



Introduction

The State requires that each school develop an annual plan and provide a comprehensive Beginning Teacher Support Program (BTSP) for beginning teachers (BTs) that proficiently meets each standard and element.

Beginning teachers include all teachers with an initial license. Initial licenses are issued to teachers with fewer than three years of appropriate teaching experience in their initial licensure area. All teachers who hold an initial license are required to participate in a three-year induction period with a formal orientation, mentor support, observations and evaluations prior to the recommendation for continuing-licensure.

Teachers with three or more years of appropriate experience are not required to participate in the BTSP, nor are student service personnel (e.g., media coordinators, counselors), administrators, and 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 a BTSP experience.

Each May, through an automated process, the Licensure Section converts from initial to continuing the licenses of those teachers who are employed in LEAs and are eligible for conversion. The school director for Aristotle Preparatory Academy (APA) is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted.

When teachers successfully fulfill the BTSP requirements, APA must submit a recommendation to the North Carolina Department of Public Instruction (NCDPI) for a continuing license to be granted. The school director must rate a probationary teacher "as proficient" on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a continuing license.

The BTSP is designed to help beginning teachers and lateral entry teachers obtain their continuing license. This plan details the systematic approach by which APA 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. The plan will be readily available on the APA website.



Management of the Program:

The BTSP consists of a Beginning Teacher Support Team that facilitates 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

At APA the BT support team consist of the School Director, the Instructional Coach (IC), the Assistant Principal and the beginning teacher. Each team member serving the BT has their individual roles in assisting BTs to grow as educators.

Each BT must be assigned a mentor to assist their growth in the first three years of the BTSP. At APA, the IC serves as the BT mentor. The IC's responsibilities and duties may include:

- participating in the BT Orientation.
- conducting informal/formal observations of BTs.
- meeting and/or communicating with BTs on, at a minimum, a bi-monthly schedule.
- providing feedback to BTs from observations and on formative assessment.
- assisting BTs with developing lesson plans, classroom management, behavioral management, organization, positive communication with peers and parents, curriculum, and instruction.
- assisting beginning teachers with collecting, analyzing and utilizing data to improve their instructional strategies.
- sharing information regarding professional development including opportunities for BTs.
- assisting in the preparation and facilitating implementation of the Educator Growth Forms (EGF). (The EGF is equivalent to the Professional Development Plan (PDP) described in the NCEES program.)
- serving as a resource and support for administrators regarding the beginning teacher process.
- providing documentation (i.e., contact logs, sign-in sheets, checklists, etc.) of mentor activities to the Mentor Coordinator.
- evaluating effectiveness of the BTSP to identify areas requiring improvement.

As the leader of the school, the director shall help facilitate the development of BTs. The director's responsibilities and duties may include:

- ensuring that BTs are provided orientation at school or on a shared TeamCFA campus.
- conducting informal/formal observations of BTs.
- meeting and conferencing with BTs, offering feedback from observations and formative assessments.
- providing an environment conducive for the support of beginning teachers including limiting preparations, limiting the assignment of non-instructional duties, when possible limiting the number of exceptional children and difficult students in BTs' classrooms, and making accommodations for conferences between the BT and the IC.
- ensuring completion and providing assistance in the development of BTs' EGF.



- ensuring that BTs participate in the BTSP at the school level.
- suggesting staff development to ICs and BTs to address deficiencies observed during the year.
- continuously monitoring BTs throughout the year and notifying the Board of Directors (BOD) of concerns with the performance of BTs.
- providing assistance and support to BTs
- evaluating the BTSP to identify areas requiring improvement.
- notifying ICs of professional development opportunities for ICs and BTs.
- providing support and assistance to the ICs and BTs.
- evaluating the BTSP to identify areas requiring improvement.
- monitoring the standing and eligibility for each BT as they advance through the program.
- monitoring the conversion process from the initial (Standard Professional I) license to the continuing (Standard Professional II) license for BTs.
- providing appropriate assistance to all parties involved in the program.
- coordinating the BT Orientation.
- meeting with BTs and ICs.
- collaborating with the Beginning Teacher Support Team members regarding BT matters.
- maintaining the BT files.
- ensuring compliance of the BT working conditions.
- ensuring the conversion from initial license to continuing license for BTs.
- collecting data to review and revise the BTSP.
- providing appropriate assistance to all parties involved in the program.
- serving as the liaison with the NCDPI.

