged to frequently monitor the progress of beginning teachers and provide assistance to any teacher needing additional support. School administrators will ensure beginning teachers have limited class preparations, limited non-instructional duties and a balanced roster of students. Principals will not allow beginning teachers to participate in extra-curricular assignments unless the BT requests it in writing. Princ

Mentor Introduction

A "mentor" is defined as an experienced teacher who can be a model, tutor, guide, helper, coach, and listener. Lead Mentors are assigned to assist with the mentor/mentee relationship. This method will provide individual and prompt support to BTs and mentors. Each school will have assigned mentors to support the first, second, and third year teachers in the building.

Mentor Selection, Training, and Assignment

HCPS mentor assignment/guidelines will follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support. *See Appendix B.*

GUIDELINES FOR MENTOR TEACHER SELECTION

- Must have a "Proficient" or higher on all standards on the most recent summative evaluation or on Standards 1 and 4 on an abbreviated evaluation
- Must have a current Continuing License
- Expresses willingness to participate in on-going professional development related to mentoring
- Holds the same licensure area as the Beginning Teacher *(if possible)*
- Shows optimism for the teaching profession
- Engages in reflective dialogue that guides beginning teachers toward independent capability
- Can be a retired teacher, if necessary

*Teachers will go through an application process to become a mentor for Hertford County Public Schools. Current mentors may be excused from this process if they meet all expectations, and the principal agrees with the selection.

The mentor for the BT serves in a supportive role and at no time will be involved in evaluating the BT. The mentor should be a teacher who will help the BT apply the growth recommendations and reinforce any comments on the Professional Development Plan. Per policy TCED-016, Mentor teachers must be rated at least at the "proficient" level on the North Carolina Educator Effectiveness System (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. Mentors should be licensed in the area of the BT and, when possible, be located within the same building.

The Chief Human Resource Officer, the Director of Human Resources, and the BT Coordinator are to provide/locate training for mentors and BTs, assist overall effectiveness of the program and identify strengths and weaknesses which may arise during the implementation of the BT Support Program. The Chief Human Resource Officer is also responsible for ensuring that the school-based team is implementing the BT Support Plan in an appropriate manner and following the guidelines for the number of observations and the criteria for selection of members.

Mentor training refresher will be offered at the beginning of each school year. Subsequent training and update sessions will be scheduled throughout the school year as needed. The training will consist of:

- A thorough review of the Beginning Teacher Support Program
- A minimum 8 hour mentor update training program that includes the North Carolina Professional Teaching Standards, revised standards for mentors, the Beginning Teacher's evaluation process, and the development of the beginning teacher's professional development plan
- Participating in the three day formal Beginning Teacher Orientation
- Conducting informal observations of beginning teachers according to locally established timelines
- Meeting and/or communicating with beginning teachers
- Providing feedback to beginning teachers from observations and formative assessments

- Assisting beginning teachers with developing lesson plans, classroom management, behavioral management, organization, positive communication with peers and parents, curriculum, and instruction
- Assisting beginning teachers with collecting and analyzing data to improve instructional strategies
- Sharing information regarding professional development including opportunities for beginning teachers

Beginning Teacher Professional Development Plan

Each Beginning Teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or Principal's designee) and assigned mentor teacher. The plan will 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 is to begin with an assessment of the Beginning Teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences will be held to reflect on the progress of the Beginning Teacher in meeting the goals established for professional growth. The plan should be uploaded on an annual basis, each year of the Beginning Teacher Support Program. Signatures of BT, mentor, and principal are required for each formative assessment conference. Professional Development Plans will be audited as part of the Title II monitoring process.

BT Observations

In compliance with General Statute 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or designee, and one time by a peer. Each observation should be a minimum of 45 minutes. To ensure an appropriate timeline for growth in teaching performance, a timeline has been created to help guide school administrators in creating observation schedules. Beginning Teacher observations and summary evaluation will be turned in to the Personnel Office at the end of each school year and maintained in a cumulative beginning teacher file that contains the mentor logs, PDP, and all evaluation materials. This file may be transferred to a successive employing LEA, charter school or non-public institution within the state upon the authorization/request of the Beginning Teacher.

