

# Reaching New Heights Together

Dr. Chante Jordan, Interim Superintendent of Schools
Mrs. Kathryn Bunch, BT Coordinator
Mr. Jeremy Wright, Interim Human Resource Director

Gates County Public Schools
Beginning Teacher Support Program
State Board of Education Policy TCED-016

Introduction

Gates County is part of the Inner Banks of North Carolina and home of Merchants Millpond State Park. Gates County Schools has approximately 367 full-time and part-time employees. The estimated student enrollment is about 1500 students. There is one high school, one middle school, and three elementary schools in the county.

The greatest asset of the Gates County School System is its people: capable, competent, caring, and committed professionals, who take responsibility for the roles they play. In accordance with State Board policy we have developed a plan to provide comprehensive support for our beginning teachers to address each of the thirteen Beginning Teacher Support Program Standards. This plan must support a proficient rating on each standard and element.

***Beginning teachers*** include all teachers with an initial license. Initial licenses are issued for teachers with fewer than three years of appropriate teaching experience in their initial licensure area. All teachers who hold initial licenses are required to participate in a three year induction program with a formal orientation, mentor support, observations and evaluations prior to the recommendation for continuing license.
*Teachers with fewer than three years of experience; regardless of licensure type and licensure pathway (e.g., temporary license, residency license, and initial professional license) are required to participate in the NC Beginning Teacher Support Program for three years.

Teachers with three or more years of appropriate experience are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g., media coordinators, counselors, administrators, and curriculum-instructional specialists.)
Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirements for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require a Beginning Teacher Support Program experience. Annually, through an automated process, the Licensure Section converts

initial licenses to continuing licenses of those teachers who are eligible for conversion. The Gates County Schools Human Resources Director is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught for three years, or if the designated official has knowledge of any reason related to conduct or character to deny the teacher a continuing license, then the automatic conversion license cannot be accepted.

When teachers successfully fulfill the Beginning Teacher Support Program requirements, Gates County Public Schools must submit a recommendation to the Department of Public Instruction for a continuing
license to be granted.The Beginning Teacher must complete/pass all exams and complete a three year induction program. The Beginning Teacher Support Program is designed to help beginning teachers and lateral entry teachers obtain their continuing license. This plan details the systematic approach by which Gates County facilitates beginning teachers in accomplishing this goal. The plan contains the descriptions of the orientation, support systems, mentor processes and guidelines for observations required by the State.

## Describe Adequate Provisions for Efficient Management of the Program

The Beginning Teacher Support Program consists of Beginning Teacher Support Coaches who facilitate the required assistance to enable beginning teachers to obtain their continuing license. The following is an overview of the program structure including support personnel, support services, fiscal management and program evaluation.

## Personnel Management Structure

The Beginning Teacher Support Team shall consist of central office directors and staff, designated mentors, support coaches, principals and beginning teachers. Each team member has individual roles in assisting beginning teachers to grow as educators. Each beginning teacher shall be assigned a mentor to assist the teacher's growth in the first three years of the Beginning Teacher Support Program.

**The mentor's responsibilities and duties shall include:**

- Participating in the Beginning Teacher Orientation.

- Conducting informal/formal observations of beginning teachers as requested.

• Meeting and/or communicating with beginning teachers, at a minimum, on a monthly schedule.

• Providing feedback to beginning teachers from observations and formative assessments.

• Assisting beginning teachers with developing lesson plans, classroom management, behavioral management, organization, positive communication with peers and parents, curriculum, and instruction.

• Assisting beginning teachers with collecting and analyzing data to improve instructional strategies.

• Sharing information regarding professional development including opportunities for beginning teachers.

• Assisting in the preparation and facilitating implementation of the Professional Development Plan (PDP). Mentor will meet with assigned BT for formative assessment conferences at the beginning, middle, and end of each year. Mentor will help BT create and review progress towards PDP goals. Signatures of BT, mentor, and principal are required for each formative assessment conference.

• Serving as a resource and support for administrators regarding the beginning teacher process.

• Providing documentation (mentor logs, sign--in sheets, checklists, etc.) of mentor activities to the BT Coordinator.

