

Pamlico County Schools Beginning Teacher Support Plan



Mission Statement - The mission of the Pamlico County Schools' Beginning Teacher Support Program is to retain new educators while focusing on reflective practices, building positive relationships and maintaining professional growth for student and teacher success.

In accordance with NC State BOE Policy TCED-016, the Pamlico County Schools Beginning Teacher (BT) Support Program provides for: new teacher orientation accompanied by a three-year induction period; a Beginning Teacher Support Program Coordinator (BTSPC); a highly qualified mentor for each Beginning Teacher throughout the three-year induction period; an annual BT Professional Development Plan differentiating key topics beginning teachers face; attention to the North Carolina Teacher Working Conditions; training on the NC Professional Teaching Standards and the NC Educator Evaluation System (NCEES); and annual systematic evaluation of the BT Support Program.

The Beginning Teacher Support Program for Pamlico County Schools will adhere to the following NC DPI 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 Educator 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.

Using a combination of local, state and federal funds, Pamlico County Schools will provide for the efficient management of the Beginning Teacher Support Program by employing/contracting a Beginning Teacher Support Plan Coordinator.

The Beginning Teacher Support Plan Coordinator will:

- work with Human Resources in implementing the Beginning Teacher Support Plan;
- work closely with the Regional Education Facilitator (REF) to ensure that the SBE Beginning Teacher Support Policy (TCED-016) is implemented with fidelity;
- will provide regularly scheduled, as well as on-demand, support visits for the BTs, mentors and principals.

The Pamlico County Schools BTSP Plan includes the following processes and practices:

1. A documented process for identifying and verifying all beginning teachers (BTs)

All new hires will be assessed based on experience and licensure status and teachers within their first three years will be deemed Beginning Teachers. 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. Student services personnel, administrators and curriculum-instructional specialists are not required to participate. Teachers will be notified of their status and requirements for participation in the Beginning Teacher program. Beginning Teachers will receive timely information regarding need for coursework, required testing and the process for conversion. Human Resources will explain and facilitate the conversion process for Beginning Teachers in traditional and alternative routes to licensure by collaborating with the Beginning Teacher Support Plan Coordinator to document participation in the licensure process and verify eligibility. Once a continuing license has been earned in one teaching area, additional teaching areas do not require a BTSP experience. Teaching assignments will be based on area of licensure. All Beginning Teachers will follow NCSBE requirements for all required licensure tests (see SBE policies LICN-001 and LICN-003). Regarding the licensure conversion process: teachers are 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 successful teaching have been completed. Beginning Teacher data is collected by Human Resources and submitted, per state requirements. All Beginning Teacher paperwork is filed and maintained at the Central Office once collected.

2. Plan for implementing a sound BT Induction Process

Three-year induction process overview: Human Resources and the Beginning Teacher Support Plan Coordinator will design and administer training and support services for Beginning Teachers. The Beginning Teacher Support Plan Coordinator and Human Resources will also monitor and document teacher participation in the three-year licensure process leading to a continuing license.

A. *Orientation.* Training and support include a formal three-day New Teacher Orientation held prior to the beginning of the school year. Topics covered in New Teacher Orientation will include, but are not limited to:

1. Pamlico County School System's goals, policies and procedures;
2. A description of available services and training opportunities;
3. A copy of the BTSP and the NC SBE BTSP Policy (TCED-016) and the process for achieving a continuing license;
4. Explicitly state, discuss and distribute a copy of the required working conditions guidelines to BTs (see section B below);
5. The safe and appropriate use of seclusion and restraint of students;
6. QP-C-014 Code of Ethics for North Carolina Educators/ 16 NCAC 06C .0602 Standards of Professional Conduct;
7. Professional development topics centered on classroom management and lesson planning;
8. Creating SMART goals for the professional development plan;
9. The North Carolina Educator Evaluation Process;
10. The North Carolina Professional Teaching Standards;
11. Access to the NC Standard Course of Study and district curriculum guides;
12. The State Board of Education's Mission and Goals;
13. Documentation of participation in the New Teacher Orientation.

Teacher orientation will occur within two weeks of a teacher's first day, including late hires. The principal and/or the principal's designee are required to provide the Beginning Teacher with training in the NC Educator Evaluation System (NCEES) and the Teacher Training Packet containing: the Teacher Evaluation schedule, the Rubric for Evaluating North Carolina Teachers and SBE Policy LICN-004. These items and other supporting documents may also be accessed on the Human Resources webpage and in NCEdCloud.

B. *Required Working Conditions*

Required working conditions for BTs, as outlined by the State Board of Education (SBE), will be monitored by Human Resources, the Beginning Teacher Support Plan Coordinator and school principals. Required conditions include:

1. Have access to the Beginning Teacher Support Plan Coordinator before school begins or before the late hire teacher enters the classroom;
2. Assigning mentor teachers to all beginning teachers early and in close proximity (before school begins). Additional “buddy” teachers may also be assigned to a Beginning Teacher to provide extra support in the areas of content and/or their grade level. The BT mentors and/or buddy teachers will be located and accessible in the BTs assigned school;
3. Limited preparations;
4. Limited non-instructional duties;
5. Limited number of exceptional or difficult students;
6. No extracurricular assignments unless requested in writing by the teacher.

