

The College Preparatory and Leadership Academy of High Point (CPLA)

Beginning Teacher Support Program

Part I - Introduction

According to the State Board of Education Policy (SBE) Number TCED-016 outlining Beginning Teacher Support Standards, The Beginning Teacher Support Program supports teachers in their first, second and third year of teaching in North Carolina. Every LEA and Charter School must have an approved Beginning Teacher Support Plan on file. The BTSP plan incorporates the three-year induction period and evaluation requirements. It is the desire of The College Preparatory and Leadership Academy of High Point to provide beginning teachers with the necessary assistance to ensure their success in teaching. The following plan outlines CPLA's Beginning Teacher Support Program.

Part II – Narrative for The College Preparatory and Leadership Academy of High Point

A. Program Participation

The CPLA Beginning Teacher Support Program is a comprehensive support program. The program is designed to offer support and high-quality professional development to new teachers during their first three years of teaching. Student services personnel, administrators, and curriculum-instructional specialists are not required to participate. BTs are required to follow NCSBE requirements for all required licensure tests • Licensure Conversion Process: 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 teaching have been completed. Beginning Teachers (BTs) must have completed a teacher education program at an accredited college or university or be eligible for licensure. BTs are issued a Standard Professional I License or Provisional License. The BT is required to complete a degree program and obtain continuing licensure within a three-year period. Once the BT has obtained a continuing license in one area, additional teaching areas will not be required to remain in the BT Support Program, however additional opportunities for development will be provided. The BT Support Program includes: a director, mentors, support coaches, a school counselor, deans, and teaching assistants.

B. Program Administration

The administration of the program for beginning teachers will be the responsibility of the Director of Teacher Support (DTS also serves as the BT Coordinator as referenced throughout the document) in collaboration with the building principal. The DTS and principal will work with teachers in obtaining and retaining a valid North Carolina license and will assure that the school is operating in compliance with the charter approved by the North Carolina State Board of Education. The Chief Operating Officer, Chief Compliance Officer and Director of Teacher Support work in collaboration to identify beginning teachers that will be supported in the Beginning Teacher Program. Together they develop and maintain an updated database of beginning teachers and mentors, their ongoing progress and completion of the program the cumulative files of all beginning teachers remain in compliance. In addition, they disseminate information on local and state policies and procedures that affect beginning teachers, mentors and stakeholders as applicable.

The formal orientation, professional development, continuing support, observations, Professional Development Plan (PDP) preparation, and performance evaluations will be planned and monitored by the principal in conjunction with the BT Coordinator.

C. Orientation Program

All newly hired and returning BTs are required to attend orientation within a two-week period before students report. This includes late hires. Teachers will attend workshops to learn how to teach the specialized programs and standardized curricula offered by The College Preparatory and Leadership Academy of High Point. Specific topics include: Best Practices in Teaching and Learning, Teaching Strategies, Curriculum, Achieving a Successful Classroom Environment, PBIS, Student Management. In addition, the workshops include review of the following:

- Review of the State Board's Mission and Goals,
- CPLA's goals, policies, and procedures •
- Safe and appropriate use of seclusion/restraint
- A description of available services and training opportunities •
- A copy of the BTSP Guidelines, **BTSP Evaluation Policy (EVAL-004)** and approved CPLA BTSP Plan regarding: working conditions and the process for achieving a continuing license • Mentor assignments, early, and in close proximity • Limited preparations • Limited non-instructional duties • Limited number of exceptional or

- difficult students
- No extracurricular assignments unless requested in writing by the BT
- NC Teacher Evaluation Process
- NC Standard Course of Study

Upon successful completion of the required orientation a certificate of acknowledgment and completion will be kept on file with the Director of Teacher Support. In addition, orientation hours are logged via sign-in sheets in the evidence binder and contact logs are in BT Cumulative file.

Ongoing Professional Development

Training will be provided for all beginning teachers at the local school level. Additionally, monthly master-level skill development workshops are provided to all BTs through our Saturday Academy. BTs will also complete all required and prescribed professional development which may also be administered through an Individual Development Plan.

D. Working Conditions for Beginning Teachers

BTs will be assigned to teach in their areas of licensure. Training will be available at the beginning of the school year and will continue throughout the year.