Support Program

The BTSP provides a number of required activities and additional tools to assess the performance of BTs and to facilitate the refinement of essential practices and skills. APA’s support required by the State of North Carolina, described below, includes the assignment of the IC as a mentor to each BT, a beginning teacher orientation, and informal/formal observations. In some cases, an additional teacher may be assigned to the team to offer needed support. Additional support tools will include notification of professional development opportunities, on-line training modules and additional instructional materials.

BTSP Time Table	
Year 1	The BT <ul style="list-style-type: none"> - Is assigned a mentor, who at APA is the IC - Is provided an orientation - Develops an Educator Growth Form (EGF) (replacing the PDP) - Completes any professional development required/prescribed by the State of NC - Is observed at least four times culminating with a summative evaluation



Year 2	<p>The BT</p> <ul style="list-style-type: none"> - Continues to have an assigned mentor. At APA this is the IC. - Updates the Educator Growth Form (EGF), or if the objectives have been satisfied, may create a new EGF and continue to work towards new goals. - Completes any professional development required by the school director and/or the IC - Is observed at least four times culminating with a summative evaluation
Year 3	<p>The BT</p> <ul style="list-style-type: none"> - Continues to have an assigned mentor. At APA this is the IC. - Updates the Educator Growth Form (EGF), or if the objectives have been satisfied, may create a new EGF and continue to work towards new goals. - Completes any professional development required by the school director and/or the IC - Is observed at least four times culminating with a summative evaluation

APA will document compliance of the BTSP through a number of means. Informal/formal observations, EGFs, Summative Evaluations and other documentation regarding the observation and evaluation of beginning teachers pursuant to the North Carolina Educator Evaluation System (NCEES) will be maintained on the State maintained Home Base website. Documentation of participation in the BT Orientation and other professional development completed by BTs will be maintained electronically and in the BTs personnel file. Certificates of completion professional development activities will be electronically maintained in the BT's personnel file at the school. Documentation of support by the IC (i.e., contact logs, surveys, checklists, etc.) and any other BT documentation shall be maintained in the electronic files for BTs. Before the end of each school year, the BT will be given a paper copy of these files.

Fiscal Support (if applicable)

Title II funds are the primary source of funding for the Beginning Teacher Support Program. Title II funds may provide for the salaries of mentors. Funds may be used for providing assistance with professional development for beginning teachers and reimbursement of costs for Praxis II testing when necessary for beginning teacher assignments. Title II funds may also be used to provide for classroom coverage when necessary 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 includes evaluations of the BTSP and the ICs providing support to BTs. APA will submit required reports on its BTSP demonstrating proficiency on the Beginning Teacher Support Program Standards and the ICs success as a mentor in meeting Mentor Standards.

APA will participate in an annual peer review and support system facilitated by the North Carolina Department of Public Instruction (NCDPI). APA will collaborate with other schools to ensure the schools is progressing with its BTSP program and provides the highest quality support to BTs. Also, every fifth year the



North Carolina Department of Public Instruction will formally review APA's BTSP for evidence to verify the program demonstrates proficiency on all BTSP Standards.

APA will annually review its program and IC's mentor role through an annual self-assessment and a series of end of the year surveys and conferences. Data collected from local annual reviews, peer reviews and state reviews will be analyzed and utilized to revise the BTSP as needed to improve support and facilitate growth of BTs.

APA is charged with the duty to verify eligibility of BTs for continuing licenses. The school director monitors the progress of BTs through the three-year process and collaborates closely with members of the Beginning Teacher Support Team in determining each BTs eligibility for a continuing license. The school director will 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.