C. Mentor Selection, Training and Assignment

Mentor selection shall follow the expectations as stated in **NC State BOE Policy TCED-016 Standard 2**, including:

- 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.

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

- Rated at least “proficient” in NCEES (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation);
- 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;
- 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 BTs principal maintains a record of the reasons for selecting the mentor from a different school building.

Mentor Training:

Mentors will be provided a formal orientation to the BT induction program and foundational training in mentoring before they work with BTs. Both the BTSPC and BT will be officially trained on Policy TCED-016 (approved by NCSBE on September 03, 2020), and the NC Mentor Standards.

The Beginning Teacher Support Plan Coordinator and Beginning Teacher Mentors will complete the online NCDPI module “21st Century Mentoring.” The ten-hour training module created by NCDPI “provides mentors with the 21st century skills and knowledge needed to support beginning teachers. This module is built around the North Carolina Mentor Standards which are aligned with the North Carolina Professional Teaching Standards and provides direction in how mentors can support beginning teachers in each of the teaching standards. The module was designed to provide the official training required of all mentors in North Carolina.”

Additionally, the mentors will review both the NCSBE Beginning Teacher Support Program policies and Pamlico County Schools Beginning Teacher Support Plan annually and receive updates and ongoing PD/training opportunities through BT Mentor Professional Learning Community sessions facilitated by the Beginning Teacher Support Plan Coordinator throughout the school year.

The Beginning Teacher Support Plan Coordinator will visit/meet with each mentor on a defined schedule, for planning purposes, and on an as needed basis to provide support and guidance, collect BTSP feedback, as well as monitor BTSP implementation.

Mentor assignment guidelines shall follow the NC State Board of Education (NCSBE) Policy TCED-016 Standard 2:

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.

Mentors will operate according to the following NC DPI standards:

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.

Additionally, the mentor will maintain BT meeting logs, notes and checklists. BT1 and BT2 mentors must meet with their BT a minimum of one time per week and BT3 mentors must meet with their BT a minimum of twice per month. The meeting protocols and expectations along with corresponding resources will be explained and provided at the beginning of each assignment year.

D. Professional Development Plans

After the Beginning Teacher has completed the self-assessment rubric, the mentor and the principal will collaborate to support the Beginning Teacher in formulating a Professional Development Plan based on the North Carolina Professional Teaching Standards. It should include SMART goals, strategies and assessment of their progress throughout the year in improving professional skills. The Beginning Teacher, mentor and principal will participate in formative assessment conferences held at the beginning, middle and end of each school year. During that time, they will reflect on the teacher's progress in meeting their goals. These formative assessment conferences require signatures of the beginning teacher, mentor and the principal.

Additional support may be in the form of the buddy teachers, teacher leaders and Central Office administrators sharing instructional materials, best practices and relevant information; cultivating professional dialogue; and gathering data to ensure that all Beginning Teachers are receiving appropriate support. The mentor and/or the Beginning Teacher Support Plan Coordinator will complete informal peer observations periodically throughout the school year, but these will never be formal evaluations/observations.

E. Professional Development

To ensure consistency and sustained support for Beginning Teachers, the Beginning Teacher Support Plan Coordinator will create a district-level professional development plan tailored specifically to address stages of Beginning Teacher growth. Teachers in their first and second year are required to attend monthly Beginning Teacher Support Sessions on a predetermined schedule to become familiar with the school system, learn best practices for management and instruction and grow into more effective teachers - demonstrating they are learners, leaders, partners with families and reflective practitioners. Third year teachers will attend the sessions based upon select topics pertaining to teacher leadership and continued professional growth. These professional development sessions will be conducted by the Beginning Teacher Support Plan Coordinator, building-level administrators, NCDPI presenters and other teacher leaders in order to gain various perspectives. A focus will be placed on principals taking an active role in delivering high quality professional development to Beginning Teachers. All Beginning Teacher Support Sessions are aligned with the NC Professional Teaching Standards.

3. A formal process for conducting observations and summative evaluations on all BTs

Administrators and Beginning Teachers will be provided with a District Evaluation Schedule that will ensure all teachers receive the required observations as outlined in NCSBE policy, General Statutes and HB 1030. Human Resources will monitor compliance with the schedule. All teachers, principals and peer evaluators must complete training on the evaluation process. Within the first two weeks of a teachers' 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. Each Beginning Teacher will receive: three administrative

observations (observations must last 45 minutes or the entire class period, first observation must have a pre-conference and all must have a post-conference within 10 days), one peer observation and one summative evaluation annually. If warranted, monitored growth plans and directed growth plans must be implemented when necessitated by ratings. For BT 1s and BT 2s, 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 BT 1s and BT 2s, at least one of the three annual administrative observations must be conducted by the principal.

