Beginning Teacher Support Program Handbook

A Guide for NC Beginning Teacher Coordinators



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

supporting NCSBE Policy TCED-016

updated August 2021

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Beginning Teacher Support Program Handbook

Introduction

The Beginning Teacher Support Program Handbook is provided for LEAs and Charter schools to use as a guide during the implementation of a Beginning Teacher Support Program in accordance with the NC State Board of Education Policy TCED-016. This handbook provides resources for LEAs and Charters to successfully implement and monitor a Beginning Teacher Support Program.

All public school units shall implement a Beginning Teacher Support Program (BTSP). The BTSP is a required, three-year induction program for beginning teachers. The induction program provides a systematic structure of support for beginning teachers for the first three years of their careers so that they may meet the state's professional teaching standards, impact the learning of all students in distinguished ways, and choose to remain in the profession and become future master teachers, teacher leaders, skilled administrators, and superintendents.

Beginning Teacher Support Program

Vision for Mentoring and Induction

The North Carolina Professional Teaching Standards establish a powerful vision for the roles of teachers in their classrooms and schools in the 21st century. The standards challenge teachers to:

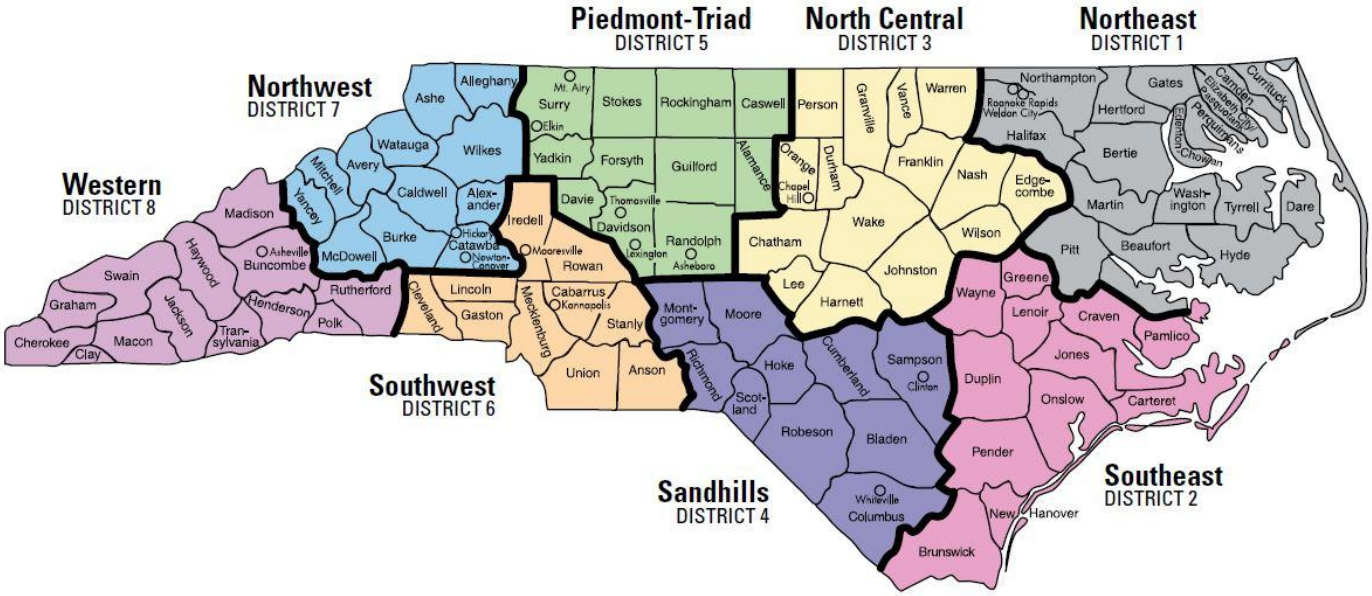
- Pursue leadership opportunities in their school, district, and community
- Make the content they teach engaging, relevant, and meaningful to students' lives
- Teach existing core content that is revised to foster the abilities of students to think critically, problem solve, and use information technology responsibly
- Nurture classroom environments that help students discover how to learn, innovate, collaborate, and communicate their ideas
- Incorporate global awareness, civic literacy, financial literacy, and health awareness in the core content areas
- Utilize interdisciplinary instructional approaches and relationships with home and community in the learning process
- Reflect on their practice and craft assessments that are authentic and structured and place an emphasis on the demonstration of knowledge
- Develop the value of lifelong learning and the joy of encouraging their students to learn and grow

The attainment of this vision is challenging for all educators and is particularly daunting for the newest teachers in the profession. If the beginning teachers of North Carolina are going to be able to meet the state's professional teaching standards, impact the learning of all students in distinguished ways, choose to remain in the profession, and become future master teachers, teacher leaders, and skilled administrators and superintendents, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the school districts and charter schools in the state.

Regional Education Facilitator Team

The Regional Education Facilitator (REF) team is a group of eight educators who are regionally based across the state. The Regional Education Facilitators monitor and guide LEAs and Charters as they provide quality induction programs that nurture and support the professional growth of a beginning teacher. The work of this team is to ensure that the State Board of Education policy concerning Beginning Teacher Support (TCED-016) is understood and implemented at the local level. One of the primary components of the work of the team is to facilitate beginning teacher support at the district and charter school levels. As liaisons between districts and NCDPI, the REF Team members are the main point of contact for all elements of beginning teacher support, including: Beginning Teacher Support Program (BTSP) approval, BTSP Peer Review, BTSP Monitoring, Mentor Training, Professional Development for Beginning Teachers, and Beginning Teacher Support Coordinator (BTSC) Meetings.

The map below indicates the districts/regions of the state. Contact information for the Regional Education Facilitators in each district/region is located on the following page.



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Beginning Teacher Support Program Standards

Overview

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.

Standard 1: Systemic Support for High Quality Induction Programs

The commitment of all stakeholders - beginning teachers, mentors, faculty members, school level administrators, district-level administrators, school boards, State Boards of Education, Department of Public Instruction, post-secondary education institutions, and professional organizations - to the effectiveness, sustainability, and success of the mentoring and induction program is felt system-wide. Stakeholders foster a climate that values the support of beginning teachers through mentoring and induction while promoting conditions for high quality mentoring and induction by evaluating, designing, and revising related policy and practices. Stakeholders support ongoing program improvement and accountability through multiple processes including data analysis and program review.

The leadership of the principal is instrumental in ensuring the success of mentoring and induction programs at the site level. Principals establish and maintain a positive school environment that supports mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to staff regarding the role of mentor and the multiple facets of mentoring, including the essential component of confidentiality.

1a. Institutional Plan

Key Features:

- Plan is approved by the Board of Education
- Plan is based on State Board Policy
- Plan clearly outlines responsibilities and procedures for all stakeholders

1b. Institutional Commitment and Support

Key Features:

- Stakeholders acknowledge the value and importance of mentoring and induction.
- Stakeholders appoint and support designated leadership for oversight of the mentoring and induction program.
- Stakeholders support the creation of policies and practices that meet state mentoring-induction program standards.
- Stakeholders advocate for conditions that promote high quality mentoring and induction.
- Stakeholders support data collection, program improvement, and program accountability.

1c. Principal Engagement

Key Features:

- Principals provide positive working conditions for beginning teachers.
- Principals provide a positive context for beginning teacher work with mentor.
- Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions.
- Principals clearly communicate mentor's role to staff.
- Principals respect the nature of the mentor's relationship with the beginning teacher.

Standard 2: Mentor Selection, Development and Support

The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention, and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit, and clearly communicated to all stakeholders by program leadership. The application, interview, and selection processes are transparent and uniformly implemented.

The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote growth along the indicators defined in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System and to ensure quality student learning.

Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.

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.

Standard 3: Mentoring for Instructional Excellence

Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district, and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System are the comprehensive guides used by all teachers, mentors, and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps, and together monitor results in an ongoing process designed to continuously improve teaching and learning.

Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive, and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and to promote high levels of learning.

3a. Time

Key Features:

- Mentors are provided time to work with beginning teachers during and outside of the school day.
- Mentors and beginning teachers have protected time to engage in required mentoring and induction-related activities.

3b. Instructional Focus

Key Features:

- Mentors utilize the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System to guide, refine and deepen their work with beginning teachers across the full range of teaching practices.
- Mentors make classroom observations to support beginning teachers in developing effective classroom management, lesson planning, and instruction.

3c. Issues of Diversity

Key Features:

- Mentors support beginning teachers to appreciate diversity and to create a respectful environment for a diverse population of students.
- Mentors support beginning teachers to design and implement instruction that meets the diverse learning needs of students.

Standard 4: Beginning Teacher Professional Development

Beginning teachers benefit most by participating in professional development that is targeted to meet their needs as novice instructors. To meet the needs of beginning teachers and promote their successful entry and engagement in the school community, principals ensure that beginning teachers receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures.

Ongoing professional development is tailored to meet the needs of beginning teachers and scheduled before the start of school or soon thereafter. Provision is made to support late hire beginning teachers to receive information provided at site and district professional development. Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

4a. Beginning Teacher Professional Development

Key Features:

- Beginning teachers participate in a structured orientation to their school.
- Beginning teachers participate in district-wide professional development designed for beginning teachers prior to the start of the school year or soon thereafter.
- Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System and takes into account the unique needs of beginning teachers.