A formal orientation, referred to as Beginning Teacher Induction Program (BTIP), is held each year for beginning teachers new to APA 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 and consisting of 3 to 5 full days of training. Individual orientation sessions shall be provided for those beginning teachers not able to participate in the initial orientation. For BTs employed after the annual scheduled orientation session, an individual orientation session will be arranged cooperatively by the school director. Sessions for late-hires shall be provided within the first ten days of employment. It is mandatory that all BTs participate in the orientation process within the three-year induction process.

Orientations include:

- a tour of the school to familiarize themselves with the facility and faculty.
- a copy (bound or electronic version) of the APA faculty hand book which includes pertinent APA policies and procedures, as well as the school's mission statement.
- information regarding the available services and training opportunities for BTs.
- information about the BTSP 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 NCEES including expectations for the required performances of BTs during the three-year beginning teacher program.
- training on the APA education model to include the Curriculum Maps that outline the Core Knowledge and Eureka Math Curricula.
- information regarding classroom management, lesson plan/design, instructional strategies, student accountability and the code of conduct.
- an overview of the North Carolina Standard Course of Study (NCSCS)
- a review of the NC State Board of Education's mission and goals.

To ensure that beginning teachers have the opportunity to develop into capable teachers, APA will provide BTs with the following:

- ***Assignment in the area of licensure*** - The Board of Directors 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 NC 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.

- ***A mentor is assigned early, in the licensure area, and in close proximity*** – The IC will serve as the mentor and will be assigned to BTs prior to their teaching assignment. In instances where the IC is not available for a particular licensure, another mentor (such as a partner teacher in the same or similar licensure area) be assigned as well. In the case of a beginning teacher who serves in an individual position in a school, then a veteran teacher may be assigned for further assistance.
- ***Orientation that includes state and school expectations*** – An orientation will be conducted that will provide an overview of the school'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 (NCEES); the school's curriculum guides; knowledge of the staff trained for the safe and appropriate use of seclusion and restraint of students; the state's accountability program, and the school's mission and goals.
- ***Limited preparations*** – The administration will work to create the best schedule possible to accommodate beginning teachers.
- ***Limited non-instructional duties*** – The administration will be mindful of the number of 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 curriculum, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty.
- ***Limited number of exceptional or difficult students*** – The school director, in collaboration with the Exceptional Children's (EC) Coordinator and English as the Second Language (ESL) coordinator, will monitor the number of exceptional or difficult students in the BTs classroom. For those BTs in the areas of EC and ESL, the school director will make every effort to appropriately limit the class size in an effort to adhere to this requirement.
- ***No extracurricular assignments unless requested in writing by the beginning teacher*** – The beginning teacher must provide to the school director 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 BTs personnel file at the school. The school director and the IC will monitor the BTs school performance and will take action in regards to the extracurricular assignments if the BT falls below proficient in any area of teacher performance.

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

Selection

The selection of a well-qualified IC is essential to creating mentoring and induction programs that support BT development, teacher retention and improved student learning.

The school director and the IC will select future ICs to serve BTs as mentors. The criteria to become an IC/mentor will reflect those mandated by North Carolina State Board of Education policies. IC vacancies will be posted and advertised. APAs employees shall receive notification of the vacancy via email and will have ample opportunity to apply for the position if desired.

Candidates must have the following:



- a valid North Carolina teaching license.
- at least proficient ratings from their administrators/supervisors for the last three years in education.
- a strong recommendation from the school director or most recent supervisor/director.
- excellent oral and written communication skills.
- ability to plan and evaluate instructional strategies.
- willingness to serve as an IC and a mentor as well as to participate in on-going 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.

Assignment

Mentors will be assigned to BTs prior to their teaching assignment. Mentors with the same or similar licensure area shall be assigned to each BT. Mentors will also be assigned based on grade level of the BT. In instances where a trained mentor is not available for a particular licensure, a mentor will be assigned along with another mentor from a TeamCFA school to provide further assistance. If the area of a BT is that which he/she is the individual position in a school, then a veteran teacher shall be assigned for further assistance. The school director will ensure that each BT is assigned a mentor.

