

# Camden County Schools Beginning Teacher Support Plan



Camden County Schools  
174 N. 343  
Camden, NC 27921

Approved by Camden County Board of Education: July 14, 2011

*"Camden Keeps Kids First in Education"*

**Beginning Teacher Support Plan  
Plan Outline**

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## **A. Program Administration**

The Personnel Director/BT Coordinator will be responsible for the general administration, supervision, and coordination of the Beginning Teacher (BT) Support Plan and the Beginning Teacher Orientation.

The Beginning Teacher (BT) Support Plan will consist of the support team concept. The support team will consist of the BT Coordinator and/or Support Coach, a building level administrator, a mentor, and a teacher observer.

The building administrator will conduct three observations. The teacher-observer will conduct one observation. The mentor for the BT serves in a supportive role and at no time will be involved in evaluating the BT. The mentor should be a career status teacher who will help the BT apply the growth recommendations, and reinforce any comments on the Professional Development Plan. The mentor should be licensed in the area of the BT and in close proximity in the building, if possible.

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

Camden County is a member of the Northeast Collaborative for Supporting New Teachers. This membership provides up-to-date support information for the BT Coordinator, Support Coach training, mentor and evaluation training, information on best practices for new teachers, a website with support information for new teachers, staff development opportunities for beginning teachers and a Spring Retreat for BTs. Participation in the Collaborative is intended to assist the school system in providing the best support practices possible to recruit and retain high quality beginning teachers. The BT Coordinator and/or Support Coach will attend meetings of the Collaborative.

## **B. Induction Requirements for Beginning Teacher**

A Standard Profession I (initial) license is issued to teachers with fewer than three years of appropriate teaching experience in their initial licensure area. Beginning teachers are required to participate in a three year induction period with a form orientation, mentor support, observations and evaluation prior to the recommendation for a Standard Professional II (continuing) license. This induction is in accordance with the State Board Policy Manual for Twenty-first Century Professionals regarding licensure, TCP-A-004.

### **C. Orientation for Beginning Teachers**

The Camden County Schools will provide an orientation for new teachers prior to the beginning of the school year. The orientation will include an overview of the school's goals, policies, and procedures; available services and training opportunities; the beginning teacher's Standard Professional I licensure requirements; and the process for achieving a Standard Professional I license. This orientation will provide the beginning teacher an overview of the Beginning Teacher Support Plan and describe the N.C. Teacher Evaluation Process. Beginning teachers will review the NC Standard Course of Study, local policies and curriculum guides, safe and appropriate use of seclusion and restraint of students, the State's ABC's Program, the State Board of Education's Mission and goals, and school expectations.

### **D. Optimum Working Conditions for the Beginning Teacher**

The Personnel Director/BT Coordinator will discuss with the principals the importance of not assigning difficult teaching loads to novice teachers. They will discuss at the Administrative Retreat and/or Principal Meetings the following guidelines to ensure that beginning teachers have the opportunity to develop into capable teachers:

- BTs will be assigned in their area of licensure.
- They will be encouraged to assign mentors to the new teachers within the first week of employment. It will be recommended they assign mentors in the same area of licensure as the beginning teacher and in close proximity to them in the building.
- In addition to the orientation, follow-up meetings will be scheduled throughout the year to ensure that BTs understand the State Board Professional Teaching Standards and Standard Professional I licensure requirements.
- An orientation that includes state, district, and school expectations.
- Limit beginning teachers' preparations to one; however, they should not assign more than two, unless there are extenuating circumstances.
- Limit the number of exceptional or difficult students assigned to the BT.
- Extracurricular activities should not be assigned, i.e. coaching, sponsoring a club, etc., unless the BT requests the assignments in writing.

The term "non-instructional duties" refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be busy duty, lunch duty, and hall duty. The term

“extracurricular activities” refers to those activities performed by a teacher involving students that are outside their regular school day and not directly related to the instructional program.

#### **E. Mentor Assignment/Guidelines for Mentor Teacher Selection**

The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Program, Standard 2, Mentor Selection, Development, and Support, which states that: Mentors are selected by the principal and/or designee based upon availability, interest, or seniority and the selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership.

As school leaders consider who should serve as a mentor, it is encouraged to select mentors who demonstrate the following attributes:

1. A sense of optimism for teaching;
2. Ability to listen well;
3. Capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his/her practice;
4. Commitment to continuous professional development;
5. Ability to adapt instructional methods to the individual needs of students;
6. Commitment to collaboration; and
7. Ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data.

Mentors need the knowledge, skills, and attitude to be an effective coach, emotional support, and organizational guide for Beginning Teachers. Mentors should have a demonstrated record of success on the North Carolina Teacher Evaluation and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success including close proximity and scheduling that allows time to plan and collaborate with beginning teachers.

#### **F. Mentor Training**

Camden County Schools recognizes that local school systems are responsible for providing training and support for mentor teachers and will provide the training and support for mentor teachers using programs developed by the State Department of Public Instruction and/or The NE Collaborative to Support Beginning Teachers. Mentor Standards are an addendum to this plan.