Standard 5: Formative Assessment of Candidates and Programs

The system-wide use of the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System provides standards-based aligned descriptions of practice and expectations for beginning teacher development. Mentors utilize the language and expectations of these foundations in the use of formative assessment tools for ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning.

The North Carolina Mentoring and Induction Program Standards form the basis on which individual mentoring and induction programs are assessed. District mentor program leaders and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement. All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs.

5a. Formative Assessment

Key Features:

- Mentors utilize the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice and student learning.
- Mentors use formative assessment tools to gather data on classroom practice and student learning to promote and guide their work with beginning teachers.

5b. Program Evaluation

Key Features:

- Infrastructure exists that assists in the collection and use of data regarding beginning teacher practice and program implementation overtime.
- Program leaders and stakeholders use data to identify impacts, successes, and challenges and to inform program improvement.

North Carolina Mentor Standards
Overview

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership – Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities. Key elements of the standard include building trusting relationships and coaching, promoting leadership, facilitating communication and collaboration, sharing best practices, imparting ethical standards and advocating for beginning teachers and their students.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity. Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st century goals and assist beginning teachers in the utilization of these tools to promote student achievement. Key elements of the standard include imparting and utilizing the NCSCOS and 21st century goals into beginning teacher practice.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students: Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement. Mentors also support beginning teachers to understand their professional licensure obligations and pursue professional growth. Key elements of the standard include developing and improving instructional and professional practice and understanding and analyzing student assessment data.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support. Key elements of the standard include allocating and using time with beginning teachers, developing reflective practitioners and gathering data on beginning teacher practice.

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

1a Trusting Relationship and Coaching

- Mentors establish and maintain confidential relationships with beginning teachers.
- Mentors develop a range of coaching skills to support beginning teachers.
- Mentors adapt their use of coaching skills and strategies to effectively support beginning teachers.

1b Leadership

- Mentors ensure that beginning teachers are aware of leadership opportunities.
- Mentors encourage and support beginning teachers to engage in leadership at the school and district levels.
- Mentors guide beginning teacher's reflection on leadership experiences to promote leadership development.

1c Communication and Collaboration

- Mentors utilize effective communication skills with beginning teachers.
- Mentors support beginning teachers to develop effective communication skills in collaborative interactions with colleagues and administration.
- Mentors support beginning teachers to engage in collaborative dialogue to improve professional practice and school effectiveness.

1d Best Practices

- Mentors possess knowledge of best practices with a primary focus on student learning.
- Mentors provide resources for and modeling of best practices for beginning teachers.
- Mentors support beginning teachers' implementation of best practices.

1e Ethical Standards

- Mentors are knowledgeable about the ethical and professional standards.
- Mentors demonstrate ethical and professional behavior in interactions with beginning teachers, staff, administration, community members and students.
- Mentors initiate collaborative dialogue with beginning teachers regarding ethical and professional behavior

1f Advocacy for Beginning Teachers and Students

- Mentors advocate for beginning teachers to ensure they have appropriate instructional resources and supportive working conditions.
- Mentors coach beginning teachers on methods of advocacy for themselves and their students.
- Mentors advocate for initiatives and policies to improve education for all students and promote positive change practices.

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

2a Relationships with Students

- Mentors support beginning teachers to be aware of the importance of building strong relationships with their students and share ways to get to know them.
- Mentors provide beginning teachers with strategies and methods to communicate effectively with students in a variety of settings and situations.
- Mentors collaborate with beginning teachers to assess the effectiveness of communications and interactions with students and their impact on relationships and learning.

2b Relationships with Families

- Mentors support beginning teachers to develop relationships with families and significant adults in the lives of their students
- Mentors collaborate with beginning teachers to design and implement effective ways of connecting and communicating with parents and guardians in formal and informal settings.
- Mentors facilitate the beginning teacher's development of methods to support inclusion of families in the on-going process of identifying and improving student achievement.

2c Relationships at School and in Community

- Mentors assist beginning teachers in learning about the context of the school and community.
- Mentors support beginning teachers to meet and engage with school colleagues and partners in the community.
- Mentors support beginning teachers to develop activities that foster positive collaboration between school and community.

2d Honor and Respect for Diversity

- Mentors support beginning teachers to know the cultural, ethnic, gender and socioeconomic characteristics of their classroom, the school and the community.
- Mentors collaborate with beginning teachers to expand self-awareness regarding issues of diversity as they impact teaching and learning.
- Mentors support beginning teachers to expand their awareness of culturally inclusive practices and to include them in planning, implementing, and reflecting on lessons.

2e Classroom Environments that Optimize Learning

- Mentors possess a broad knowledge of systems and techniques for classroom management.
- Mentors support beginning teachers in developing effective designs for classroom management to create and maintain a respectful inviting classroom community.
- Mentors support beginning teachers to better understand the specific behaviors of their students and ways to adjust strategies to meet student needs and maintain engagement in learning.

2f Reaching Students of all Learning Needs

- Mentors engage in dialogue with beginning teachers regarding the individual learning needs of their students and corresponding labels that might be assigned to them.

- Mentors support beginning teachers' understandings of diversity and appropriate instructional strategies to meet individual learning needs.
- Mentors collaborate with beginning teachers to implement and assess differentiated lessons designed to meet learning needs and promote student success.

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

3a NCSCOS and 21st Century Goals

- Mentors demonstrate strong knowledge of NCSCOS for their own grade levels/subjects and support beginning teachers to become knowledgeable of NCSCOS for their grade levels/subjects.
- Mentors demonstrate vertical alignment of NCSCOS so they can understand where it came from.
- Mentors support beginning teachers to design lessons that integrate 21st century goals and skill development with NCSCOS and to reflect on implementation.
- Mentors support beginning teachers' participation in professional learning communities focused on full implementation of NCSCOS and achievement of 21st century goals.

3b Content and Curriculum

- Mentors ensure that beginning teachers receive necessary NCSCOS and state/district curriculum resources.
- Mentors assist beginning teachers in the use and implementation of NCSCOS and required curriculum.
- Mentors collaborate with beginning teachers to develop standards-based short and long term curriculum plans that show application of content and connections to the lives of students.

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

4a Instructional Practice

- Mentors support the planning, implementation and assessment efforts of beginning teachers.
- Mentors collaborate with beginning teachers to improve instruction and learning.
- Mentors provide additional assistance and professional development to beginning teachers in areas of need.

4b Professional Practice

- Mentors ensure that beginning teachers are fully aware of professional licensure requirements.
- Mentors model behaviors that demonstrate professional practice and support beginning teachers to pursue professional growth and to maintain professional practice.
- Mentors facilitate ongoing
- Mentors dialogue with beginning teachers to reflect on and enhance professional practice.

4c Student Assessment

- Mentors support beginning teachers to have and use required student assessments.
- Mentors assist beginning teachers in the analysis of student assessment data from a variety of sources and to make adjustments in instructional delivery based on results.
- Mentors support beginning teachers to design and use student assessment tools to inform the planning of differentiated lessons that are responsive to identified student needs.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

5a Allocation and Use of Time with Beginning Teachers

- Mentors initiate making connections with beginning teachers and learning about their needs before or near the start of school or at the time of hire if later in the year.
- Mentors support beginning teachers to attend a program orientation and support clarification of program information.
- Mentors meet regularly with beginning teachers and focus their efforts on effective coaching and time management to meet individual needs.

5b Reflective Practice

- Mentors become highly skilled in the use of instructive, collaborative and facilitative approaches to coaching.
- Mentors support beginning teachers to reflect on practice and self identify their instructional strengths and challenges.
- Mentors collaborate with beginning teachers in the on-going improvement of teaching and learning through reflection.

5c Mentor Data Collection

- Mentors observe in beginning teachers' classrooms to gather data and reflect on instructional practice.
- Mentors expand their repertoire of observation tools to be responsive to the needs and interests of beginning teachers.
- Mentors collaborate with beginning teachers to select a focus for data collection, to reflect on results, and plan next steps.

