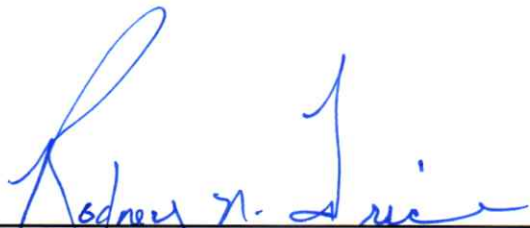




**Beginning Teacher Support Program Plan**

**2025-2030**



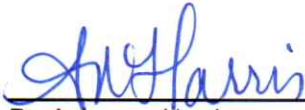
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Dr. Rodney Trice  
Superintendent



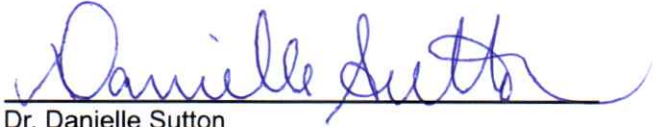
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Dr. George Griffin  
Chair, Board of Education



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Dr. Ashauna Harris  
Chief Human Resources



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Dr. Danielle Sutton  
Executive Director of Learning & Development Officer  
(BTSP Coordinator)

## Explanation of Key Terms

**Beginning Teacher (BT):** A certified (initially or alternatively licensed) educator in their first three years of teaching and who is in the induction phase of his/her career.

**Beginning Teacher Support Coordinator:** The district-level staff member who is responsible for the facilitation of the Beginning Teacher Support Program (BTSP). The coordinator works collaboratively with the District Lead Mentors (DLM), Teachers, and school-based administrators to effectively manage the BTSP. In CHCCS, the Executive Director of Professional Learning and Development serves as the Beginning Teacher Support Coordinator. Responsibilities also include serving as the CHCCS liaison between the district, the North Carolina Department of Public Instruction, and Institutions of Higher Education on matters related to Beginning Teacher Induction.

**Extra-Curricular Duties:** Activities performed by teachers that involve students but are outside the regular school day and not directly related to the instructional program. An example of an extracurricular duty would be coaching an athletic team.

**Beginning Teacher Support Collaborative (BTSC):** A Professional group of regionally aligned stakeholders, from colleges, universities, and school districts (public and charter), that meets quarterly to receive relevant updates, build professional networks, and work collaboratively on issues related to supporting beginning teachers

**Alternative Licensure Teacher:** An individual who has not completed an approved teacher education preparation program but who meets the requirements for an alternative pathway teaching license, such as Permit to Teach, Emergency, or Residency licenses.

**Mentor:** A trained and qualified teacher who provides direct support to an assigned beginning teacher. Teachers are selected to serve as mentors based on a review of their mentor application, North Carolina Educator Evaluation System (NCEES) ratings, and a principal's recommendation.

**Non-Instructional Duties:** Activities and tasks that are not directly involved with the instructional program or the implementation of curriculum, but that all teachers are expected to do. Examples of non-instructional duties include bus duty, lunch duty, and hall duty.

**District Lead Mentor (DLM):** An experienced, certified teacher who serves as a district-level support for beginning teachers. DLM teachers function as full-release mentors, visiting classrooms regularly to observe beginning teachers, provide encouragement and feedback, and, when necessary, provide direct instructional support to beginning teachers. DLM teachers work closely with mentors, school-based administrators, district instructional leaders, and the Beginning Teacher Support Coordinator.

**Initial License:** (Formerly Standard Professional-I License) The initial professional educator's license. It is issued for three years and is intended for teachers within their first three years of teaching.

**Continuing License:** (Formerly Standard Professional-II License) A renewable professional educator's license. It is issued for five years and is intended for teachers who have three or more years of teaching experience.

**Time to Teach Waiver:** Documents a beginning teacher's choice to serve in an extracurricular role, in accordance with the ideal working conditions for beginning teachers established by the state.

**Beginning Teacher Support Program Plan- Chapel Hill-Carrboro City Schools**  
**State Board of Education Policy: TCED-016**

**I. Introduction:**

Chapel Hill-Carrboro City Schools (CHCCS) has established a Beginning Teacher Support Program (BTSP) in accordance with State Board of Education Policy TCED-016 (formerly LICN-004/TCP-A-004). This plan was collaboratively developed under the supervision of the Executive Director of Professional Learning & Development. Key district stakeholders, including school-based administrators and mentor teachers, provided valuable feedback that assisted in the creation of this plan. Input from beginning teachers also helped to guide plan development. Additionally, representatives from the Chapel Hill-Carrboro Association of Educators (CHCAE) and the American Federation of Teachers (AFT) were asked to review and provide feedback on the plan.

The CHCCS BTSP Plan is housed within the Human Resources Division, led by the Executive Director of Professional Learning & Development, who also serves as the district's Beginning Teacher Support Coordinator. The program is implemented by the district's Beginning Teacher Support Team, a team comprised of the Executive Director of Professional Learning & Development, the District Lead Mentors, building-level mentors, and other district support staff.

The district's BTSP plan is designed to support the professional learning and development of beginning teachers as well as their mentors. It is implemented in cooperation with school-based administrators and various departments within the district's Instructional Support Division (ISD).

The plan is aligned with the 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 NC 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 NC Professional Teaching Standards. Key program elements include a 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 NC Professional Teaching Standards and the NC 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.

The district's BTSP Plan addresses in detail each of the components required by TCED-016.

## **II. Documented Process for Identifying and Verifying Beginning Teachers:**

The state of North Carolina defines "beginning teacher" as a teacher with fewer than three years of appropriate experience. Beginning teachers hold initial or alternative licenses. All teachers who hold licenses are required to participate in a three-year beginning teacher induction period that includes a formal orientation, support from a trained mentor, and classroom observations before the recommendation for continuing licensure.

Teachers with three or more years of appropriate professional experience are not required to participate in the BTSP, nor are student service personnel (e.g., media coordinators, counselors, psychologists, speech language pathologists), administrators, or curriculum-instructional specialists.

Completion of the BTSP requirements in one teaching area satisfies the BTSP requirements for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require participation in the BTSP.

The BTSP support team works collaboratively with the district's licensure specialist, staffing team, and principals to verify beginning teachers' eligibility for continuing licenses, per state-mandated requirements, including NCSBE requirements for all required licensure tests.

After successful completion of the three-year BTSP, beginning teachers with three years of successful experience and who meet all licensure criteria are approved to move from an Initial license to a Continuing license. Notification is sent to the Licensure Division of the NC Department of Public Instruction by the HR Licensure Specialist.

## **III. Orientation Within Two Weeks of the Teacher's First Day of Work:**

First-year beginning teachers attend a formal three-day Novice Teacher Orientation within two weeks of their first day. This Novice Teacher Orientation is collaboratively developed by the Beginning Teacher Support Coordinator, District Lead Mentors, and representatives from the Instructional Services Equity and Engagement Division (ISEED). In CHCCS, new to district teachers and licensed staff are also invited to attend part of the beginning Teacher orientation.

The CHCCS Novice Teacher Orientation topics include, but are not restricted to:

- CHCCS Mission, Vision, and Guiding Principles on best practices, growth mindset, culture, equity, accountability, and professional learning;
- Description of available professional learning opportunities, services, and training;
- Copy of the Beginning Teacher Support Plan
- Requirements and procedures for converting the initial license to the continuing license;
- Required working conditions guidelines for beginning teachers;
- North Carolina Educator Evaluation System (NCEES), including training on the process, state policy, and schedule for completion of the evaluation process;
- NC State Board of Education Vision, Mission, and Goals;
- NC Standard Course of Study
- CHCCS Instructional Planning Framework and the CHCCS Curriculum & Instruction Management Plan;
  - Differentiation and strategies for effectively teaching learners at various achievement levels based on individualized student needs;
  - Equity Training - culturally responsive practices and instructional strategies for effectively teaching diverse populations of learners;
- Review of key district and state policies (including, but not limited to):
  - Seclusion and Restraint
  - NC Code of Ethics
  - CHCCS Social Media Policy
- Mindfulness, mental health wellness, and stress management;
- Overview of the resources and supports available to assist beginning teachers in acclimating to the classroom setting (including the role of a mentor, planning assistance from school-based and district-level PLCs, and monitoring from District Lead Mentors)

- Access to community resources, businesses, and organizations that assist beginning teachers with their transitions into the CHCCS community, including the district's Public School Foundation, financial institutions, health and wellness organizations, and professional organizations such as the Chapel Hill-Carrboro Association of Educators;
- Documentation that each beginning teacher attended orientation within two weeks of the teacher's first day of work.