#### **G. Principal Support**

The principal and/or the principal’s designee will be involved in supporting the beginning teacher. The principal will assign a trained mentor and ensure observations are done according to state and local guidelines. They will be knowledgeable about the Beginning Teacher Support Plan, Standard Professional I licensure requirements, and the NC Teacher Evaluation Process. They will provide

support for the beginning teacher during the three-year process. They will take into account state regulations concerning the beginning teacher when making additional assignments to new teachers

## **H. Observations/Evaluations**

In compliance with Public School Law 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or designee. The beginning teacher must also be observed at least once annually by a teacher. Each observation must be for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning teacher's assigned mentor will not observe them for formative or summative evaluation purposes. The

beginning teacher shall be evaluated at least once annually by the principal using the instrument adopted by the Board of Education for such purposes. Beginning teacher observations and summary evaluation will be turned in to the Personnel Office at the end of each school year and maintained in a cumulative beginning teacher file that contains the mentor logs, PDP, and evaluation materials. This file may be transferred to a successive employing LEA, charter school or non-public institution within the state upon the authorization/request of the beginning teacher.

## **I. Professional Development Plan**

The BT and the school administrator will be responsible for developing a Professional Development Plan for the BT with input from the mentor. The BT's Professional Development Plan will be developed after the self assessment and first observation the first year and is to include the areas of strengths and areas needing improvement, based on the State Board Professional Teaching Standards. The PDP must include goals, strategies, and assessment of the BT progress in improving professional skills. In the second and third years, the Professional Development Plan will be based on the Summary Rating form from the previous school year. Goals should be tied directly to the classroom, improving professional skills, and individualized for each teacher. A teacher shall be placed on a Monitored Growth Plan whenever he or she is rated "Developing on one or more Standards on the Teacher Summary Rating Form and is not recommended for dismissal, demotion, or non-renewal.

A teacher shall be placed on a Directed Growth Plan whenever he or she is rated "not demonstrated" on any Standards on the Teacher Summary Rating Form or Developing on one or more Standards on the Teacher Summary Rating form for two sequential years and is not recommended for dismissal, demotion, or non-renewal.

## **J. Beginning Teacher Support Plan Timetable**

**YEAR ONE** The beginning teacher:

- Is provided an orientation

- Is assigned a mentor
  - Completes a Self Assessment
  - Develops a Professional Development Plan
  - Is observed at least four times culminating with a summative evaluation
  - Completes any professional development required/prescribed by the LEA
- 

**YEAR TWO** The beginning teacher:

- Continues to have a mentor teacher
  - Completes a Self Assessment
  - Updates the Professional Development Plan based on the previous year's observations and evaluations
  - Is observed at least four times culminating with a summative evaluation
- 
- Completes any professional development required/prescribed by the LEA
- 

**YEAR THREE** The beginning teacher:

- Continues to have a mentor teacher
  - Completes a Self Assessment
  - Updates the Professional Development Plan based on the previous year's observations and evaluations
  - Is observed at least four times culminating with a summative evaluation
  - Completes any professional development required/prescribed by the LEA
- 

**K. Continuing Education Units (CEUs)**

The beginning teacher will attend Teacher Talk sessions provided by the BT Plan Coordinator and/or Support Coach and should participate in any on-going, system-required, or specific, staff development activities during the Standard Professional I licensure process in order to convert to a Standard Professional II license.

**L. Conversion Process**

Each May, through an automated process, the Licensure Section converts from Standard Professional I to Standard Professional II the licenses of those teachers who are employed in LEAS and are eligible for conversion. The Personnel Director/BT Coordinator is responsible for approving the conversion of the Standard Professional II license through this process. The Personnel Director must verify that a teacher has taught three years, is proficient on all standards on the NC Teacher Evaluation Process, and the conversion is in compliance with current State Board Policy.

**M. Due Process**

Any teacher not recommended for conversion from a Standard Professional I license to a Standard Professional 2 license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes.

**N. Technical Assistance**

Beginning teachers will be provided any resources that are available, including, but not limited to Superintendent/designee, Regional Facilitator, NE Collaborative to Support New Teachers, other central office staff, colleagues, state and regional consultants, IHE personnel, college course(s) seminar(s), observation of applicable teaching situations, etc. Non-human resources such as release time, materials, and equipment will be made available to BTs.

**O. Cumulative File of the Beginning Teacher**

A file containing the Professional Development Plan, observation information, Summary Rating Forms, Professional Development Plan, and Mentor Log, will be maintained during the school year in the Principal's office. This file will be forwarded to the personnel office each year, according to the evaluation policy for the school system.

When a beginning teacher transfers to another LEA, Charter school, or non-public institution within the state, their beginning teacher licensure file will be transferred to that unit upon the request and authorization of the Beginning Teacher.