North Carolina Mentoring Continuum

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

Element	Developing	Proficient	Accomplished	Distinguished
Trusting Relationship	Has awareness of the need to maintain a confidential mentor relationship with the beginning teacher and the importance of mentor language	Respects confidential nature of mentor/beginning teacher relationship. Utilizes collaborative facilitative language when supporting the beginning teacher	Honors confidential relationship. Provides coaching support tailored to meet the needs of the beginning teacher	Upholds confidential relationship. Focus of coaching emerges from on-going dialogue with beginning teacher and mutually agreed upon next steps. Is responsive to the immediate and long-term needs of the beginning teacher
Leadership	Provides beginning teacher with a list of opportunities for leadership	Models shared leadership, encourages beginning teacher engagement in leadership activities, and reflects with the beginning teacher	Supports the beginning teacher's involvement in school leadership opportunities	Assists the beginning teacher to assume leadership roles at school and district levels. Provides on-going coaching and support of leadership development
Communication and Collaboration	Exhibits effective communication skills	Assists the beginning teacher in developing the skills that would enable them to communicate effectively within collaborative settings and to develop positive working relationships	Supports the beginning teacher to use effective communication skills in collaboration with colleagues to improve teaching and learning	Nurtures the self-efficacy of the beginning teacher and his/her responsibility to utilize effective communication skills in collaborative dialogue to improve school effectiveness

Best Practices	Brings knowledge about best practices into conversations with beginning teachers	Provides resources for the beginning teacher on best practices with a primary focus on student learning	Models best practices with a focus on student learning while working collaboratively with the beginning teacher	Uses observations and data collection to provide clarification for the beginning teacher in implementing best practices with a primary focus on student learning

Ethical Standards	Is aware of ethical and professional standards	Demonstrates ethical and professional behavior in interactions with beginning teachers and school administration	Initiates collaborative dialogue with the beginning teacher regarding ethical and professional behavior	Exemplifies ethical and professional behavior and serves as a role model within the school and district community
Advocacy for Beginning Teachers and Students	Identifies and assists in locating instructional resources for the beginning teacher	Advocates for improving working conditions for the beginning teacher and his/her students when needed	Advocates for initiatives to improve education for all students. Coaches the beginning teacher on advocacy methods.	Advocates for positive change in policies and practices affecting student learning. Utilizes working conditions data to ground advocacy efforts

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Element	Developing	Proficient	Accomplished	Distinguished
Relationships with Students	Supports the beginning teacher to become aware of the importance of building strong relationships with their students	Provides the beginning teacher with strategies for effective communication with students individually and in groups. Share methods of learning more about students' individual backgrounds, strengths, and needs	Collaborates with the beginning teacher to assess the effectiveness of communications and interactions with students and reflect on their impact on relationship and instruction	Supports the beginning teacher to solicit and utilize on-going feedback from students regarding teacher/student communications and interactions. Facilitates the beginning teacher's reflection on the role of building and maintaining relationships with students and effective outcomes for learning
Relationships with Families	Brings awareness to the beginning teacher of the importance of communication with parents/families. Shares resources such as telephone logs, classroom newsletter/website design, and phone/email protocols	Supports the beginning teacher development of a home-school communication plan that establishes regular use of tools that promote effective communication with parents/families	Parents with the beginning teacher in the planning and implementation of parent-family conferences/communications. Reflects on effectiveness of interactions and communications to meet both the beginning teacher's needs and the parents/family's needs	Facilitates the beginning teacher's development of a variety of lessons on school-related activities that regularly include families in the on-going process of identifying and improving student achievement

Relationships at School and in Community	Assists the beginning teacher to become familiar with faculty/staff. Shares availability of community resources	Introduces school and community partners/resources to the beginning teacher. Communicates context and history	Assists the beginning teacher with development of activities that foster collaboration between the school and the community	Fosters collaborative activities for the beginning teacher that includes and embraces the cultural norms of the community
Honor and Respect for Diversity	Informs the beginning teacher of the demographical composition of the school and community	Raises an awareness of the beginning teacher's perspective and cultural inclusiveness as evidenced in the classroom	Introduces the beginning teacher to culturally inclusive practices	Engages the beginning teacher proactively around issues of diversity. Demonstrates culturally inclusive practices and guides the beginning teacher in developing his/her own
Developing Classroom Environments that Optimize Learning	Demonstrates knowledge about classroom rules, procedures and consequences	Assists the beginning teacher in developing classroom management plan in order to create and maintain a respectful inviting classroom community	Observes and provides specific feedback on: -Student behavior and engagement -Routines/Procedure -Instructional delivery -Classroom climate	Facilitates the beginning teacher's understandings of specific student behaviors and use of strategies to address student needs and maintain engagement in learning activities
Reaching Students of all Learning Needs	Raises awareness of the ways that students are identified based on special needs	Supports the beginning teacher to lessons that take into account individual needs of students and promote student success	Guides the beginning teacher's understandings of diversity and appropriate instructional resources/practices, such as differentiated instruction	Facilitates reflective dialogue with the beginning teacher on: -Preparatory and supportive work -Student/teacher interaction -Interpretation of student output -Development of multiple teaching strategies to best accommodate all learners

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

Element	Developing	Proficient	Accomplished	Distinguished
Implementation of NCSCOS and 21st Century Goals	Demonstrates strong knowledge of NCSCOS for his/her own grade level/subject and is aware of the scope and sequence of the NCSCOS across grade levels/disciplines	Implements strategies in weekly conversations that demonstrate awareness and understanding of the NCSCOS. Facilitates designing lessons that link the NCSCOS with 21st century skill development	Collaborates with the beginning teacher in on-going conversations on how to integrate 21st century goals into the NCSCOS. Facilitates the beginning teacher's active participation in professional learning communities	Facilitates the beginning teacher's development of all strands of the NCSCOS and the scaffolding of the NCSCOS across grade levels/subjects. Utilizes weekly professional conversations and professional development to support the beginning teacher in reflecting upon the use of 21st century standards in the curriculum
Content and Curriculum	Provides NCSCOS for the beginning teacher. Is aware of the need to assist the beginning teacher in its use	Provides state and district curriculum resources and assists the beginning teacher in determining key concepts. Assists the beginning teacher in establishing appropriate pacing	Promotes networking by the beginning teacher within school and district to access a wide range of curriculum resources. Supports the beginning teacher in developing both short and long term curriculum plans	Supports the beginning teacher in designing lessons that show application of the content and demonstrate connections to life in the community

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

Element	Developing	Proficient	Accomplished	Distinguished
Instructional Practice	Informs and highlights for the beginning teacher the need for planning, implementing and using assessments	Supports planning, implementation, and assessment efforts of the beginning teacher	Collaborates with the beginning teacher to improve instruction and learning based on assessments. Provides professional development in areas of need using the cycle of assistance: Preconference, Observe, Reflect	Facilitates the beginning teacher's in depth analysis of student work and planning for differentiated instruction based on results. Provides on-going support and coaching for implementation
Professional Practice	Informs the beginning teacher of licensure requirements	Models and nurtures continual growth, professional ethics, norms of collaboration, equity and high expectations	Facilitates on-going conversation with groups of teachers on professional norms, continuing education and overall growth of students	Facilitates beginning teacher application of action research, case studies, and other resources such as book studies and community agents. Creates opportunities for the beginning teacher to talk with others about professional practice
Student Assessment	Brings awareness of achievement data sources to the beginning teacher. Exposes beginning teacher to school and district data. Ensures that the beginning teacher has the required assessments that accompany texts.	Models need for data to enhance teaching and improve student performance. Assists the beginning teacher in interpreting data gathered from informal and formal assessments and to apply results in planning and making adjustments in instructional delivery	Supports the beginning teacher in the development and use of tools to assess student work. Collaboratively plans differentiated instruction based upon results	Provides/leads professional development for beginning teachers on a range of assessment techniques and how to utilize the data to meet individual needs. Facilitates leadership of beginning teachers to inform colleagues of their learnings regarding student assessment and designing responsive instruction

Mentor Standard 5: Mentors support beginning teachers to reflect on their practices.

Element	Developing	Proficient	Accomplished	Distinguished
Allocation and Use of Time with Beginning Teachers	Is aware of importance of meeting the beginning teacher and learning about his/her individual needs. Initiates introductions and offers availability for support	Supports the beginning teacher to attend a program orientation within first two weeks of employment. Meets with the beginning teacher at least twice monthly. Focuses coaching efforts on meeting individual needs	Meets with the beginning teacher prior to their start of the school year to support classroom planning/ preparation. Clarifies program information as needed. Regularly meets (face to face, virtually or through other medium that best meet the needs of beginning teachers) with the beginning teacher weekly and honors start and end times. Makes conscientious effort to use coaching skills and time effectively to meet individual needs	Meets with the beginning teacher prior to the start of the school year and meets at least twice per week. Provides the beginning teacher with additional ways to communicate and get support between scheduled meetings. Is dedicated to and skilled in providing quality coaching and targeted use of time to effectively meet individual needs
Reflective Practices	Relies on instructive approaches to tell the beginning teacher how to enhance instructional practice and student achievement	Utilizes instructive, collaborative and facilitative approaches to engage the beginning teacher to reflect and improve on practice	Blends instructive, collaborative and facilitative approaches to facilitate the beginning teacher's use of reflection to self identify his/her instructional strengths and challenges and to engage in an on-going cycle of improvement	Orchestrates highly refined use of instructive, collaborative and facilitative approaches to enhance a beginning teacher's ability to reflect on strengths and challenges. Nurtures the beginning teacher's capacity to infuse reflection in his/her practice and to improve teaching and learning

Mentor Data Collection	Makes brief general observations of the beginning teacher's classroom on multiple occasions to gather data on practice	Collaborates with the beginning teacher to conduct classroom observations and gathers general data on practice. Has brief reflective conversation with the beginning teacher regarding knowledge gained from the data	Observes the beginning teacher's classroom regularly for both snapshot and formal visits to gather data. Collaborates with the beginning teacher to define a focus for data collection and to plan time to fully review the implications of the data	Utilizes a range of data collection tools to best capture information on the focus established by the beginning teacher. Facilitates conversation with the beginning teacher regarding the data collected and fosters reflection and next steps based on the data

North Carolina Professional Teaching Standards

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

Standard 1 Teachers Demonstrate Leadership

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners. Teachers should:

- Take responsibility for all students' learning;
- Communicate vision to students;
- Use data to organize, plan, and set goals;
- Use a variety of assessment data throughout the year to evaluate progress;
- Establish a safe and orderly environment; and
- Empower students.