4. Plan for participation in BTSP Monitoring

In order to ensure quality, effectiveness and efficient management of the Beginning Teacher Support Program, the Beginning Teacher Support Plan Coordinator and Human Resources will collect data from a variety of sources and provide documentation to meet the requirements of the BTSP Monitoring Process completed on a five-year revolving cycle. Improvements to the program will be made based on the monitoring results to address any identified areas of concern noted by the BTSP Monitoring Team. Sources include:

- A. BT Surveys soliciting feedback of the New Teacher Orientation, Beginning Teacher Support Sessions and the BT Support Program as a whole;
- B. Monthly mentor checklists, feedback logs and anecdotal notes;
- C. Rubric for Self-Assessing the Beginning Teacher Support Program completed annually as a pre- and post- analysis of the program;
- D. Annual peer review documents;
- E. NCEES and PDP documents;
- F. Mentor and principal surveys on the BTSP implementation, processes and areas to strengthen the program.

5. Plan for participation in the BTSP Peer Review Process

The Beginning Teacher Support Program will participate in the annual peer review process developed by NCDPI soliciting feedback from regional facilitators and other LEAs in the Southeast Region. All efforts will be made to plan for participation and demonstration of proficiency in BTSP Monitoring for compliance with State Board Policy. If the program is found to be less than proficient, a district panel including the Beginning Teacher Support Plan Coordinator, Human Resources, selected principals and selected BTs and a mentor will convene to develop, adopt and implement new program standards and operational goals.

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

The Beginning Teacher Support Plan Coordinator, principals and Human Resources will compile documentation for Beginning Teachers throughout the licensure process. Human Resources will securely file and maintain access to the teachers PDP and evaluation reports through NCEES. The Beginning Teacher Support Plan Coordinator will update Human Resources on Beginning Teacher progress and to assess progress in NCEES for each Beginning Teacher.

7. Plan for timely transfer of BT files to subsequent employing LEAs, Charter Schools or non-public institutions within the state.

Human Resources will provide for the timely transfer of Beginning Teacher files and documents to successive LEAs upon request and the authorization of the Beginning Teacher.

8. Completion of surveys and data collection.

The Beginning Teacher Support Plan Coordinator and Human Resources will ensure completion of the recent graduate survey by the Beginning Teachers and the employer survey by the principal of the school during the BT's first year of teaching as part of the requirement 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.

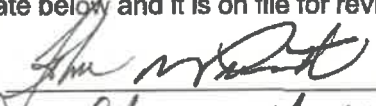
For the purposes of GS 115C-12(22) and GS 115C-299.5, Beginning Teacher data will be collected for the State of the Teaching Profession report.

Conclusion:

The Pamlico County Schools Beginning Teacher Support Program is dedicated to the professional growth of beginning educators. A major emphasis is placed on self-reflection, individualized professional development and effective mentoring. Our ultimate goal is to retain quality teachers who will then become teacher leaders within our district.

Board of Education Approval

The Pamlico County Schools Board of Education has approved the Beginning Teacher Support Program as of the date below and it is on file for review at the district office and the PCS website.

School Board Chair: 

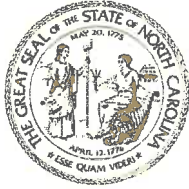
BTSP Coordinator: 

Assistant Superintendent of Human Resources: 

Approval Date: 10/27/2025

Date submitted to NC DPI: 10/28/2025 NC DPI Approval Date: 11/5/2025*

*See attached letter from Jenna McIntosh, Regional Education Facilitator (NCDPI)



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Maurice "Mo" Green, Superintendent of Public Instruction

www.dpi.nc.gov

TO: Sherry Meador, Educational Consultant

FROM: Jenna McIntosh, Regional Education Facilitator

DATE: November 5, 2025

BEGINNING TEACHER SUPPORT PROGRAM PLAN APPROVAL STATUS

On behalf of the State Board of Education, thank you for your submission of your Beginning Teacher Support Program Plan. The document has been reviewed in accordance with current North Carolina State Board Policy. Based on the information provided in your submission, the result of the plan review is as follows:

Your Beginning Teacher Support Program Plan is approved. A copy of the approved plan has been placed on file with the Regional Education Facilitator in Educator Support Services at the North Carolina Department of Public Instruction and is available to the Licensure Division. Please retain a copy of the plan in your files.

Please notify me if you have any questions.

REGIONAL EDUCATION FACILITATORS

Northeast: Jeffrey Roberts | Southeast: Jenna McIntosh | North Central: Rhonda Holmes
Sandhills: Dr. Cassie Cartrette | Piedmont: Laura Papsun
Southwest: Christy Scott | Northwest: Dr. Monica Shepherd | West: Angie Ledford