#### **IV. Required Working Conditions for Beginning Teachers:**

Principals and other building-level administrators are instrumental in supporting beginning teachers. It is the expectation of CHCCS that administrators be intentionally involved in the professional development and growth of beginning teachers by adhering to optimal working conditions for beginning teachers:

- **Assignment in the area of licensure:** A critical factor in determining an applicant's eligibility for hire is the determination that he/she holds, or is eligible to hold, a North Carolina teaching license in the content area for which he/she has been recommended. The BTSP Team, in close collaboration with the district's licensure specialist and staffing team, reviews all certified hiring recommendations and application materials to ensure that the applicant's teaching license accurately corresponds to the teaching position for which the educator is being considered.
- **Mentor assigned early, and in close proximity:** The Beginning Teacher Support Coordinator works with principals, District Lead Mentors, and other school-based administrators to match beginning teachers with effective, nurturing, and committed teachers who have been trained as mentors. While every effort is made to ensure that mentor teachers are in the same licensure area and are in close proximity to the beginning teacher's assigned location, in some instances, when a trained mentor does not exist in the same licensure area, or the teacher is a specialist in the school, a mentor will be assigned from a different location. In these situations, the District Lead Mentors, instructional coaches, Gifted Education Specialists, grade level/department chairs, and/or Professional Learning Communities (PLCs), will offer additional assistance to the beginning teacher.
- **Limited preparations:** Principals will work to create the best possible schedules for the new teachers in their buildings. Beginning Teachers who serve all students in a school should have ample planning time each day to prepare lessons for the various grade levels that they teach.
- **Limited non-instructional duties:** Principals will monitor the number and type of duties and committees assigned to beginning teachers. These assignments are restricted by State Board policy QP-A-004 to those that all teachers on the staff are required to complete, such as hall, lunch, or bus duty, and to committees on which all staff members are assigned.
- **Limited number of exceptional and students needing individualized support:** Decisions related to class assignments and teacher schedules are to be made with an intentional focus on setting beginning teachers up for success. To that end, principals, data managers, exceptional children's and Multilingual Learners department chairpersons will work together to balance the number of EC, MLL, and/or students that require high levels of support for beginning teachers' rosters.
- **No extracurricular assignments unless requested in writing by the beginning teacher:** In accordance with North Carolina GS 115C-47, which calls for local boards of education to adopt policies to eliminate extracurricular duties for teachers in their first three years of teaching, beginning teachers who elect to serve in extracurricular roles are required to sign Time to Teach Waivers. This waiver documents the beginning teacher's voluntary assumption of the extracurricular assignment. Possible examples of extracurricular duties include: club sponsor, sports coach, academic team coach, class sponsor, and assistance at sporting/cultural events.

- **Completion of the recent graduate and employer surveys:** To measure the performance of Educator Preparation Programs (EPPs), as stated in GS 115C-269.35, during the Beginning Teacher's first year of teaching, the Beginning Teacher will complete the recent graduate survey and the principal of the school where the Beginning Teacher is employed will complete the employer survey. These surveys must be completed at the end of the first year of teaching.

**V. Each Year, the Beginning Teacher is assigned a Mentor Who Meets the Requirements of GS115C-296(e):**

In collaboration with the BTSP Team, principals recommend and assign mentors for their schools' beginning teachers. The selection of mentors is a critical component in developing beginning teachers, growing teacher leaders, and increasing student achievement.

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;
- The mentor application and selection process 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 beginning teachers.

**2c. Mentor Professional Development**

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

Mentors must meet the following requirements:

- Submission of the mentor application, including principal endorsement;
- Attend required mentor meetings as identified by the BTSP Team
- Rated at least "proficient" on the summary evaluation in NCEES- ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards I and IV on the abbreviated evaluation. Retirees are eligible to serve as mentors;
- The principal in collaboration with the BTSP team 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 "accomplished" or "distinguished."
  - Distinguished means a teacher has received ratings of distinguished on three of the five standards to include Standard 4 on the most recent summative evaluation or Standard 4 for teachers on an Abbreviated Evaluation. Accomplished means a teacher has received ratings of accomplished on three of the five standards to include Standard 4 on the most recent summative evaluation or Standard 4 on an Abbreviated Evaluation.
- If the principal determines that a teacher rated at "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 for teachers who lack an evaluation from the previous school 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 mentor 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;