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels. Teachers should:
Work collaboratively with all school personnel to create a professional learning community;

- Analyze data;
- Develop goals and strategies through the School Improvement Plan;
- Assist in determining school budget and professional development;
- Participate in hiring process; and
- Collaborate with colleagues to mentor and support teachers to improve effectiveness.

Teachers lead the teaching profession.
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession. Teachers should:

- Strive to improve the profession;
- Contribute to the establishment of positive working conditions;
- Participate in decision-making structures; and
- Promote professional growth.

Teachers advocate for schools and students.
Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students. Teachers should:

- Advocate for positive change in policies and practices affecting student learning; and
- Participate in the implementation of initiatives to improve education.

Teachers demonstrate high ethical standards.
Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. Teachers should:

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

Standard 2 Teachers Establish a Respectful Environment for a Diverse Population of Students
Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. Teachers should:

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Teachers embrace diversity in the school community and in the world.
Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction. Teachers should:

- Demonstrate knowledge of diverse cultures;
- Select materials and develop lessons that counteract stereotypes and incorporate contributions;
- Recognize the influences on a child's development, personality, and performance; and
- Consider and incorporate different points of view.

Teachers treat students as individuals.
Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. Teachers should:

- Maintain high expectations for all students; and
- Appreciate differences and value contributions by building positive, appropriate relationships.

Teachers adapt their teaching for the benefit of students with special needs.
Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met. Teachers should:

- Collaborate with specialists; and
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

Teachers work collaboratively with the families and significant adults in the lives of their students.
Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students. Teachers should:

- Improve communication and collaboration between the school and the home and community;
- Promote trust and understanding and build partnerships with school community; and
- Seek solutions to overcome obstacles that prevent family and community involvement.

Standard 3 Teachers Know the Content They Teach
Teachers align their instruction with the North Carolina Standard Course of Study.
In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply

strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline. Teachers should:

- Teach the North Carolina Standard Course of Study;
- Develop and apply strategies to make the curriculum rigorous and relevant; and
- Develop literacy skills appropriate to specialty area.

Teachers know the content appropriate to their teaching specialty.
Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines. Teachers should:

- Know subject beyond the content they teach; and
- Direct students' curiosity into an interest in learning.

Teachers recognize the interconnectedness of content areas/disciplines.
Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach. Teachers should:

- Know links between grade/subject and the North Carolina Standard Course of Study;
- Relate content to other disciplines; and
- Promote global awareness and its relevance.

Teachers make instruction relevant to students.
Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness. Teachers should:

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility; and
- Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Standard 4 Teachers Facilitate Learning for Their Students
Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their

instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students. Teachers should:

- Know how students think and learn;
- Understand the influences on student learning and differentiate instruction;
- Keep abreast of evolving research; and
- Adapt resources to address the strengths and weaknesses of students.

Teachers plan instruction appropriate for their students.
Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs. Teachers should:

- Collaborate with colleagues;
- Use data for short and long range planning;
- Engage students in the learning process;
- Monitor and modify plans to enhance student learning; and
- Respond to cultural diversity and learning needs of students.

Teachers use a variety of instructional methods.
Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction. Teachers should:

- Choose methods and materials as they strive to eliminate achievement gaps; and
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.

Teachers integrate and utilize technology in their instruction.
Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. Teachers should:

- Know appropriate use; and
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Teachers help students develop critical thinking and problem-solving skills.
Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems. Teachers should:

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions; and

- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Teachers help students work in teams and develop leadership qualities.
Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. Teachers should:

- Teach the importance of cooperation and collaboration; and
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teachers communicate effectively.
Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways, even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively Teachers should:

- Communicate clearly with students in a variety of ways; and
- Assist students in articulating thoughts and ideas clearly and effectively.

Teachers use a variety of methods to assess what each student has learned.
Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions. Teachers should:

- Use multiple indicators, both formative and summative, to evaluate student progress;
- Provide opportunities for self-assessment; and
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Standard 5 Teachers Reflect on Their Practice
Teachers analyze student learning.
Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement; and
- Collect and analyze student performance data to improve effectiveness.

Teachers link professional growth to their professional goals.
Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development.

Teachers function effectively in a complex, dynamic environment.
Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning; and
- Adapt practice based on data.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy ID TCED-016 Policy
Policy Title Beginning Teacher Support Program
Policy Category Teacher Education (TCED)
Policy Date 09/03/2020

Formerly TCP-A-004/LICN-004
Statutory Reference
G.S. 115C-12; 115C-12(22); 115C-268.1; 115C-268.5; 115C-270.5; 115C-299.5; 115C-300.1; 115C-333.1; 115C-335; 115C-106.3

Definitions (For the purposes of this policy)
Public School Unit – Any LEA, charter school, laboratory school, or innovative school which is supported by state funds.
Non-Public School Unit – Any school which is not supported by state funds.

I. Overview of the Beginning Teacher Support Program
All public school units shall implement a Beginning Teacher Support Program (BTSP). The BTSP is a required, three-year induction program for beginning teachers (BTs). The North Carolina Beginning Teacher Handbook is a reference guide for Coordinators in a public school unit to use during the implementation of a BTSP. This handbook provides resources, templates, and examples to successfully implement and maintain a Beginning Teacher Support Program.

II. Goals of the Beginning Teacher Support Program
One primary and direct goal of the BTSP is to help new teachers improve skills and build confidence to become successful educators. BTs will only reach their fullest potential with systems of support from the state, school district, local school and quality mentors. North Carolina's program includes these components in order to provide a systematic structure of support for beginning teachers. Other goals of the BTSP are to ensure that BTs: meet the state's professional teaching standards; impact the learning of all students in distinguished ways and; choose to remain in the profession and become future master teachers, teacher leaders, skilled administrators and superintendents.

III. Beginning Teacher Support Program Standards Overview
These standards are designed to assist local districts and charter schools in creating and implementing successful BTSPs. A more in-depth breakdown of these standards can be found in the North Carolina Beginning Teacher Handbook.
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 addresses 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 school site and professional development designed to meet the unique needs of beginning teachers and 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.

IV. 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. All LEAs must follow SBE requirements for beginning teacher support as indicated in this policy. All charter schools, public schools with charter-like flexibility, and private schools, which support North Carolina licensure for their teachers, must follow SBE requirements for licensure regardless of any flexibility afforded by SBE policy or state statute.

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 policies LICN-001 and LICN-003).
● Beginning Teacher Licensure Conversion Process: Effective July 1, 2016, teachers who hold an Initial license are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved examinations have been passed, and the teacher has completed three years of teaching. Teachers with fewer than three years of teaching experience, however, are required to continue participating in a Beginning Teacher Support Program regardless of their licensure status.

● Collect 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. This requirement applies only to local boards of education.
● 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.

2) Plan for implementing a sound BT Induction process.
Teachers with fewer 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.

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 Evaluation System (NCEES). For the purposes of this policy, “proficient” means a teacher has received ratings of proficient or higher on three of the 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 Abbreviated Evaluation. 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.
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 Educator 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.

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).

iii. Local school systems/charter schools are responsible for providing training and support for mentors. LEAs/Charters 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.

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.

e. Each year, the BT completes any professional development required or prescribed by the LEA or charter.

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).

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.

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 plans, 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.

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

7) Plan for a timely transfer of BT files to subsequent employing public school units or non-public school units within the state.

V. Mentor Standards Overview
The Mentor Standards were designed to focus on what knowledge, skills, and dispositions beginning teachers need and clearly articulate how mentors can help teachers attain them. A more in-depth breakdown of mentor standards and the mentor standards continuum can be found in the North Carolina Beginning Teacher Handbook.

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership –Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st century goals and assist beginning teachers in the utilization of these tools to promote student achievement.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students - Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support.

VI. Professional Teaching Standards Overview
The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development and define what teachers need to know and do to be able to teach students in the 21st Century.

Standard 1: Teachers Demonstrate Leadership
- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

Standard 2: Teachers Establish A Respectful Environment For A Diverse Population Of Students

● Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
● Teachers embrace diversity in the school community and in the world.
● Teachers treat students as individuals.
● Teachers adapt their teaching for the benefit of students with special needs.
● Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard 3: Teachers Know The Content They Teach

● Teachers align their instruction with the North Carolina Standard Course of Study.
● Teachers know the content appropriate to their teaching specialty.
● Teachers recognize the interconnectedness of content areas/disciplines.
● Teachers make instruction relevant to students.

Standard 4: Teachers Facilitate Learning For Their Students

● Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
● Teachers plan instruction appropriate for their students.
● Teachers use a variety of instructional methods.
● Teachers integrate and utilize technology in their instruction.
● Teachers help students develop critical thinking and problem solving skills.
● Teachers help students work in teams and develop leadership qualities.
● Teachers communicate effectively.
● Teachers use a variety of methods to assess what each student has learned.

Standard 5: Teachers Reflect On Their Practice

● Teachers analyze student learning.
● Teachers link professional growth to their professional goals.
● Teachers function effectively in a complex, dynamic environment.

Beginning Teacher Support Program Plans

From State Board of Education Policy (SBE) TCED-016: 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.

School systems and charter schools may choose to use the template located in this handbook when creating the Beginning Teacher Support Program Plan.