The HCPS Observation Schedule is as follows:

Observation	Pacing Date for Completion
1	November 15
2	January 15
3 (Peer)	March 19
4	May 15

Summary Rating Form	June 1

Identifying and Delivering Services and Technical Assistance

BTs are required to fully participate in a three-year Beginning Teacher Professional Learning Community, with monthly district wide meetings scheduled throughout the year by the BT Coordinator. These informative sessions will be aligned with NC Teacher Standards, and guided by an informal needs assessment completed by each beginning teacher. Mentors provide services to BTs which include: informal observations, planning meetings, classroom management advice and instructional strategies. Mentors are required to meet with BTs monthly. The sessions are determined by years of experience and needs that may arise during the school year. These sessions should be documented on the Mentor/Mentee meeting logs, and uploaded into the BTs' electronic portfolio. The meeting schedule is as follows:

Mentor/Mentee Required Sessions	
Classification	Required Meetings
BT 1	4 monthly Meetings (The last meeting of the month should review the BT Journal for each mentee.)
BT 2	Two Monthly Meetings (The last meeting of the month should review the BT Journal for each mentee.)
BT 3	One Monthly Meeting (This meeting should review the BT Journal for each mentee.)
Note: More meetings per month could be requested based on the growth and advancement of the BT. Principals OR BT Coordinator will put this request in writing for both the mentor and the BT.	

Fiscal Support_

Hertford County Public Schools utilizes Title II funds to provide the following Professional Development:

- Teacher Talks (monthly meetings which provide the following Professional Development for all teachers on new teacher requirements, teaching standards, research- based best teaching practices activities.)
- NC New Teacher Support Program which offers teaching strategies: Pay for facilitators and/or materials and supplies which will be needed: books, notebooks, make and take items

- Praxis staff development (if necessary) and incentives for 1st time takers
- Mentor training and development: Staff development with a facilitator
- New Teacher Orientation workshop for teachers new to the system utilizing resource books (ie. 101 Answers for New Teachers and Their Mentors, The First Day of Schools, etc.)

Professional Development

The Beginning Teacher will attend Teacher Talk Sessions provided by the BT Coordinator, Chief Human Resource Officer, Principal, and/or Support Coach and should participate in any ongoing, system-required, or specific staff development activities during Standard Professional I license process in order to convert to a Standard Professional II license.

Technical Assistance

The resources and services available to Beginning Teachers and Mentors include but are not limited to:

- Superintendent/Designee/Central Office Staff
- Regional Facilitator
- Locally sponsored professional development sessions
- District level "Teacher Talk" sessions
- Classroom visitations of the "master teachers"
- Support Coaches (ie. Literacy & math coaches, Multi-Class Leaders)
- Support and assistance from mentors and support staff
- Availability of human and material resources deemed appropriate
- Non-human resources such as release time, materials, and equipment

BT Cumulative Personnel File

A file containing the Professional Development Plan, four completed observations, Summary rating forms, Professional Development Plan, and Mentor Log documentation are to be included in the cumulative file and maintained by the Chief Human Resource Office and the Director of Human Resources. The BT Coordinator will maintain an electronic file on each BT that contains mentor logs, BT Journal and other work and documents required through training and BT teacher talks. For teachers who come to HCPS during their BT program, a request will be made to the prior employing agency for a copy of the cumulative BT file and documentation of participation in the BTSP activities from that school system.

Conversion Process

Each April-June, through an automated process, the Licensure Section converts from an Initial

Professional License I to a Continuing Professional Licenses of those teachers who are employed in LEAs and are eligible for conversion. The Executive Director of Human resources is responsible for approving the conversion of the Continuing Professional License through this process. The Executive Director of Human Resources must verify that a teacher has taught three years, is proficient on all standards on the NC Teacher Evaluation Process, and the conversion is in compliance with current State Board Policy. If a teacher has not taught for 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.

Due Process

Any teacher not recommended for conversion from a Standard Professional I license to a Standard Professional II 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 I) license. The teacher is then required to complete another Beginning Teacher Support Program when employed.

Educator Preparation Programs State Evaluation

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 as required by NC SBE Policy TCED-016.