- A teacher may be a mentor at a different school from which the mentor is assigned if the principals of both schools 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 IV, on the most recent summative evaluation, or on Standard IV on the abbreviated evaluation), and the BT’s principal maintains a record of the reasons for selecting the mentor from a different school building;
- Teaching in the same or similar teaching area or performing similar duties;
- Completion of a minimum of three years of successful teaching experience;
- Successful completion of the required mentor training;
- Documentation of weekly meetings (monthly for BT-3 teachers), with the beginning teacher through the electronic mentor meeting log;
- Committed to working with beginning teachers as needed to promote professional growth based on the identifiers defined in the NC Teacher Evaluation System;
- Demonstrated ability and willingness to assist in meeting the unique needs of the beginning teacher;
- Demonstrated ability and willingness to observe the beginning teacher and offer objective, constructive feedback;
- Skilled at modeling effective teaching, professional, and administrative behaviors;
- Participation in ongoing training and professional learning related to mentoring.

When mentor selection necessitates deviation from the criteria above, the BTSP Support Team can advise and approve alternative solutions that best meet the mentoring needs of the beginning teacher. Occasionally, when a mentor must be relieved of his or her mentor responsibilities based on feedback from the mentee and/or school-based administrator, the BTSP Support Team works collaboratively with the school principal to identify and assign a new mentor.

#### **VI. Training Based on NC Mentor Standards, and Support is Provided for Mentors:**

Teachers who meet the previously detailed criteria and who are endorsed by their principals, are eligible to complete mentor training. Selected mentors have the option to complete mentor training through an annual face-to-face training, or via online modules that are aligned with the state’s mentor standards and the corresponding NC Teacher Evaluation Standards. Offering multiple training opportunities provides options for teachers and enables the district to select and train new mentors throughout the school year.

#### **VII. Annual Development of a Professional Development Plan (PDP) in Collaboration with the Principal (or the Principal’s Designee), and the Assigned Mentor:**

An annual PDP must be developed collaboratively between the beginning teacher, the assigned mentor, and a school-based administrator by the end of September or as stated in the district evaluation calendar each year. The PDP will be grounded in the data generated by the teacher’s annual self-assessment and will be aligned with the NC Professional Teaching Standards. The creation of the PDP will be documented in the online NCEES system and will be signed by the beginning teacher, the mentor, and a school-based administrator. Formative assessment conferences are held at the beginning, middle, and end of each year and include the beginning teacher, mentor, and principal to reflect on the beginning teacher’s progress toward meeting identified goals.

Signatures of the beginning teacher, the mentor, and the principal are required for each formative assessment conference. The beginning teacher will provide tangible evidence of growth during both the mid-year and final review. Administrators will conclude PDP discussions during the beginning teacher’s summative evaluation conference.

#### **VIII. Completion of any Required or Prescribed Professional Development:**

- All teachers new to CHCCS are trained in the district’s CHCCS Instructional Planning Framework and the CHCCS Curriculum & Instruction Management Plan.
- Beginning teachers actively participate in regular Professional Learning Community (PLC) sessions with their grade level or subject area colleagues. These weekly workgroup meetings are



instrumental in providing beginning teachers with an avenue for common planning, learning from experienced peers, and contributing their knowledge to the team's instructional plan.

- Beginning teachers attend meetings that are led by the District Lead Mentors. These sessions are topic-specific and allow for discussion and professional networking between beginning teachers.
- District Lead Mentors, building-level mentors, instructional coaches, and school-based administrators strategically assess and monitor the performance of beginning teachers to identify specific areas for growth and develop tailored solutions to meet these professional learning needs.
- In addition to the feedback beginning teachers receive from their District Lead Mentors and administrative observations, they also work with mentors and administrators to coordinate classroom observations with peers who are exemplars in areas identified on their PDPs. These observations are strategic and allow for rich and reflective follow-up conversations with the mentor and/or administrator.

#### **IX. Formal Process for Conducting Observations and a Summative Evaluation on all Beginning Teachers in Compliance with HB 1030, Section 8.32 (h) and (i):**

CHCCS Principals follow the district's comprehensive evaluation schedule to complete the four beginning teacher observations and summative evaluation required by the state each school year. As outlined in G.S. 115C-333.1 (a), beginning teachers are observed at least three times annually by the principal or the principal's designee, with at least one administrative observation being conducted by the principal, and at least one time annually by a peer. A beginning teacher's assigned mentor will not serve as his/her peer evaluator in the NCEES system. The beginning teacher is to be evaluated at least once annually by the principal. PDPs, observations, and evaluations will be completed in the online NCEES system, as mandated by the state. Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by ratings.