Upon completion of creating a BTSP Plan, submit the plan to the Regional Education Facilitator (REF) for initial review. Upon notification from the REF that all policy-required components are included, the BTSP Plan should be submitted to local board of education for approval. After local board approval, the BTSP Plan must be submitted to the REF for final NCDPI approval. The approved plan must be on file for review at the public school unit or non-public school unit.

Template for Beginning Teacher Support Program Plan
BTSP Plan Template
for NC SBE Policy TCED-016

Plan must align to 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*

Make sure all of the following items are in the plan:

A documented process for identifying and verifying all BTs must address the following:

· Teachers with fewer than three years of experience

· Student services personnel, administrators, and curriculum-instructional specialists not required to participate

· Once continuing license is earned in one area, additional teaching areas do not require a BTSP experience

· Assignment in area of licensure

· Follow NCSBE requirements for all required licensure tests

· Licensure Conversion Process: Eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved exams have been passed, and three years of teaching have been completed.

· Collect BT Data for the State of the Teaching Profession report (LEAs only - not charters)

Orientation

- provided within two weeks of the teacher's first day of work (including late hires)
- 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 required working conditions guidelines
    - Mentor assigned early, and in close proximity
    - Limited preparations
    - Limited non-instructional duties
    - Limited number of exceptional or difficult students
    - No extracurricular assignments unless requested in writing by the BT
- NC Teacher Evaluation Process
- NC Standard Course of Study
- Local curriculum guides
- The safe and appropriate use of seclusion and restraint of students
- The State Board of Education's Mission and Goals
- Documentation that each BT attended orientation

Mentor Program established to provide ongling support for new teachers

Each year, the BT is assigned a mentor meeting the following requirements:

- Rated at least “proficient” level on NCEES (Ratings of proficient or higher on three of five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation)
- Retired teachers are eligible to serve as mentors
- The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teacher, with priority consideration for mentors rated as “distinguished” or “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.
- LEAs may use the most recently available evaluation available for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher.
- Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the “proficient’ level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships.
- A teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignment, the mentor is rated at least “accomplished” (received ratings of accomplished or higher on three of five standards including Standard 4 on the most recent summative, or on Standard 4 on an abbreviated evaluation), and the BT’s principal maintains a record of the reasons for selecting the mentor from a different school building.
- Mentor Assignment Guidelines shall 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.

● Training, based on the NC Mentor Standards ● Support is provided for mentors.
Each year, the BT is required to develop a PDP in collaboration with principal (or principal's designee) and mentor. ● Based on NCPTS and must include goals, strategies, and assessment of the BT's progress in improving professional skills ● Formative assessment conferences are held at the beginning, middle, and end of each year, including BT, mentor, and principal, to reflect on progress of BT in meeting goals. Signatures of BT, mentor, and principal are required for each formative assessment conference.
BT will complete any professional development required or prescribed.
A formal process for conducting observations and a summative evaluation on all BTs ● All teachers, principals and peer evaluators must complete training on the process ● Within the first two weeks of a teacher's first day of work every school year, the teacher will receive a rubric for evaluating NC teachers, the evaluation policy, and the schedule for completing all components of the evaluation process. ● Three administrative observations (observations must last 45 minutes or entire class period, first observation must have a pre-conference and all most have a post-conference within 10 days), one peer observation, one summative evaluation annually ● Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by ratings. ● For BT1s and BT2s, at least two observations must be conducted in the first semester of the school year, and if practicable, at least one of those observations shall be within the first grading period ● For BT1s and BT2s, at least one of the three annual administrative observations must be conducted by the principal.
Plan for participation and demonstration of proficiency in BTSP Monitoring for compliance with State Board Policy.
Plan for participation in the annual BTSP Peer Review Process
Statement on how BT's personnel files are filed and secured
Plan for a timely transfer of BT files to subsequent employing LEAs, charter schools, or non-public institutions within the state
Documentation of local board plan approval.
For those PSUs using an alternative evaluation system, evidence/documentation of the following information must be included in the BTSP Plan:

· The validation study should be completed by an external agency. This means that the LEA or vendor should not be conducting its own validation study, but that an unbiased third party should conduct the validation study.

· The third-party evaluator should submit a summary of its methodology along with its findings.

The LEA/charter school or the vendor should submit a crosswalk between the new instrument and the state instrument which demonstrates the coverage of all the domains of the state evaluation system.

Beginning Teacher Support Program Peer Review Process

In order to assist public and non-public school units in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, public and non-public school units with approved BTSP plans 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 fro the annual peer reviews will be summarized and analyzed by NCDPI on a five-year cycle.

The BTSP Self Assessment is an annual requirement for public school units and non-public school units with approved BTSP Plans. By completing the BTSP Self Assessment rubric, the BT Coordinator will be able to reflect on progress in fulfilling all the BTSP Program standards. The BTSP Self Assessment should be completed each fall. BT Coordinators are encouraged to notate Examples of Artifacts that coincide with the ratings indicated.

The BTSP Peer Review is completed with critical friends in the region. The REF will invite all BT Coordinators to a meeting or work session where the BTSP Peer Reviews will take place. BT Coordinators may also choose to schedule individual meetings to complete the Peer Review Process The BTSP Peer Review rubric closely mirrors the BTSP Self Assessment rubric and BT Coordinators will have the opportunity, through the BTSP Peer Review, to share information as well as learn from others concerning beginning teacher support.

During the annual Peer Review, public and non-public school units provide information on BTSP standard(s) and element(s) as it pertains to their specific program and share artifacts as evidence to support their level of proficiency. By the 5th year, LEA/Charter programs are expected to show growth on all the standards and elements listed on the Peer Review rubric. If not, the LEA/Charter will receive additional support from NCDPI to assist in the growth of the LEA/Charter beginning teacher support program.

The BTSP Peer Review Sample Evidences document provides examples of documentation (materials or personnel) that may be accessed to support ratings for each standard. The list is not comprehensive, nor is it required to provide each evidence listed - it is simply a guide.

Beginning Teacher Support Program
Monitoring Visit Information

The following must be provided for the monitoring visit. A Regional Education Facilitator (REF) is assigned to the Public School Unit (PSU) and will provide guidance in preparing for the monitoring visit including a specific schedule for the visit.

Logistics

- A private workspace with wifi access is needed.
- All records to be reviewed must be located in the team workspace (electronic or paper copies).
    - NOTE: To understand what types of documentation might be provided to the monitoring team, please review the chart below. Providing the documentation suggested will assist in assuring each requirement is met and that there are no Areas of Concern.
- With input from PSU representatives, the REF will create a monitoring visit schedule that will include an interview with the following people:
    - Beginning Teacher Support Coordinator and/or Personnel Administrator
    - Other Central Office/District staff (lead mentor, licensure specialist, etc.) as needed

Surveys·

Two weeks prior to the visit, the PSU will send out a link (provided by the REF) for BT and Mentor surveys to all Beginning Teachers and mentors who were employed during the previous school year.

Beginning Teacher records

- PSU will prepare a list of BT1s, BT2s, and BT3s from the previous school year to submit to the REF at least two weeks prior to the visit.
- The list should include the following information: BT1, BT2, BT3; licensure area; teaching assignment, school, and mentor.
- Indicate if: alternative licensure; late hire with date; resigned, took medical leave, left before the end of the year, or any other special circumstance.
- Upon receipt of the BT list, the REF will randomly select 30% of the BTs and notify the PSU of the selection so BT files can be available for monitoring.
- PSU will provide the monitoring team access to BT files (electronic or paper) during the monitoring visit.

NCSBOE Policy TCED-016	Evidence or documentation to support rating:
IV. Beginning Teacher Support Program (BTSP) Requirements	• BTSP Plan
1) Documented process for identifying and verifying all BTs	• Copies of teacher licenses • Teacher assignment lists • Evidence of completion of recent graduate surveys (BT 1s and principals)
2) Plan for implementing a sound BT Induction process a. formal orientation	• Evidence of attendance at BT Orientation for each BT1 • BT Orientation agenda • BT Orientation slides/presentations • Hire dates for late hires • School Calendar for monitored year • Extra-curricular assignment request letters
2) Plan for implementing a sound BT Induction process b. mentors c. mentor assignment and training	• Mentor/Mentee assignment list by school • Mentor summative evaluation ratings • Principal documentation of reason for selecting mentor • Mentor training documentation for each mentor • Evidence of ongoing professional development • Mentor support documentation: example - mentor logs; mentor assignment list • Mentor evaluation rubric/Mentor continuum • Evidence of Mentor PLC
2) Plan for implementing a sound BT Induction process d. Professional Development Plans	• Professional Development Plans with signatures of principal, mentor, and BT at beginning, middle, and end of year (PDP Record of Activity from NCEES)
2) Plan for implementing a sound BT Induction process e. professional development	• Professional Development information

3) Observations/ Summative Evaluation	● Documentation of participation in training on evaluation process ● Documentation of receipt of rubric for evaluation, evaluation policy, and schedule for evaluation process within two weeks of teachers first day of work in the school year ● Documentation of pre-conference ● 3 observations by a principal or designee for monitored year, with post conference as required (BT1s and BT2s – three observations by principal, two required during first semester and one during first nine weeks if practicable) ● 1 observation by a (trained) peer for monitored year, with post conference as required ● 1 evaluation for monitored year (All of the above can be found on the Record of Evaluation in NCEES.) ● Monitored and/or Directed Growth Plans (if applicable)
4) Plan for participation in BTSP Monitoring	● BTSP Monitoring participation included in BTSP Plan
5) Plan for participation in the BTSP Peer Review Process	● BTSP Peer Review annual documentation
6) Plan for how BT Personnel files are filed and secured	● File maintenance documentation in BTSP Plan
7) Plan for timely transfer of BT files	● Documentation of file transfer process in BTSP Plan