BTSP Monitoring & Evaluation

HCPS will monitor the quality, effectiveness, and efficient management of the BTSP throughout the year by reviewing feedback from monthly mentor logs and session reviews from BTs attending support sessions. In addition, all professional development is evaluated. HCPS will evaluate the BTSP success through a combination of interviews, surveys, and data analysis. The HCPS Human Resource Department will conduct an end-of-year survey with each mentor, principal and BT, and analyze survey data along with retention data. Hertford County Public Schools will participate in the 5-year BTSP monitoring cycle conducted by NC DPI and the 5-year Peer Review process within the Regional Beginning Teacher Support Collaborative professional development meetings. Based on the results of this evaluation, the Human Resource Department will revise the BTSP plan as needed.

Beginning Teacher Support Program Plan - Statement of Assurances

In order to ensure that beginning teachers demonstrate minimally acceptable levels of performance and to encourage these teachers toward continued professional growth, the following assurances are and/or are to be made *(pending official review of the Superintendent and Board approval)*:

1. Hertford County Public Schools pledges a strong commitment for the efficient management of the Beginning Teacher Support Plan for all beginning teachers;
2. An individual has been designated to verify successful completion of the Beginning Teacher Support Plan;
3. HCPS implements the mandates of the State Board of Education:
    - "beginning teachers" will be provided with a qualified and well-trained mentor.
    - A three day formal orientation is provided for each "beginning teacher" at the beginning of the school year or as teachers are hired which includes available services, training opportunities, the teacher evaluation process for achieving a continuing (Standard II) license.
4. Optimum working conditions for BTs,identified by the SBE, are in place.
5. Hertford County Public Schools is in compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
6. The Principal or the principal's designee are involved in supporting the beginning teacher.
7. HCPS officials conduct a minimum of four observations per year in accordance with GS 115C-333, using the instruments adopted by the SBE for such purposes and the plan addresses appropriate spacing of observations throughout the year, and specifies a date at which the annual summative evaluation is to be completed.
8. Beginning teachers prepare a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or principal's designee and the mentor teacher.
9. HCPS uses formal means of identifying and delivering services and technical assistance needed by beginning teachers.
10. HCPS maintains a cumulative beginning teacher file that contains the PDP and evaluation report(s).
11. HCPS provides timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state of NC upon authorization of the beginning teacher.
12. HCPS conducts a systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
13. The Superintendent is to officially review the plan annually, and

14. The local Board of Education is to adopt the LEA plan and is to be presented for approval by the SBE.

Hertford County Public Schools Board Chair

Superintendent

HCPS Chief Resource Officer

HCPS BT Coordinator

Appendices

Appendix A - BTSP State Program Standards

Beginning Teacher Support Program Standards

Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment, and support and principal engagement.

Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors, and mentor professional development.

Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction, and addressing issues of diversity.

Standard 4: Beginning Teacher Professional Development: Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to the school site, as well as professional development designed to meet the unique needs of beginning teachers that is aligned with the North Carolina Professional Teaching Standards, and the North Carolina Teacher Evaluation System.

Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation

Appendix B - Mentor Selection Standards

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

2a. Mentor Selection

- 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

- 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

- 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.

Appendix C - Stakeholder Expectations

Expectations of Beginning Teachers

- Local and state expectations of beginning teachers include the following:
- Abide by the Code of Professional Practice and Conduct for North Carolina Educators.
- Maintain a positive, professional attitude in the workplace.
- Model appropriate behavior for students.
- Promote professional integrity and instructional readiness.
- Participate in all BT orientations, meetings, and other activities.
- Adhere to all local and state policies and procedures.
- Collaborate with principal and mentor to create a Personal Development Plan (PDP).
- Complete coursework and professional growth activities to meet licensure requirements.
- Provide optimum learning opportunities for all students.
- Complete the Recent Graduate Survey during the first year of teaching as part of the requirements to measure performance of the Educator Preparation Programs (EPPs) stated in GS 115C-269.35. This survey must be completed by the end of the first year of teaching.

Expectations of Mentors

- Attend HCPS professional development activities as required.
- Serve as a key support person for the beginning teacher.
- Participate in site-based teacher support activities.
- Provide feedback from classroom observations.
- Assist BTs with the interpretation and application of the NC Teaching Standards and the Standard Course of Study.
- Collaborate with BTs to develop their Professional Development Plan and sign at each interval (Initial, Mid-Year, End-of-Year).
- Complete all Mentor documentation according to the locally established timelines.
- Model appropriate professional behavior.
- Serve as the support person for the completion of the BT's Second-Year Requirements.
- Align mentoring practices with the North Carolina Mentor Standards.

Expectations of Principals & Assistant Principals

The principal's role is very important to the overall success of beginning teachers. The Principal and/or the Principal's designee will support the Beginning Teacher by:

- Assisting with Mentor/Buddy Teacher assignments.
- Observing and conducting conferences; giving feedback regularly to the Beginning Teacher to assist in their growth and development.
- Assisting Mentors and Beginning Teachers in the development of the Beginning Teacher's Professional Development Plan (PDP).
- Completing observations and summative evaluations by designated due dates. Feedback must be shared within 10 business days.
- Designating a peer to conduct a fourth observation.
- Suggesting staff development to mentors and beginning teachers to address any deficiencies observed.
- Monitoring beginning teachers throughout the year and notify the Chief Human Resource Officer and BT Coordinator of any concerns with consistent deficits in a teacher's performance.
- Evaluating the Beginning Teacher Support Program at the school and district level.
- Providing support for mentors to better perform their mentoring duties.
- Complete the Employer Survey during the BT's first year of teaching as part of the requirements to measure the performance of Educator Preparation Programs stated in GS 115C-269.35. The surveys must be completed at the end of the first year of teaching.

Expectations of Human Resource Department

The Chief Human Resource Officer, the Director of Human Resources, and the BT Coordinator are responsible for developing, implementing, monitoring and evaluating the Beginning Teacher Support Program. The duties include:

- Serving as administrators of the Beginning Teacher Support Plan (BTSP)
- Developing and maintaining an updated database of all beginning teachers and mentors.
- Collaborating with other departments to assure the participation of beginning teachers in required professional development.
- Serving as a liaison between other departments (Human Resource, C & I, DPI contacts) to assist with locating technical assistance for beginning teachers, mentors, and school administrators.
- Verifying completion of the BTSP by all beginning teachers.
- Facilitating the receipt and storage of required documents for BT's cumulative files.
- Collaborating with mentors and principals regarding beginning teachers' progress and effectiveness in classrooms.
- Monitoring the conversion process from the initial (Standard Professional I) license to the continuing (Standard Professional II) license for beginning teachers.
- Coordinating the Beginning Teacher Orientation and training throughout the school year.
- Collaborating with the Principals in regards to the hiring and evaluating of mentors

- Ensuring compliance of the beginning teacher working conditions in the district
- Ensuring compliance of beginning teachers in the district program
- Collecting data to review and revise the Beginning Teacher Support Program

Appendix D

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals
Category: Qualifications and Evaluations
Policy ID Number: TCP-C-014

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

I. Commitment to the Student.

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

E. When acting in an administrative capacity:

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.

2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.

3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.

4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Adopted by the State Board of Education June 5, 1997.

SECTION .0600 - CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR NORTH CAROLINA EDUCATORS

16 NCAC 6C.0601 – THE PURPOSE AND APPLICABILITY OF THE RULES OF PROFESSIONAL CONDUCT FOR EDUCATORS

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3; Eff. April 1, 1998.

16 NCAC 6C.0602 – THE STANDARDS OF PROFESSIONAL CONDUCT FOR NC EDUCATORS

(a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

(b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

(1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

(2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

(A) statement of professional qualifications;

(B) application or recommendation for professional employment, promotion, or licensure;

(C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
(D) representation of completion of college or staff development credit;
(E) evaluation or grading of students or personnel;
(F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
(H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

(4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

(5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

(A) any use of language that is considered profane, vulgar, or demeaning;
(B) any sexual act;
(C) any solicitation of a sexual act, whether written, verbal, or physical;
(D) any act of child abuse, as defined by law;
(E) any act of sexual harassment, as defined by law; and
(F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

(6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

(7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

(8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

(9) Alcohol or controlled substance abuse. The educator shall not:

(A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
(B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
(C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications. (10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the Unite States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998

Appendix E - SBE & HCPS Vision, Mission, and Goals

NC STATE BOARD OF EDUCATION VISION, MISSION, AND GOALS

VISION

Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

MISSION

The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

GOALS

Goal 1: Eliminate opportunity gaps by 2027
Goal 2: Improve school and district performance by 2027
Goal 3: Increase educator preparedness to meet the needs of every student by 2027

HCPS MISSION AND GOALS

HCPS MISSION STATEMENT

Hertford County Public Schools, the choice for all families, provides a safe and caring environment, which empowers and graduates globally competitive students through diverse opportunities.