• Evaluating the Beginning Teacher Support Program to identify areas requiring improvement.

As instructional leaders and coaches, principals shall help facilitate the development of beginning teachers.

**The principal's responsibilities and duties shall include:**

• Ensuring that beginning teachers are provided orientation at their assigned school.

• Conducting informal/formal observations of beginning teachers.

• Meeting and conferencing with beginning teachers, offering feedback from observations and formative assessments.

• Providing an environment conducive to the support of beginning teachers including limiting preparations, limiting the assignment of non---instructional duties, limiting the number of exceptional children and difficult students in beginning teachers' classrooms, and making accommodations for conferences between mentors and beginning teachers.

• Ensuring completion and providing assistance in the development of beginning teachers' Professional Development Plans. The principal will meet with the assigned BT for formative assessment conferences at the beginning, middle, and end of each year. Signatures of BT, mentor, and principal are required for each formative assessment conference.

• Ensuring that beginning teachers participate in the Beginning Teacher Support Program at the school and district levels.

• Suggesting staff development to mentors and beginning teachers to address any deficiencies observed during the year.

• Continuously monitoring beginning teachers throughout the year and notifying the Director of Human Resource and BT Coordinator of any concerns with the performance of beginning teachers.

• Providing assistance and support to beginning teachers.

The BT Coordinator shall supervise mentors and manage beginning teachers' respective areas of employment.

**The Coordinators' responsibilities and duties shall include:**

• Assisting with the hiring, evaluating and supervising of mentors.

• Notifying mentors of professional development opportunities for mentors and beginning teachers.

• Conducting informal/formal observations if requested by the principal.

• Providing support and assistance to principals, mentors and beginning teachers.

• Evaluating the Beginning Teacher Support Program to identify areas requiring improvement.

The Director of Human Resources is responsible for monitoring the standing and eligibility for each beginning teacher as they advance through the program. The BT Coordinator is charged with the overall responsibility of developing, implementing, monitoring and evaluating the Beginning Teacher Support Program.

**The Directors'/Coordinators' responsibilities and duties shall include:**

• Collaborating with mentors and principals regarding beginning teachers' progress and effectiveness in classrooms.

• Monitoring the conversion process from the initial license to the continuing license for beginning teachers.

• Providing appropriate assistance to all parties involved in the program.

• Coordinating the Beginning Teacher Orientation.

• Meeting with beginning teachers and mentors.

• Collaborating with mentors and principals regarding beginning teacher matters.

• Assisting with professional development opportunities for mentors and beginning teachers.

• Maintaining the beginning teacher files.

• Ensuring compliance of the beginning teacher working conditions in the district.

• Ensuring compliance of beginning teachers in the district program.

• Ensuring the conversion from initial license to continuing license for beginning teachers.

• Collecting data to review and revise the Beginning Teacher Support Program.

- Serving as the liaison with the Department of Public Instruction.

## Support Program

The Beginning Teacher Support Program shall provide a number of required activities and additional tools to assess the performance of beginning teachers and to facilitate the refinement of essential practices and skills. Gates County's support required by the State, which shall be further described below, will include the assignment of mentors to each beginning teacher, a beginning teacher orientation, and informal/formal observations. Additional support tools will include access to the NE Collaborative website for a wealth of beneficial resources, notification of professional development opportunities, online training modules and additional instructional materials.

## Beginning Teacher Support Program Timetable

Year 1
The beginning teacher
- Is assigned a mentor
- Is provided an orientation
- Develops a Professional Development Plan (PDP)
- Completes any professional development required/prescribed by the LEA
- Is observed at least four times, culminating with a summative evaluation

Year 2
The beginning teacher
- Continues to have a mentor
- Updates the Professional Development Plan (PDP)
- Completes any professional development required/prescribed by the LEA
- Is observed at least four times culminating with a summative evaluation

Year 3
The beginning teacher
- Continues to have a mentor/buddy
- Updates the Professional Development Plan (PDP)
- Completes any professional development required/prescribed by the LEA
- Is observed at least four times culminating with a summative evaluation

Gates County will document compliance of the Beginning Teacher Support Program through a variety of avenues to include: Informal/formal observations, Professional Development Plans, Summative Evaluations.
Further documentation regarding the evaluation of beginning teachers pursuant to the North Carolina Educator Evaluation System (NCEES) will be maintained on the state website. Participation in the Beginning Teacher Orientation and other professional development completed by beginning teachers will be maintained in the LINQ Educational Management System. Documentation of support by mentors (mentor logs, surveys, checklists, sign-in sheets, etc.) and any other beginning teacher documentation shall be maintained in files for beginning teachers.