Standard 1: Institutional Commitment and Support

Elements	Evidence or documentation to support rating:
A. Institutional Commitment and Support	Materials: ● Teacher Working Conditions Survey ● System-wide Professional Development Plan ● Local Board Policies ● Principal Evaluations ● BTSP Plan ● System and school procedures ● Committee agenda and minutes ● Agendas from Induction ● Mentor agreement ● Beginning Teacher Needs Assessment ● Teacher Turnover Report and HQT Data ● Race to the Top Plan Personnel: ● BTSP Plan Creators
B. Central Office Support	Materials: ● Teacher Working Conditions Survey ● Local Board Policies ● Principal Evaluations Personnel: ● Mentors ● Beginning Teachers
C. Principal Engagement	Materials: ● Teacher Working Conditions Survey ● Local Board Policies ● Principal Evaluations ● Surveys ● Administrator Professional Development ● Coaching letters ● Hiring Checklist and Mentor Contract ● Induction Program and meeting agendas and notes Personnel: ● Mentors ● Beginning Teachers

Standard 2: Mentor Selection, Development, and Support

Elements	Evidence or documentation to support rating:
A. Mentor Selection	Materials: ● Artifacts from the mentor selection process including applications, selection criteria, those engaged in selecting, etc. ● Documentation, materials, CEUs from mentor training ● Outline of BTSP Plan ● Agendas from mentor professional development opportunities Personnel: ● Mentors ● Beginning Teacher Coordinator ● Principals
B. Scope of Mentor Role	Materials: ● Artifacts from the mentor selection process including applications, selection criteria, those engaged in selecting, etc. ● Documentation and materials from mentor training/refreshers ● Agendas from mentor professional development opportunities ● Job description/responsibilities
C. Mentor Professional Development	Materials: ● Artifacts from the mentor selection process including applications, selection criteria, those engaged in selecting, etc. ● Documentation and materials from mentor training ● Agendas from mentor professional development opportunities ● List of course outlines, seminars, etc ● Annual updates ● Needs assessments / surveys

Standard 3: Mentoring for Instructional Excellence

Elements	Evidence or documentation to support rating:
A. Quality Time	Materials: ● Teacher Working Conditions Survey ● Artifacts of mentor/mentee activities ● Artifacts from mentor trainings ● Evidence of frequency of mentoring activities ● Mentor Logs and Checklists ● Beginning Teacher PLC logs ● North Carolina Teacher Evaluation Process Training ● Observation Tracking Charts
B. Instructional Focus	Materials: ● Teacher Working Conditions Survey ● Artifacts of mentor/mentee activities ● Artifacts from mentor trainings ● Evidence of frequency of mentoring activities ● Evaluations documents ● North Carolina Teacher Evaluation Process Training ● School Improvement Plan information Personnel: ● Administrators
C. Issues of Diversity	Materials: ● Teacher Working Conditions Survey ● Artifacts of mentor/mentee activities ● Artifacts from mentor trainings ● Evidence of frequency of mentoring activities ● Professional development documentation ● Checklists ● Professional Development opportunities

Standard 4: Beginning Teacher Professional Development

Elements	Evidence or documentation to support rating:
A. Beginning Teacher Professional Development	Materials: ● Teacher Working Conditions Survey ● Professional development attended and offered for new teachers ● Samples of work (reflect work done) ● Induction Program / Orientation documentation ● Lateral Entry Orientation ● Beginning Teacher Conferences ● Teacher Evaluation artifacts ● School Level meeting documentation (handouts, agendas, sign-in sheets, etc) ● Websites ● Professional Development Plan

Standard 5: Formative Assessment of Candidates and Programs

Elements	Evidence or documentation to support rating:
A. Formative Assessment	Materials: ● Evaluations from mentor program activities ● Teacher Working Conditions Survey ● Turnover rates of teachers in their first three years ● Performance of new teachers on the North Carolina Teacher Evaluation ● Annual Survey ● Tracking trends with schools, principals, mentors ● Observation notes ● Professional Development Plans ● School site meetings ● NCFALCON ● Internal audits
B. Program Evaluation	Materials: ● Evaluations from mentor program activities ● Teacher Working Conditions Survey ● Turnover rates of teachers in their first three years ● Performance of new teachers on the North Carolina Teacher Evaluation ● Annual Survey ● Internal audits ● BTSP Peer Review ● 5 Year Review

BTSP Peer Review
Self-Assessment

Click on the following link to load the BTSP Peer Review Self-Assessment document.

https://drive.google.com/open?id=1_-h9PbSKcAYjduQ6q1QYY_ioNm93sJmkjxPdhLVDGeU

Beginning Teacher Support Program Peer Review Rubric

Click on the following link to load the Beginning Teacher Support Program Peer Review Rubric.

https://drive.google.com/open?id=1xJQZugTmXmh_BRPDlNUsMYk9Ol2IRNmVuQO1ciQxjio

Beginning Teacher Support Program Monitoring

The five-year program monitoring cycle ensures compliance with State Board policy for beginning teacher support. Program monitoring is not intended to be punitive and instead will provide avenues for assistance and growth as each public school unit in the state of North Carolina works toward meeting state guidelines. Data collected from these monitoring visits serves as a catalyst for support in terms of technical assistance and professional development.

Every public school unit and each non-public school unit with an approved BTSP will be monitored one time during the revolving five year cycle. The Regional Educator Facilitator will provide information prior to monitoring to assist public and non-public school units in preparing for the process. The Beginning Teacher Support Program Monitoring Instrument is completed during the during the monitoring process (virtual or on-site). The monitoring instrument was designed to coordinate with the educator evaluation system rubrics and utilizes the ratings of developing, proficient, accomplished and distinguished. Rating in the proficient column indicates compliance with State Board policies and state legislation surrounding beginning teacher support.

There are several resources utilized during the monitoring process. The BTSP Monitoring Checklist is designed to be helpful to pubic and non-public school units when preparing for a monitoring visit. The BT Tally Sheet is used during the monitoring process to notate the findings in each BT record. The Mentor Tally Sheet is used to determine that a qualified mentor has been provided for each beginning teacher. BT Coordinators may also find it helpful to incorporate use of the BT Tally Sheet and the Mentor Tally Sheet in “self-audits,” annual record maintenance, or preparation for a monitoring visit. The BTSP Monitoring Sample Evidences document was created to be used as a guide for considering documentation and additional resources that may be gathered/consulted in preparation for a BTSP monitoring visit. Mentor logs are not required, but are often beneficial when used as document support offered to the beginning teacher - a contact log template is provided.

Beginning Teacher Support Program
Monitoring Instrument

Click on the following link to load the Beginning Teacher Support Program Monitoring Instrument and other monitoring resources.

https://sites.google.com/dpi.nc.gov/ncref/btsp-monitoring

BTSP Monitoring Checklist

The following is a list of items that you will need to provide for the monitoring visit. A team facilitator will be assigned and this person will provide guidance in preparing for the monitoring visit including a specific schedule for the visit.

Work Space

- A work space equipped with tables will be needed for the monitoring team of 3-4 individuals and other individuals who will be interviewed as part of the monitoring process. Access to a copier and the Internet will be helpful.
- The area should be able to be secured since records may be temporarily housed there.

Interviews

The team facilitator will work with you to create a monitoring visit schedule which will include an interview with the following people:

- HR/Personnel Administrator
- Beginning Teacher Support Coordinator
- Other Central Office/District staff (lead mentor, licensure specialist, finance officer, etc) as needed

Documents for review

All records to be reviewed must be located in the team workspace.
NOTE: To understand what types of documentation might be provided to the monitoring team, please read the "Sample Evidences" document. Providing the documentation suggested will assist in assuring each requirement is met and that there are no "Areas of Concern."

Beginning Teacher records

Public/Nonpublic School Unit will prepare a list of BT1s, BT2s, and BT3s from the previous school year to submit to the Regional Education Facilitator two weeks prior to the visit. The list should include the following information: BT1, BT2, BT3; indicate if Lateral Entry; indicate if late hire with date; indicate if resigned or left before the end of the year; licensure area; and, school.

Public/Nonpublic School Unit will provide the monitoring team access to all BT files (hard copy or online) during the monitoring visit. The monitoring team will randomly select 30% of the BT files upon arrival for monitoring.

Two weeks prior to the visit, the Public/Nonpublic School Unit will send out a link (provided by the REF) for BT/Mentor surveys to Beginning Teachers and mentors.