Any teacher who teaches 120 or more days in a school year should have four completed observations. Principals will schedule the appropriate number of observations as outlined in district guidance from the Human Resource Division for a late hire who works less than 120 days.

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. (observations must last 45 minutes or entire class period, first observation must have a pre-conference and all must have a post-conference within 10 days), one peer observation, one summative evaluation annually), and -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.

Beginning Teachers within their first two years of teaching must have at least one of the three annual administrative observations must be conducted by the principal.

#### **X. Participation and Demonstration of Proficiency in BTSP Monitoring for Compliance with State Board Policy:**

As mandated by SBE policy TCED-016 and GS 115C-333, the CHCCS Beginning Teacher Support Program is monitored every fifth year for compliance with SBE policy TCED-016 and GS 115C-333. This monitoring process includes a review of thirty percent of the district's beginning teacher files and seeks to document evidence of beginning teachers' participation in a three-year induction period. In an effort to meet or exceed the "proficient" rating on each element and standard of the compliance review, CHCCS has established a system of ongoing BTSP documentation.

At the start of each school year, mentors and their assigned beginning teachers receive electronic mentor folders. These folders are accessible by the mentor, the beginning teacher, and the district-level BTSP team. They are used to organize and maintain all required beginning teacher documentation, including:

- Mentor contracts;

- Meeting log documentation forms;
- Mentor pre-conference observation forms;
- Mentor observation forms;
- Teacher responses to observation forms.

The Human Resources Division maintains the following BTSP documentation, either electronically or in hard copy:

- Mentor Training documentation;
- Beginning teacher induction and orientation sign-in sheets;
- Monthly agendas from Beginning Teacher Meetings;
- Master list of beginning teachers and mentors;
- Comprehensive list of trained mentors for each school.

Additionally, the BTSP team works to continually improve the efficacy of the Beginning Teacher Support Program by obtaining objective stakeholder feedback. This information is solicited in the form of:

- Novice Teacher Orientation surveys;
- Beginning Teacher surveys, which seek anonymous feedback on each beginning teacher's personal experiences with the BTSP; and their overall needs.
- Mentor surveys that assess the effectiveness of the BTSP from the perspective of the mentor teachers, including the impact of the program on the mentor's professional learning and leadership development;
- Post-mentor training surveys;
- Teacher Working Conditions Surveys (bi-annually);
- Analysis of teacher turnover rate- specifically the percentage of beginning teachers who leave the district after year one and within the first five years;
- Exit surveys for beginning teachers and mentors who leave the district.
- Professional Learning session surveys

#### **XI. Participation in the Annual BTSP Peer Review Process:**

In accordance with state-determined expectations, CHCCS participates in regionally based meetings to discuss elements of the peer review rubric with peers. These collaborative conversations and work sessions afford the BTSP Support Team opportunities to partner with neighboring school districts, share best practices for program implementation, and gain new ideas for the continuous improvement of the services and supports provided to beginning teachers.

#### **XII. Beginning Teacher Personnel Files are Filed and Kept Secure:**

All employee files, including beginning teacher personnel files, are securely maintained and housed in the Human Resources office, and the confidentiality of these files is strictly maintained.

#### **XIII. Timely Transfer of Beginning Teacher Files to Subsequent Employing LEAs, Charter Schools, or Non-Public Institutions Within the State:**

When an employee's file is requested by another LEA, documentation of participation in the Beginning Teacher Support Program will be provided to the Beginning Teacher Coordinator contact within that LEA. The district's Beginning Teacher Support Coordinator and the district's HR Licensure Specialist will work together to provide the requested information within two weeks.

#### **XIV. Conclusion:**

Chapel Hill-Carrboro City Schools recognizes that one of the most critical factors in predicting a student's academic achievement is the effectiveness of the classroom teacher. To that end, the district is committed to providing the resources, logistical structures, and human capital required to nurture, develop, and retain beginning teachers. The BTSP Plan provides the foundation upon which the district's comprehensive continuum of beginning teacher services and supports is constructed.

Date submitted to NCDPI: Tuesday, August 12, 2025

Date approved by NCDPI: Wednesday, September 10, 2025