To provide support to the BTs, mentors will be assigned at the beginning of the school year. Assignments will be made to assure that the BTs and mentors are in the same area of licensure. Mentors will be housed near the BTs.

BTs will participate in a formal orientation process at the beginning of school and will continue to study North Carolina licensing requirements.

Beginning teachers are not required to coach or sponsor extracurricular activities, unless requested in writing.

BTs have a designated work/training space through the Director of Teacher Support. The “Center for Excellence” is designed to provide training opportunities, a space for modeling excellence in teaching and a brave space to learn and try new things.

- Additionally completion of the recent 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.

E. Mentor Teacher Selection Criteria

All beginning teachers are assigned a mentor according to the State Board Policy TCED-016. The mentors for The College Preparatory and Leadership Academy of High Point are selected because they demonstrate mastery in teaching skills, receive high performance appraisal ratings of at least “proficient,” are exemplary teachers in the classroom, and have strong recommendations from the principal and peers which may include written recommendations, and the most recent evaluations from up to two-years prior. The mentors will be role models for the beginning teachers. CPLA will also utilize retired teachers 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 four 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. •

Mentor selection criteria is clearly articulated by program leadership. • And the process for mentor application and selection is transparent and uniformly applied. • Mentors support beginning teacher orientation and provide logistical and emotional support. • Mentors have opportunities to participate in professional learning communities of mentoring practice. All mentors are also required to align all mentoring practices with the North Carolina Mentor Standards as follows:

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.

Before a teacher is selected to serve as a mentor, the teacher must demonstrate a willingness to work with BTs and participate in additional professional development related to mentoring. All mentors will complete the mentor training regarding the Rubric for Evaluating North Carolina Teachers and the Teacher Evaluation Process based on the Framework for 21st Century Learning (2008). Mentors should demonstrate an understanding of State goals and standardized curriculum.

Mentors must meet the state criteria for mentors except for the tenure requirement. The College Preparatory and Leadership Academy of High Point does not grant tenure to teachers.

Each mentor and BT will be surveyed independently to determine the effectiveness of the support on an annual basis. If the mentor is not providing support, he/she will be removed from the team.

F. Mentor Training

The Teacher Evaluation Process mentor training will be made available to the mentors. Mentors will participate in training and support systems to continue to develop the knowledge, skills, and attitudes necessary to be effective instructional coaches. Mentor training will focus on emotional, instructional, and organizational support that is required for BTs. In addition, the mentor teacher will receive training on NC Mentor Standards and complete the NCDPI Mentoring Training.

Support and training will be available to mentors if they have needs beyond those addressed during local and national training.

G. Principal Support

In addition to the mentor, the building principals and supervising dean will serve as an additional resource for the beginning teacher. Specific feedback will be given to the teachers during formal and informal conferences.

The principal and dean will arrange for training to support the teachers. The principal will also be the designated person to verify eligibility of beginning teachers for a continuing license.

H. Observations

CPLA uses the NCEES evaluation system. A formal process for conducting observations and a summative evaluation on all BTs:

- o All teachers, principals and peer evaluators must complete training on the process
- o Within the first two weeks of a teacher's first day of work every school year, the teacher will receive a rubric for evaluating NC teachers, NC SBE Policy TCED-016, and the schedule for completing all components of the evaluation process.
- o Four administrative observations (observations must last 45 minutes or entire class period, first observation must have a pre-conference and all must have a post-conference within 10 days), one peer observation, one summative evaluation annually
- o Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by ratings.
- o For BT1s and BT2s, at least two observation will 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

Each beginning teacher will be formally observed four times. These observations will be conducted by the building principal, supervising dean and one will be a mastery teacher. All four of these observations will be formal and shall last 45 minutes or the entire class period. The observations will be spaced appropriately throughout the year. The peer teacher will conduct his or her observation by April 30 of each school year. Observations and summative evaluations are reviewed and collected periodically by the Superintendent and/or designee for Human Resources and the Coordinator for Beginning Teacher Support (DTS) and placed in personnel files of new teachers.

Data collected during the observations will be used by the building principal and dean to complete the Teacher Summary Rating Form. This form will be completed prior to the end of each school year. All documentation will be maintained in the beginning teacher's cumulative file. The DTS will also keep working folders that document ongoing coaching and contact logs, and individualized coaching and development plans.

Formative assessment conferences are also held at the beginning, middle, and end of each year, including BT, mentor, and principal, to reflect on progress of BT in meeting goals. Signatures of BT, mentor, and principal are required for each formative assessment conference.

The PDP is based on the NC Professional Teaching Standards and must include goals, strategies, and assessment of the BT's progress in improving professional skills. In developing the PDP, the BT, principal and mentor use an assessment of the teachers' knowledge, performance, and dispositions. Throughout the year, formative assessment conferences are held to reflect on the progress of the BT in meeting the goals established for professional growth. The PDP is updated on an annual basis.

Pre-Observation Conferences

The purpose/goal of a pre-observation conference is to prepare the principal for the observation. Pre-observations are not required for subsequent observations. Before the first formal observation, the principal meets with the BT to discuss his/her Self-Assessment, Professional Growth Plan (PDP), and written description of the lesson(s) to be observed.

Observations

BTs receive four (4) observations during the school year: three (3) conducted by the administrator and one (1) by a peer. The first observation is a formal observation. Observations may be announced or unannounced and appropriately spaced during the school year.

Post-Conferences

The principal shall conduct a post-conference no later than 10 days after each formal observation to discuss the teacher's performance. The conference will be based on the information from the pre-observation conference and the observation should be a vehicle for identifying areas of strength and areas in need of improvement.

Summative Evaluation Conference

The principal conducts a summary evaluation conference with the BT. This conference is to provide the teacher with specific performance feedback based on the NC Professional Teaching Standards, observations, and artifacts/evidence submitted as part of the evaluation process. Based on the collection of information gathered in the process, principals rate each element in the Rubric for Evaluating NC Teachers and review the completed Teacher Summary Rating Form with the teacher.

I. Individualized Growth Plan

Each beginning teacher will have a Professional Development Plan (PDP) based on the five North Carolina Teaching Standards. The BT, principal, supervising dean and mentor will collaborate together to create a PDP based on a self-assessment utilizing the Rubric for Evaluating North Carolina Teachers or the previous year's Teacher Summary Rating Form. This will include goals, strategies, and assessment of progress in improving professional skills. The PDP will be shared and reviewed by the BT and principal during the first pre-observation conference. Signatures of BT, mentor, principal will be obtained for the PDP and supporting coaching plans. The PDP will be reviewed during administrative conferences and updated on an annual basis. A copy will be placed in the individual teacher cumulative file that will be maintained by the principal.

J. Technical Assistance

After the orientation and summer training, support will be given to BTs to ensure that they are prepared for the classroom and that they meet requirements for Licensure. Support will be given by the building principal, dean, mentors, local colleges and universities, outside consultants and the BT Coordinator designated by The College Preparatory and Leadership Academy.

K. Cumulative File of the Beginning Teacher

The BT Coordinator will maintain individual cumulative licensure files for all beginning teachers. The individual file will contain copies of the license, observation instruments, PDPs, evaluation instruments and correspondence to the teacher. If the beginning teacher transfers to another school in North Carolina, a copy of the file will be forwarded to the new employer upon request. The file will be kept in a secured cabinet in the Principal/BT Coordinator's office.

L. Institutions of Higher Education (IHE) Involvement

The College Preparatory and Leadership Academy of High Point will work on an on-going basis with surrounding colleges and universities to enable provisionally licensed teachers to earn a valid North Carolina license.

M. Evaluation of the Beginning Teacher Induction Program

BTs will be surveyed at the end of the year to determine the effectiveness of training, mentor support, and BT support. Results will be used to modify staff development and support in subsequent years. CPLA will participate in the demonstration of proficiency in BTSP Monitoring for compliance with State Board Policy, TCED-016. Monitoring will be completed in a five-year revolving cycle. Technical assistance from the NCDPI Regional Education Facilitator will be provided as necessary to address any areas of concern.

Each year CPLA participates in a regionally based annual peer review. The Peer Review process includes an annual self assessment and a peer review with a critical friend (fielded annually with NCDPI). Data from the annual peer reviews will be summarized and analyzed

by NCDPI on a five-year cycle. The CPLA BTSP coordinator works in collaboration with NCDPI Regional Education Facilitator.

N. BT Support Program Annual Reports

Each year, the principal will complete and submit an annual report on its beginning teacher support program to the Department of Public Instruction.