For each Beginning Teacher the following will need to be provided, including appropriate signatures and dates:

- Assignment in the area of licensure
- 3 observations by a principal or designee for monitored year, with pre and post conference as required
- 1 observation by a (trained) peer for monitored year, with post conference as required
- 1 evaluation for monitored year
- 1 Professional Development Plan for monitored year
- Evidence of the assignment of a qualified mentor for each Beginning Teacher
- Evidence that a Beginning Teacher Orientation was provided
- Documentation of training for mentors

Beginning Teacher Support Program Monitoring Sample Evidences

NCSBOE Policy TCED-016	Evidence or documentation to support rating:
Beginning Teacher Support Program (BTSP) Requirements	● BTSP Plan ● Local Board of Education minutes of BTSP Plan approval ● BTSP Components – professional development schedule, ● BT Surveys ● Mentor Surveys
1) Documented process for identifying and verifying all BTs	· Copies of teacher licenses · Teacher assignment lists · BT licensure testing resources/support schedule · State of Teaching Profession data submission Recruitment materials
2) Plan for implementing a sound BT Induction process a. formal orientation	● BT Orientation agenda ● BT Orientation slides/presentations ● Hire dates for late hires ● School Calendar for monitored year ● BTSP Plan ● Extra-curricular assignment request letters

2) Plan for implementing a sound BT Induction process b. mentors	• Mentor/Mentee assignment list by school • Mentor summative evaluation ratings • Principal documentation of reason for selecting mentor • Mentor application • Mentor contract/expectations • Mentor logs • Mentor application • Mentor training/Meeting agendas/Sign-in sheets • BT/Mentor Relationship Report • Evidence of collaboration with mentor colleagues/mentor meeting minutes • Evidence of ongoing professional development related to mentoring • Mentor support documentation: mentor logs; mentor assignment list • Mentor evaluation rubric/Mentor continuum
2) Plan for implementing a sound BT Induction process c. Professional Development Plans	• PDPs • Mentor Logs
2) Plan for implementing a sound BT Induction process d. professional development	• Professional Development calendar, agendas, sign-in sheets • Professional Development analysis, selection, development documentation
3) Observations/ Summative Evaluation	• Observation/Evaluation documents (hard copy or online) • Record of Teacher Activities • Colleague Observation Matrix • BTSP Plan • Website and/or link to annual evaluation orientation requirements • Monitored and/or Directed Growth Plans • School Calendar for monitored year • Walkthrough/observation protocols and schedules • Peer Observation schedule

	• Co-Teaching schedule
4) Plan for participation in BTSP Monitoring	• Monitoring Schedule • Correspondence with REF concerning monitoring • Documentation of participation on other monitoring visits • External Monitoring results • Board of Education minutes
5) Plan for participation in the BTSP Peer Review Process	• BTSP Peer Review Self-Assessment • BTSP Peer Review annual documentation • BT Coordinator notes/documentation of BTSP Plan changes/updates
6) Plan for how BT Personnel files are filed and secured	• BTSP Plan • File maintenance documentation
7) Plan for timely transfer of BT files	• BTSP Plan • Documentation of file transfer process

BT/Mentor Contact Log Example Template

BT Name _____ School _____
Mentor _____ Principal _____

Date of Meeting	Start Time	End Time	Topics Discussed/ Description of Activity	NC PTS addressed	BT and Mentor Signatures

Responsibilities for Beginning Teacher Support Programs

Public/Nonpublic School Units will provide BTs with:

- Orientations;
- Professional development;
- Personal and professional support, opportunities for new teachers to observe best practice in teaching and learning;
- Feedback on teachers' work in light of student achievement data and district performance criteria;
- Information and support;
- Instructional support;
- Professional support;
- Personal support and;
- Logistical support.

The Principal will:

- Convey to new teachers your philosophy of how students learn, the school history, the special traditions and accomplishments, as well as the essence of the school improvement plan and how they will play a role in the implementation of that plan;
- Clearly articulate to the staff that all have a responsibility for informal mentoring of new teachers;
- Reduce as much as possible additional responsibilities of new teachers so they can focus on instruction, organization, and planning;
- Interact with each new teacher face-to-face at least once a week the first semester;
- Assign a "buddy" teacher to make sure new teachers are provided the essential information about the school and the district and assure that all staff
- members make resources readily available;
- Make sure front office staff and custodial staff explicitly offer assistance in obtaining and/or adjusting resources both at the beginning of school and throughout the year;
- Engage staff in welcoming, supporting, and collaborating with new staff members;
- Make sure each new teacher has a copy of the North Carolina Standard Course of Study, District/School Pacing Guides, and the School Improvement Plan.

The Mentor will:

- Assist new teachers with setting up their classrooms;
- Provide assistance with classroom management;
- Ensure new teachers have appropriate curriculum documents;
- Provide new teachers with the opportunity to meet together to network and discuss instructional practices;
- Keep an open-door policy complemented with daily communication;
- Serve as an advocate and a resource;
- Provide a variety of perspectives;
- Provide model lessons when appropriate;
- Implement guidelines established by district and school;
- Give tips on how to work with instructional teaching assistants;
- Brainstorm strategies to use with resistant or reluctant learners;
- Work with the new teacher to identify the cause of any disruptive or resistant behavior and to plan the intervention based on the identified cause.

Charter School Beginning Teacher Support Program (BTSP)
Frequently Asked Questions

- **Does my charter school have to submit a BTSP Plan?**

Yes, all public school units in North Carolina must have an approved BTSP Plan on file at NCDPI.

- **To whom should the BTSP Plan be submitted?**

The BTSP Plan should be submitted to your Regional Education Facilitator. The BTSP Plan is not submitted to the Licensure Division; instead, the Licensure Division receives the Licensure Renewal Plan.

- **How are the BTSP Plan and the Licensure Plan different?**

Although there is some overlap in the two Plans, they each have their own requirements which are outlined on different documents:
The BTSP Plan answers to the requirements outlined in TCED-016.
The Licensure Renewal Plan requirements are outlined on the attached document "License Renewal Procedures for Charter and Non-Public Schools."

- **Does my charter school have to participate in Peer Review?**

Yes,all public school units in North Carolina must participate in Peer Review.

- **Do my mentors have to be trained?**

According to State Board Policy TCED-016, all mentors must be trained based on the North Carolina Mentor Standards.

- **How can I secure training for my mentors?**

Regional Education Facilitators can provide face-to-face training for mentors. Online training is available as well on the NCDPI Online Professional Development Modules located at http://rt3nc.org/.

- **When will my BTSP be monitored?**

Beginning Teacher Support Programs are monitored on a five year cycle. Your Regional Education Facilitator will schedule the BTSP Monitoring visit and prepare the charter prior to the visit. If your school has no beginning teachers, the charter school is eligible to sign an Acknowledgement Statement to be placed on file at NCDPI. The Acknowledgement Statement can take the place of BTSP Monitoring if there are no beginning teachers on staff, if there is an approved BTSP Plan on file and if the charter school has participated in the annual Peer Review process.

- **How can my Regional Education Facilitator help me?**

REFs are happy to help with designing a BTSP Plan, planning or presenting at BT Orientation, delivering mentor training or mentor update training, facilitating the Peer Review process, and preparing for BTSP monitoring.

- **How can I contact my Regional Education Facilitator?**

Contact information for REFs may be found at: bit.ly/NCDPIREF

State of the Teaching Profession Report

Please click on the link to load the State of the Teaching Profession Report:

https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/surveys-and-reports

Education Acronym Glossary

To assist BTs in learning the many educational acronyms and terms they may encounter as a teacher in North Carolina, it is recommended that districts provide an extensive glossary to BTs during orientation.

ACT: American College Testing. An alternative test to the SAT that students take as a precursor to college/university admission.

ADM: Average Daily Membership. Number of days a student is enrolled in school divided by the number of days in that school year.

AIG: Academically/Intellectually Gifted. Students who show high academic achievement in core subjects. Students are tested and placed for AG in third grade**.**

AMO: Annual Measurable Objectives. Proficiency targets set by student subgroups at the state level with the goal to reduce by half the percentage of students considered non-proficient in reading and mathematics within six years.

AP: Advanced Placement. Program enables high school students to complete college-level courses for college placement and/or credit.

BT: Beginning Teacher

BTSP: Beginning Teacher Support Program. A required three-year program for initially licensed teachers, providing mentors, additional support, and evaluation services.

CCSS: Common Core State Standards. Students across the United States are learning a *core* set of standards in English Language Arts and mathematics. With many states using the Common Core State Standards, students across the country will be learning the same skills in the same grades and will graduate from high school ready to compete on the same playing field.

CECAS: Comprehensive Exceptional Children Accountability System. A secure web-based student information system for exceptional children that supports online case management, compliance monitoring, data analysis, and federal and state reporting requirements.

CEDARS: **[NC] Common Education Data Analysis & Reporting System.** North Carolina's PreK-13 State Longitudinal Data System which enables state, local, and federal policymakers and service providers to make data-driven decisions based on analysis of trends and relationships between various educational factors and student performance over time.

CHAMPS: Conversation, Help, Activity, Movement, Participation, and Success.

CogAT: Cognitive Abilities Test. Assessment tool used to determine whether a student meets the criteria for advanced instructional services.

CMS/LMS: Course Management System/Learning Management System. Internet-based applications that handle classrooms, schools, districts, or institutions of higher education.

CPL: Continual Professional License.

CTE: **Career and Technical Education.** Provides high school students the opportunity to take courses in eight program areas so that they can explore interests and careers while building and strengthening their career-specific knowledge and skills.

DIBELS: **Dynamic Indicators of Basic Early Literacy Skills.** Formative assessment tool used to monitor a student's educational progress of specific literacy skills.

DRA: Diagnostic Reading Assessment. Assessment program used to determine a student's level of reading mastery.