Training

IC/mentors will participate in a formal orientation to the BTSP. Following formal training, IC/mentors will participate in ongoing professional development and in facilitated Professional Learning Communities (PLCs) ICs to refine mentoring skills, advance induction practices and improve student learning.

Each IC serving as a mentor will:

- be trained on the North Carolina Mentor Standards.
- be trained on NCEES.
- receive information regarding the BTSP.
- 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 as able.
- attend professional development opportunities for their subject/area content in order to provide additional support to BTs.
- collaborate with other mentors to assess and improve support practices to the BTs.



Involvement of the School Director:

School administrators play a vital role in the development of BTs during the three-year induction process. As the leader of the school, directors are charged with the responsibility to supervise and support BTs. In fact, Standard 4 of the North Carolina Principal Evaluation instrument addresses the need for Principals to provide for mentoring to new teachers and staff.

The APA school director will:

- provide an environment conducive for the support of BTs. When possible, this includes limiting preparations, limiting the assignment of non-instructional duties, limiting the number of exceptional children and difficult students in BTs' classrooms, and making accommodations for conferences between mentors and beginning teachers.
- provide assistance in the development of the BTs' EGF.
- ensure that BTs are given a school orientation and information regarding the school's policies and procedures.
- ensures that BTs participate in the BTSP at the school level.
- conduct formal/informal observations during the school year in accordance with the observation schedule provided by NCDPI. School directors must conduct one formal evaluation but may use a designee administrator to conduct two additional formal evaluations.
- provide feedback throughout the year during informal/formal conferences with BTs.
- suggest staff development to mentors and BTs to address any deficiencies observed during the year.
- continuously monitor BTs throughout the year and notify the Board of Directors of concerns with the performance of BTs.

In accordance North Carolina General Statute 115C-333, the school director will ensure all BTs are observed at a minimum of 4 times per year.

In compliance with the Excellent Schools Act and subsequently North Carolina General Statute 115C-333, each BT will be observed at least three times annually by a qualified school director or a designee and at least once annually by a peer teacher. 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. All persons conducting formal observations on BTs must be appropriately trained in the North Carolina Educator Evaluation instrument.

The observation schedule will be conducted on the following schedule:

- Observation one by **October 31** each year
- Observation two by **December 17** each year
- Observation three by **February 28** each year
- Observation four by **April 30** each year

The summative evaluation will be completed by **May 5** each year and is used by the school director in making decision regarding employment. APA will maintain all observations, the summative evaluations and EGFs for beginning teachers in the employee's personnel file.

In accordance with North Carolina General Statute 115C-333, BTs will be observed and evaluated using the North Carolina Educator Evaluation System (NCEES) which includes the development of the EGF (At



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APA, the EGF replaces the Professional Development Plan (PDP) but does not compromise the requirements of the PDP.). Before participating in the evaluation process every teacher must complete training on the evaluation process. The training will be provided by APA to BTs during the orientation or within ten days of the beginning of the school year.

Each BT is required to develop an EGF with the IC in collaboration with his/her school director (or the designee). The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the BTs progress in improving professional skills. In developing the plan, the BT, school director (or designee), and the IC should begin with an assessment of the BTs knowledge, dispositions, and performances. The plan should be completed within ten days of the beginning of the school year. The plan will be maintained digitally at the school and copies will be placed in the BTs personnel file. Throughout the year, formative assessment conferences should be held to reflect on the mid-year progress of the BT in meeting the goals established for professional growth. The school director and the IC will review with the BT the plan to determine the progress and if any additional resources shall be required to achieve progress. The plan will be updated (minimally) on an annual basis, each year of the BTSP. The plan will be reviewed at the beginning , middle and end of each year and signed by the school director, the EC and the BT.

The EGF plans may be as follows:

Individual Growth Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form will all develop an EGF designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plans

A teacher shall be placed on a Monitored Growth Plan whenever he/she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form; and
- B. Is not recommended for dismissal, demotion, or nonrenewal.