## Fiscal Support

Title II funds shall be the primary source of funding for the Beginning Teacher Support Program. Title II funds will provide for the stipends paid to mentors. Additionally, funds shall be set aside for assistance with
professional development and reimbursement of the costs for Praxis II testing when necessary for beginning teacher assignments. Title II funds may also be used to provide for a substitute teacher for beginning teacher professional development, or to allow beginning teachers to observe veteran teachers during instructional periods.

## Program Evaluations

The efficient management of the program shall include evaluations of the Beginning Teacher Support Program and mentors providing support to beginning teachers. The State requires that Gates County submits an annual report on its Beginning Teacher Support Program, demonstrating proficiency on the Beginning Teacher Support Program Standards and mentor success in meeting Mentor Standards. Gates County will participate in an annual peer review facilitated by the Department of Public Instruction with a surrounding LEA . The surrounding LEA will assess Gates County's progress through the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers. Also,
every fifth year, the Department of Public Instruction will formally review Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards. Data collected from local annual reviews, peer reviews and state reviews will be analyzed and utilized to revise the Beginning Teacher Support Program in an effort to improve support and facilitate growth of all beginning teachers.

**Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.**

The Director of Human Resources is charged with the duty to verify eligibility of beginning teachers for continuing licenses. The Administrator shall monitor the progress of beginning teachers through the three--year process and collaborate closely with mentors and principals in determining each beginning teacher's eligibility for a continuing license. The Administrator shall also monitor the automated conversion process for continuing licenses and ensure that only those beginning teachers that meet the criteria will be approved for a continuing license.

**Provide for a formal orientation for beginning teachers, which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.**

A formal orientation is held each year for beginning teachers new to the system and for any beginning teacher who did not participate in the orientation processes the previous year. The orientation shall be
conducted prior to the first teacher workday at the beginning of each year. Individual orientation sessions shall be provided for those beginning teachers not able to participate in the initial orientation.
Beginning teachers who are employed after the annual scheduled orientation session are provided an individual orientation session arranged cooperatively by the BT Coordinator, principals, and support coaches. Sessions for late---hires shall be provided within the first ten days of employment. It is mandatory that all beginning teachers participate in the orientation process within the three---year induction
process.

**Orientations shall include:**

- A visit to the beginning teacher's respective school to familiarize themselves with the facility and faculty.

- County tour that includes all schools in the district and other important landmarks.

- Introduction to faculty resources including Instructional Coaches, Mentors, AIG Coordinator, Directors etc.

• A copy (bound or electronic version) of the beginning teacher's respective school's faculty handbook.

• Information regarding the available services and training opportunities for beginning teachers.

• Information about the Beginning Teacher Support Program and a detailed review of licensure procedures, requirements and information regarding the conversion process from the initial license to the continuing license.

• Training on the North Carolina Teacher Evaluation Process, including expectations for the required performances of beginning teachers during the three---year beginning teacher program.
• Information regarding the State Board of Education's Mission and Goals.

• Information regarding classroom management, lesson plan design, student accountability and the code of ethics.

**Address compliance with the optimum working conditions for beginning teachers identified by the State Board of Education.**

To ensure that beginning teachers have the opportunity to develop into capable teachers, Gates County Public Schools shall provide beginning teachers with the following:

• Assignment in the area of licensure: The Director of Human Resources will review all hiring recommendations and accompanying documentation to ensure that the teacher's licensure area matches the proposed position and that the teacher would be deemed Highly Qualified by NCLB
guidelines. Furthermore, the Director shall ensure that the beginning teacher shall complete three years of teaching, of at least six months (120 working days) each, within the beginning teacher's area of licensure. The Director will also make sure all NCSBE requirements for licensure tests are followed. The Director of Human Resources shall ensure, to the extent that it can be controlled, that the beginning teacher will not be transferred to different assignments/schools during the three---year induction process.