HCPS HUMAN RESOURCES MISSION STATEMENT

The mission of the HCPS Human Resources Department is to ensure the delivery of impeccable customer service while assisting potential and current employees with discovering their talents to meet the needs of all students.

HERTFORD COUNTY PUBLIC SCHOOLS GOALS

- By June 2025, Hertford County Public Schools will achieve 55% or greater district school performance as measured by EOG and EOC proficiency (Level 3 or above).
- By June 2025, Hertford County Public Schools will have met or exceeded growth as a district and at each school site as measured by the Accountability Model.
- By June 2025, Hertford County Public Schools will obtain an 85% or higher Cohort Graduation Rate as measured by the Accountability Model.

- By June 2025, Hertford County Public Schools will maintain 100% staffing of budgeted positions through retention and recruitment.
- By June 2025, HCPS will provide and maintain a healthy and safe learning environment that promotes excellent academic achievement as measured by a five percentage point increase in the NC Teacher Working Conditions Survey and a ten percent decrease in the loss of instructional hours due to discipline.

Beginning Teacher Support Program Forms

Forms will be available in a digital format.

Hertford County Public Schools

Human Resource Division

Mentor Application/Agreement

GUIDELINES FOR MENTOR TEACHER SELECTION

- Must have a "Proficient" or higher on all standards on the most recent summative evaluation or on Standards 1 and 4 on an abbreviated evaluation
- Must have a current Continuing License
- Expresses willingness to participate in on-going professional development related to mentoring
- Holds the same licensure area as the Beginning Teacher *(if possible)*
- Shows optimism for the teaching profession
- Engages in reflective dialogue that guides beginning teachers toward independent capability

Mentors must be trained on the current mentor standards or agree to receive training as soon as possible after assuming the role of mentor.

Legal Name: _____

Last First MI

Work Location: _____ Email Address: _____

Current Position: _____ Grade Level/Subject: _____

How many years have you been teaching? _____

National Board Certification: Yes No Master's Degree: Yes No

Licensure area(s): _____

As a mentor, I agree to perform the activities listed below as applicable and as appropriate according to the HCPS Beginning Teacher and Mentor Support Handbook:

Attend/Complete HCPS in-person or virtual professional development activities as required.
Serve as the key support person for the Beginning Teacher (BT) according to the new North Carolina Mentor Standards.
Assist the Beginning Teacher with the interpretation and application of North Carolina Teaching Standards and the North Carolina Standard Course of Study.
Collaborate with the BT in the preparation of the Professional Development Plan and sign for the Initial, Mid-Year, and End-of-Year.

Principal's Name (Print): _____

Principal's Signature & Date: _____

Mentor's Name (Print): _____

Mentor's Signature & Date: _____

Human Resource Designee Signature & Date: _____

Date of Board Approval: _____

Hertford County Public Schools

Optimum Working Conditions Consent Form

School Year _____

Beginning Teachers may not be assigned extracurricular duties unless they request the assignment(s) in writing. In cases of compelling need, the superintendent or his designee(s) may temporarily suspend Section A of Extracurricular Duties and allow principals to assign extracurricular duties to Beginning Teachers.

Name (Legal): _____

First Middle Last

School: _____ **BT Status/Years of Experience:** _____

Requested Assignment:

_____

Assignment Description: (Include anticipated time/days involved):

_____

_____

_____

_____

_____

Beginning Teacher's Signature: _____ **Date:** _____

Principal's Signature _____ **Date:** _____

The Optimum Working Conditions Consent Form is maintained in the BT's file at the building level.

Date of Board Approval: _____

Hertford County Public Schools

Professional Development Activity Log for Mentors

Mentor's Name: _____

School: _____

Year: _____

Course Title	Type of Activity	Activity Description	Beginning & End Dates	Location	PD Presenter	CEUs

Mentor's Signature: _____ Date: _____

Lead Mentor's Signature: _____ Date: _____

Mentor & Mentee

Monthly Meeting Log

Reporting Month:

Date	Time	Standards	Outcomes/Action Steps
Mentor Reflections:			
New Teacher Reflections:			

New Teacher's Signature and Date _____

Mentor's Signature & Date _____

Principal's Signature and Date _____