**P. Evaluation of Beginning Teacher Support Plan**

All persons involved in the support of BTs will be asked to participate in the program evaluation. Continuous input will be sought to assist in making positive changes in the evaluation and procedures.

Specific items which will be given attention in the evaluation will be how beginning teachers are assigned, mentor services, accomplishment of tasks and objectives as indicated on the timeline orientation and in-service programs, collaboration between agencies, support team, and quality of services.

**Q. Annual Peer Review and Five Year Formal Review**

Camden County Schools must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1 that includes evidence of demonstrated

proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards.

Every fifth year, Camden County will participate in a formal review of the Beginning Teacher Support Program conducted by the Department of Public Instruction. Any standard and/or key element not deemed at least proficient will be reported to the Department of Public Instruction. Camden County will participate in a regionally-based annual peer review and support system to ensure progression along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers.

Appendix A

**Beginning Teacher Support Plan  
LEA/Agency  
Statement of Assurances**

As a part of the desire to assist beginning teachers to demonstrate minimally acceptable levels of performance and to encourage these teachers toward continued professional growth, the following assurances are made:

1. That Camden County Schools pledges a strong commitment to the implementation of the Beginning Teacher Support Plan for all beginning teachers;
2. That available resources, including staff development funds, will be allocated toward the implementation of an effective program;
3. That in accordance with state regulations, the Camden County Schools Beginning Teacher Support Plan addresses procedures and policies currently being implemented for all beginning teachers;
4. That the Beginning Teacher Support Plan is being implemented as a support system for all beginning teachers, in accordance with state guidelines;
5. That the mandates of the State Board of Education have been implemented:
  - “beginning teachers” will be provided with a qualified and well-trained mentor
  - a three day orientation is provided for each “beginning teacher” at the beginning of the school year or as teachers are hired.
6. That procedures are in place to assure efficient management of the program;
7. That a person has been designated to verify successful completion of the Beginning Teacher Support Plan;
8. That the Superintendent has officially reviewed the plan; and
9. That the Board of Education has approved the plan.

*Melvin Hawkins*

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Signature of Superintendent

*Terri Faison*

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Signature of Board Chair

*July 14, 2011*

*2011*

\_\_\_\_\_  
Date

*July 14,*

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Date

## ADDENDUM

- I. Beginning Teacher Support Program Standards
- II. Mentor Standards

**CAMDEN COUNTY SCHOOLS**  
BT MEETINGS FOR 2011-12  
TENTATIVE SCHEDULE

THURSDAY, SEPTEMBER 8 3:30	MEETING & TEACHER STANDARDS SUPPORT
THURSDAY, OCTOBER 13 3:30	RESOURCES
THURSDAY, NOVEMBER 10 3:30	MEETING & TEACHER STANDARDS SUPPORT
THURSDAY, DECEMBER 8 3:30	CHRISTMAS CELEBRATION
THURSDAY, JANUARY 12 3:30	MEETING & TEACHER STANDARDS SUPPORT
THURSDAY, FEBRUARY 9 3:30	MEETING & TEACHER STANDARDS SUPPORT
THURSDAY, MARCH 10 3:30	MEETING & TEACHER STANDARDS SUPPORT
FRI-SUN (APR/MAY)	BT CONFERENCE ATLANTIC BEACH

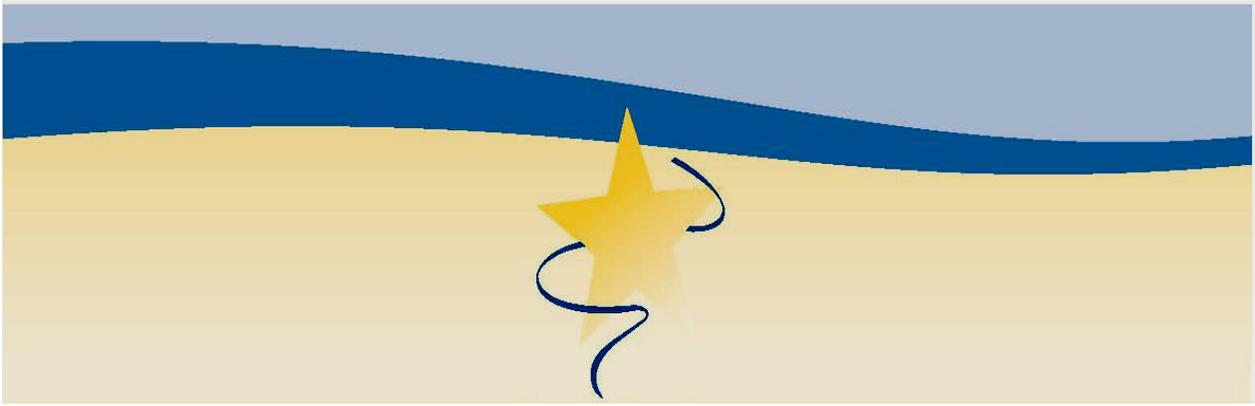
*BEGINNING*

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*2011-12*



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