• A mentor is assigned early, in the licensure area, and in close proximity: Mentors will be assigned to beginning teachers prior to their teaching assignment. If a mentor is unavailable for a particular licensure area, a mentor from another area will be assigned,

with assistance provided by other veteran teachers in the department. The same procedure is followed if the beginning teacher is the only teacher licensed in a particular area. 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.

• Orientation that includes state, district, and school expectations: An orientation will be conducted that will provide an overview of the school's and system's goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a continuing license; the North Carolina Educator Evaluation Process; Common Core Standards; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; and the State Board of Education's Mission and Goals.

• Limited preparations: Our principals work to ensure that our beginning teachers are given every opportunity to grow professionally by providing the best possible teaching assignment in their licensed area. Mentors, with the same, or similar licensure areas, are assigned immediately to provide
constant support and guidance for the beginning teacher. As much as possible, mentors are ideally situated for quick and easy consultations. Furthermore, our beginning teachers are favored with as few subject preparations as possible with assigned workspaces to eliminate travel between classrooms.

• Limited non--instructional duties: Principals will monitor the number of non-instructional duties and committees assigned to beginning teachers. 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 include bus duty, lunch duty, and hall duty.

• Limited number of exceptional or difficult students: Principals, in collaboration with data managers, and the Exceptional Children's Director, will monitor the number of exceptional or difficult students assigned to a beginning teacher's classroom. Beginning teachers assigned to teach
in these areas are favored with limited class sizes as much as possible.

• No extracurricular assignments unless requested in writing by the beginning teacher: Some non-instructional duties, such as coaching or student club sponsorships, are granted upon the written request of the beginning teacher and with the building principal's consent. The beginning
teacher shall provide to the BT Coordinator and his/her respective principal a request for assignment to extracurricular activities. 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, such as coaching and advising a club or service organization. The request will be maintained in the beginning teacher's file at the Human Resource office and in the principal's file at the school. The BT Coordinator, principal and mentor shall monitor the beginning teacher's school performance and shall take action in regards to the extracurricular assignments if the beginning teacher falls below proficient in any area of performance.

**Address compliance with the mentor selection, assignment, and training guidelines identified by the State Board of Education.**

Our mentors are carefully selected, as having demonstrated those attributes to assist our beginning teachers in the development of relationships with students, parents, and the community. Ideally, our mentors have proven strategies and interventions to address diversity in student learning styles and culture, thereby providing "ready resources" to assist the beginning teacher in creating and maintaining an environment that is safe and conducive to all learning styles. Mentors are required to attend at least one of the orientation sessions with the beginning teachers. Additionally, beginning teachers are afforded the opportunity to
become familiar with their assigned teaching site with their mentor. Mentors are instructed to discuss policy and procedures, the evaluation process, and other relevant information. Mandatory mentor meetings will be scheduled throughout the school year. The information shared in these
meetings determine the professional development that will be most beneficial to our beginning teacher and mentors. Each mentor is provided a Mentor/BT Handbook for additional resources and support for beginning teachers. Information in the handbooks will be covered in our beginning of the year mentor meeting.

**An ideal Mentor has the following qualifications:**

- A valid North Carolina teaching license.

- At least proficient or higher ratings in NCEES (for all five standards on most recent summative evaluation or standards 1 and 4 on abbreviated evaluation).

• Retired teachers can be considered to serve as mentors.

• 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.

• The principal along with the BT Coordinator 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.

• Assigned mentors must continue 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.

• A strong recommendation from their principal or most recent supervisor/director. Recommendations from Instructional Coaches, BT Support Coaches, veteran teachers and other stakeholders.

• Excellent oral and written communication skills.

• Ability to plan and evaluate instructional strategies.

• Willingness to serve as a mentor and to participate in ongoing annual professional development related to mentoring.

**Additional preference shall be given to candidates possessing the following:**

- Successful completion of a minimum of seven years teaching in their area of licensure.

- Expertise in classroom management and instructional skills.

- Successful completion of Mentor Training.

- Awareness of student diversity and methods of providing support to teachers in order to meet the needs of all students.

- Ability to establish and maintain a working relationship with peers and colleagues.

## Mentor Preparation

Mentors will participate in a formal orientation to the Beginning Teacher Support Program. Following formal training, mentors will participate in ongoing professional development and in facilitated Professional Learning Communities of mentoring practices to refine mentoring skills, advance induction practices, and improve student learning.

**Each mentor will:**

- Be trained on the North Carolina Mentor Standards.

- Be trained on the North Carolina Educator Evaluation System (NCEES).

- Receive information regarding the Beginning Teacher Support Program.

- Attend all regularly scheduled mentor meetings to collaborate and share ideas.

- Attend professional development opportunities for mentors at the regional and state levels for refining mentoring skills.

- Attend professional development opportunities for their subject/area content in order to provide additional support to beginning teachers.

• Participate in Professional Learning Communities related to mentoring to refine their mentoring skills, advance induction practices and improve student learning.

• Collaborate with other mentors to assess and improve support practices for beginning teachers.

**Provide for the involvement of the principal or principal's designee in supporting beginning teachers.**

Gates County Public schools employs four (4) building level principals and three (3) assistant principals who are keenly aware of the support needed for beginning teachers. Our principals recommend mentors for beginning teachers based on first-hand knowledge of their strengths and effectiveness as classroom teachers. Each principal sponsors professional development that specifically targets beginning teachers areas of needed
growth. Formative assessment conferences are conducted periodically to gauge the progress of the beginning teacher and to provide additional resources and interventions to improve instructional delivery,
classroom management, and efficient lesson planning.

**Principals and building level administrators will:**

• Provide an environment conducive to the support of beginning teachers including limiting preparations, limiting the assignment of non---instructional duties, limiting the number of exceptional children and difficult students in beginning teachers' classrooms, and making accommodations for conferences between mentors and beginning teachers.

• Provide assistance in the development of the beginning teacher's Professional Development Plan (PDP).

• Ensure that beginning teachers are given a school orientation and information regarding the school's policies and procedures.

• Ensure that beginning teachers participate in the Beginning Teacher Support Program at the school level.

• Conduct formal/informal observations during the school year in accordance with the observation schedule provided by the Human Resources Department.

Administrators must conduct one formal evaluation and may use a designee (administrator) to conduct two additional formal evaluations.

• Provide feedback throughout the year during informal/formal conferences with beginning teachers.

• Suggest staff development to mentors and beginning teachers to address any deficiencies observed during the year.

• Continuously monitor beginning teachers throughout the year and notify the Director of Human Resources of any concerns with the performance of beginning teachers. Principals are required to meet with BT monthly to sign-off and provide feedback on Mentor/BT logs.

• Principals and Assistant Principals are invited to monthly BT meetings (Teacher Talk Sessions) to further provide support for our beginning teachers.

• Participate in an end-of-year survey regarding the Beginning Teachers Support Program.

**Provide for a minimum of four observations per year in accordance with North Carolina General Statute 115C-333.1, using the instruments adopted by the State Board of Education for such purposes.**

Beginning teachers will receive a minimum of three observations, appropriately paced throughout the school year, by a building level administrator (principal or assistant principal), and at least one observation by a teacher who has successfully mastered the use of the evaluation tool, for a total of a minimum of four (4) observations annually, in compliance with the Excellent Schools Act and subsequently, North Carolina General Statute 115C--333.1. Each observation must last for at least one continuous period of instructional time and must be followed by a post--conference. The initial observation is announced and includes a preconference. The beginning teacher's mentor will be instrumental in preparing the beginning teacher for formal and informal observations.

**Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.**

In accordance with North Carolina General Statute 115C---333.1, beginning teachers will be observed and evaluated using the North Carolina Educator Evaluation System (NCEES), which includes the development of the Professional Development Plan (PDP). Within the first 10 days of the school year, beginning teachers will work collaboratively with his/her mentor, and the building principal to begin the professional development plan. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Based on the North Carolina Professional Teaching Standards, the beginning teacher will identify a minimum of two (2) goals on which he or she will improve their professional skill set. Strategies, including needed professional development, will support the acquisition of stated goals. The principal, or the principal's designee, and the mentor will monitor throughout the year the beginning teacher's professional development plan, to reflect on the progress of the beginning teacher in meeting the goals established for professional growth with official status reports at the mid- and end-of-year terms. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II monitoring process.

**The Professional Development Plans are as follows:**

• Individual Growth Plan - Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

  o Monitored Growth Plan - A teacher shall be placed on a Monitored Growth Plan whenever he/she is rated "Developing" on one or more Standards on the Teacher Summary Rating Form; and is not recommended for dismissal, demotion, or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline, which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS 115DC---333(b).

• Directed Growth Plan - A teacher shall be placed on a Directed Growth Plan whenever he/she is rated:

o "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or

o "Developing" on one or more Standards on the Teacher Summary Rating Form fortwo sequential years: and is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the district. A directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS 115C--333(b).

**Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.**

Identifying the needs for support services for beginning teachers may be derived from a variety of means. "Teacher Talk" , a mandatory monthly meeting, provides a platform to discuss a myriad of topics and ideas.
Beginning teachers use this opportunity to identify their needs and request support in those areas. Formal and informal observations of beginning teachers by directors, administrators, and mentors shall indicate areas
of needs for support. Additionally, colleagues may observe needs in their constant association with beginning teachers. Beginning teachers may request additional assistance after identifying deficiencies through their own self---assessments. Additional needs for the overall program may be indicated through the end of the year surveys completed by beginning teachers, mentors and principals.

**The initial support services shall be provided through the beginning teacher orientation and services provided from mentors. Additional services shall include:**

• Additional training in the online North Carolina Educator Evaluation System (NCEES).

• Specified online training modules.

• Regular classroom visitation and meetings between mentors and beginning teachers.

• Opportunities to visit and observe the classrooms of veteran teachers during instruction periods. (BT Observation Day)

• Additional instructional materials.

• Professional development offerings within the district and notification of opportunities through the Northeast Collaborative, Northeast Regional Education Service Alliance (NERESA), North Carolina Center for the Advancement of Teaching (NCCAT), North Carolina Department of Public Instruction (NCDPI), and other professional development sites.

**Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation reports.**

The BT Coordinator shall maintain a cumulative file for each beginning teacher. The information of the file may be maintained in a compilation of electronic programs such as the NCEES Observation Instrument, LINQ Educational Management System and individual electronic files. The files shall contain, at a minimum, a certification of completion for orientation, letters regarding participation in extracurricular activities, mentor support logs, beginning teacher self---assessments,Professional Development Plans, observations and summative evaluations.

**Provide for the timely transfer of the cumulative beginning teacher file to successive LEAs, charter schools or non--public institutions within the state upon authorization of the beginning teacher.**

When a beginning teacher leaves the system, prior to obtaining a continuing license, his/her cumulative file shall be transferred to the successive LEA, charter school or non--institution within the state upon
request of the entity and authorization by the beginning teacher. The transfer of the cumulative file will be completed within a reasonable time from the request. Gates County shall maintain a copy of the all
the beginning teacher's information in the personnel file.

**Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.**

The program will be evaluated through a series of surveys sent to beginning teachers, mentors and principals. The BT Coordinator may meet with selected beginning teachers, mentors and principals to review the surveys and discuss the results. The information collected will be used to revise the plan and increase the effectiveness of the program. Also, every fifth year the Department of Public Instruction will formally audit Beginning Teacher Support Programs to review evidence and verify that the program's proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring team will report to the Department of Public Instruction any standards and key elements where programs are
not deemed at least proficient. Programs that are rated developing on the standards continuum will be put on an improvement plan and reviewed more frequently to ensure that all beginning teachers are supported. Gates County will also participate in a regionally-based annual peer review and support system.

Gates County Public Schools will help support the completion of the 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.

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BT Coordinator: Kathryn Bunch Date: 7/15/26

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Gates County Board of Education Leslie J. Byrum