EDDIE: Educational Directory & Demographical Information Exchange. Authoritative source for North Carolina public school information including LEA numbers, school numbers, administrative contacts, school types, grade levels, calendar types, program types, and addresses.

EL: Emergency License.

ELA: **English Language Arts.** Part of the Common Core curriculum in the NC Standard Course of Study. ELA refers to reading, literature, writing, and speaking and listening.

ELL: English Language Learner. Student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.

EOC: End-of-Course. Tests designed to assess the competencies defined by the Standard Course of Study for three mandated courses: Math I, English II, and Biology. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week of the course for students on a block schedule.

EOG: End-of-Grade. End-of-Grade tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) that are taken by students during the last three weeks of the school year.

EPP: Educator Preparation Program.

ESEA: Elementary and Secondary Education Act. Principal federal law affecting education.

ESL: English as a Second Language. A program model that delivers specialized instruction to students who are learning English as a new language.

ESSA: Every Student Succeeds Act.

EVAAS: Education Value Added Assessment System. SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts that provides diagnostic reports quickly to district and school staff. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for underachievement. By viewing easy-to-understand charts and graphs accessed via the Web, users can produce reports that predict student success, show the effects of instruction at particular schools, or reveal patterns in subgroup performance.

FA: Formative Assessment. A process of assessing student learning during instruction to determine the effectiveness of the instructional program.

F&R/FRL: Free and Reduced Price Lunches. Children who qualify, due to their parents' financial status, receive either free or reduced priced lunches through a federal government program.

IBM: Interim Benchmarks. A quarterly assessment of what students have learned in reading, math, science, and writing.

IDEA: Individuals with Disabilities Education Act. Federal act requires all states to develop alternate assessments for students with disabilities for whom the standard statewide assessment program is not appropriate.

IEP: Individualized Education Program. A written statement for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.

IHE: **Institute of Higher Education.** A college or university offering education beyond grade 12.

IPL: Initial Professional License.

IPT: **IDEA Proficiency Test.** Test used to determine the appropriate assessment for limited English proficient students.

LEA: Local Education Agency. Synonymous with local school system and indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.

LEP: Limited English Proficient. Students whose first language is one other than English and who need language assistance to participate fully in the regular curriculum.

LMS: Learning Management System. A software application that is used to administer, document, track, report, and deliver educational courses or training programs.

MOODLE: Modular Object-Oriented Dynamic Learning Environment. Open source course management system. Not an Internet application but rather a software package that is installed and run on a web-server**.**

MTSS: Multi-Tiered System of Support.

NAEP: National Assessment of Educational Progress. Also, known as the "Nation's Report Card," NAEP assesses the educational achievement of elementary and secondary students in various subject areas. It provides the best data for comparing the performance of students in North Carolina to that of their peers across the nation.

NCAAAI: North Carolina Alternate Assessment Academic Inventory. A curriculum -based inventory used for assessment of students with disabilities who are unable to take the standard statewide assessments, even with accommodations.

NCAAP: North Carolina Alternate Assessment Portfolio. An alternate assessment based on data collection that assesses students with disabilities who have serious cognitive deficits and are following a course of study that focuses on the acquisition of functional life skills.

NCCLAS: North Carolina Checklist of Academic Standards. An alternate assessment designed to measure grade-level competencies of students identified as limited English proficient and some students with disabilities.

NCDPI: The North Carolina Department of Public Instruction. Administers the policies adopted by the State Board of Education and offers instructional, financial, technological, and personnel support to all public school systems in the state.

NCEES: North Carolina Educator Evaluation System. A system used to evaluate the performance of all teachers, principals, assistant principals, instructional central office administrators, and superintendents in order to promote effective leadership, quality teaching, and student learning while enhancing professional practice that leads to improved instruction.

NCEXTEND1: North Carolina EXTEND1. An alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards.

NCFE: North Carolina Final Exams. Assessments district administrators will use to measure student academic growth in subjects not currently assessed with state end-of-grade assessments, end-of-course assessments, or Career and Technical Education post assessments.

OER: Open Educational Resources. Catalog of free resources

PBIS: Positive Behavior Intervention and Support System. A way to impact school learning environments by establishing and reinforcing clear behavioral expectations in order to support high student performance and to reduce behavioral problems. PBIS site schools work to integrate their Safe schools Plans, character education efforts and strategies, and discipline efforts in order to make the schools caring and safe communities for learning.

PD: Professional Development.

PDP: Professional Development Plan. A plan including individual goals that are supported by data.

PEP: Personalized Education Plan. Plans specifically designed to improve a student's performance to grade-level proficiency.

PLC: Professional Learning Communities. Defined by collaborative inquiry, shared decision-making and joint planning of instruction among teachers. Teachers are provided structured time to work together in planning instruction, observing each other's classrooms, and sharing feedback.

PSAT: Pre-Scholastic Assessment Test. Normally taken by high school sophomores as a practice test for the SAT. Some schools use the PSAT as a diagnostic tool to identify areas where students may need additional assistance or placement in more rigorous courses.

PSU: Public School Unit.

RESA: Regional Education Service Alliance. These regional alliances (sometimes called a consortium) provide staff development, leadership development, technical assistance, and help in spreading information related to state initiatives to member public school systems in each of the state's eight geographic regions.

Residency License - a one year license, renewable twice, which is requested by the local board of education and accompanied by a certification of supervision from the recognized EPP

RTA: Read to Acheive.

SAS: Student Accountability Standards. Statewide standards North Carolina public schools students are required to meet as one consideration for promotion from grades 3, 5 and 8.

SAT: Scholastic Assessment Test. The SAT, which is often taken by high school juniors and seniors as a precursor to college/university admission, assesses a student's verbal and mathematical skills.

SBE: State Board of Education. Charged with supervising and administering "the free public school system and the education funds provided for its support." The Board consists of the Lieutenant Governor, the Treasurer, and 11 members appointed by the Governor and confirmed by the General Assembly in Joint Session.

SCOS or SCS: (North Carolina) Standard Course of Study. The guiding document outlining what should be taught in North Carolina public school classrooms.

SIP: School Improvement Plan. A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.

STEM: **Science, Technology, Engineering and Mathematics.** STEM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.

STEAM: Science, Technology, Engineering, Arts, and Mathematics.

STEAMA: Science, Technology, Engineering, Arts, Mathematics, and Agriculture.

STOIC: Structure, Teach, Observe, Interact, Correct. Skills that effective teachers utilize in classroom management.

Title I: A federal funding program for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I money supplements state and district funds.

Title II: The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. The purpose of the program is to develop, implement, and evaluate comprehensive programs and activities to address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students through effective instruction.

Title III: Section of the Elementary and Secondary Education Act that provides funding and addresses English language acquisition and standards and accountability requirements for limited English proficient students.

Title IX: Section of the Educational Amendments of 1972 bans sex discrimination in schools receiving federal funds, in academics AND athletics.

TNL: TrueNorthLogic. An outline platform to support the cycle of continuous educator improvement**.**

TWC: [North Carolina] Teacher Working Conditions [Survey]. A biennial survey of all North Carolina public schools' licensed staff. The TWC survey provides educators with an opportunity to express their perceptions about working conditions at their schools. Information gathered from the survey is shared with school staff, district administrators, parents and the community for school improvement planning purposes. Survey results are available online at www.asqnc.com. In addition, the new evaluation instruments for superintendents, principals and teachers use TWC responses to reflect on the presence of working conditions in the school.

RESOURCES

On-Line Modules

Home Base has a Professional Development section where many self-paced and instructor led modules are housed. Teachers have access to a variety of offerings; such as, the self-paced one titled: ***Developing and Maintaining a Positive Classroom Environment*** which was designed to provide information and suggestions on how to be an effective classroom manager. Another self-paced module designed for all teachers, but one that is especially helpful to beginning teachers, is the one titled: ***The Professional Educator: An Ethics Guide for North Carolina Teachers***. This module is based on the North Carolina Code of Ethics for teachers and relates directly to Standard 1 on the North Carolina Evaluation Instrument. Teachers who seek to become mentors can also find the self-paced mentor training module titled: ***21st Century Mentoring*** located in the Professional Development section.

Lesson Planning Support For Beginning Teachers

Teachers in North Carolina have access to a wealth of support both in human capacity as well as digitally. NCDPI and LEAs partner to provide teachers with access to thousands of high quality instructional materials. Providing beginning teachers with vetted, high quality instructional materials allows teachers to focus on differentiating that material for their students without spending additional preparation hours. Teachers can locate these materials by logging onto the NCEDCloud and accessing HomeBase, then Classroom and Instructional Materials. New Materials are vetted and added to the consortium each year.

RALCs

There are four Regional Alternative Licensing Centers in North Carolina, created by the State Board of Education and the Department of Public Instruction. They are designed to assist lateral entry teachers in NC to achieve a full professional educator's license.
http://www.ralc.us/

Scholastic New Teacher Monthly Guide

Monthly guides filled with tips to help beginning teachers navigate their way through the school year.
http://www.scholastic.com/teachers/collection/new-teacher-survival-guides

Formative Assessments

Techniques and methods that can be used to check for student understanding:
https://www.edutopia.org/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf

Books for New Teachers

http://www.topmastersineducation.com/50-best-books-for-new-teachers/