A Monitored EGF 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 EGF 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 EGF whenever he/she:

- A. Is rated
 - "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or
 - "Developing" on one or more Standards on the Teacher Summary Rating Form for two sequential years:
and
- B. Is not recommended for dismissal, demotion or nonrenewal.



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The Directed EGF will, 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 school director. A directed EGF that meets those criteria shall be deemed to satisfy the requirements of NCGS 115C-333(b).

Identifying and delivering services and technical assistance to BTs

Identifying the needs for support services for BT may result from a variety of means and personnel. Formal and informal observations of beginning teachers by directors, administrators, and mentors shall indicate areas of needs for support. 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, IC and the school director.

The initial support services shall be provided through the BT orientation and services provide from mentors. Additional services may include:

- additional training in the online North Carolina Educator Evaluation System (NCEES).
 - specified online training modules.
 - regular classroom visitation and meetings between the IC and BTs.
 - opportunities to visit and observe the classrooms of veteran teachers during instruction periods.
 - instructional materials.
 - professional development offerings within the district and notification of opportunities through Southwest Regional Education Service Alliance (SWRESA), North Carolina Center for the Advancement of Teaching (NCCAT), Teacher Academy, North Carolina Department of Public Instruction (NCDPI) and other professional development sites.
 - a beginning teacher website with additional information and links.
- If anyone working with a beginning teacher recognizes deficiencies requiring additional assistance for beginning teachers, services may be provided on a one-on-one basis. Such needs shall be communicated to the school director and the IC so that a plan of action can be implemented to provide additional assistance.

Maintenance of the BTs employment file (containing the EGF and observation reports.)

The school director will maintain a cumulative file for each BT. The information of the file may be maintained on a compilation of electronic programs such as NCEES, the Human Resources Management System (HRMS) and individual electronic files maintained in the APA database. 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 and various other beginning teacher documents.

Timely transfer of the BT personnel record to successive LEAs, charter schools or non-public institutions within the state upon authorization of the BT.

When a BT leaves APA, prior to obtaining a continuing license, their personnel file will be transferred to the successive LEA, charter school or non-institution within two weeks of the request of the entity and



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written authorization by the BT. The transfer of the cumulative file will be completed within a reasonable time from the request, usually less than one week. APA shall maintain a copy of the all the BTs information in his/her APA personnel file.

Evaluation of the BTSP for program quality, effectiveness, and efficient management.

The program will be evaluated through surveys sent to beginning teachers, ICs and the school director. The school director may meet with selected beginning teachers, IC and other mentors who may be assigned to review surveys and discuss matters further. The information collected will be used to revise the plan and increase the effectiveness of the BTSP program.

Additionally, APA will annually prepare and submit a State of the Teaching Profession report on its BTSP demonstrating proficiency and meeting Mentor Standards and evaluation of the teacher turnover.

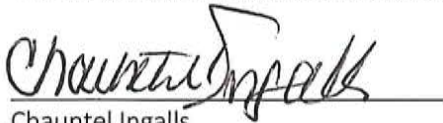
Also, every fifth year the Department of Public Instruction (DPI) will formally review the BTSP to review evidence and verify that the program's proficiency is demonstrated for all Standards. DPI will report any standards and key elements where programs are not deemed at least proficient to the school director as well as to DPI.

Programs that are rated developing on the standards continuum will be added to the school's improvement plan and reviewed more frequently by the school's Improvement Team (SIT) to ensure that all BTs are adequately supported.

In order to assist APA in progressing along the BTSP continuum in providing the highest quality support to beginning teachers, APA will participate in implementing a regionally-based annual peer review and support system facilitated by NCDPI.

Adoption of this plan:

This updated BTSP plan was presented to the APA Board of Directors for approval on October 9, 2018. Minutes and the agenda for approval are documented in the same meeting. The minutes for this meeting can be found on the November 2018 board link on the school's website. The APA Board of Directors has approved the adopted APA's BTSP.



Chauntel Ingalls
Signature of Board Chair

October 9, 2018

Date: