

EXECUTIVE SUMMARY

Title: Revision of Board Policy to Reflect Changes in the Beginning Teacher Support Program

Type of Executive Summary:

- Consent
- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-A-004
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Lynne Johnson (Director, Educator Recruitment and Development)

Description:

Currently each LEA develops a comprehensive program for beginning teachers which is reviewed and monitored. The plan is approved by the local board of education. Revisions to the Beginning Teacher Support Program are proposed to include a five year formal review, and an annual review process as outlined in the mentor task force report recommendations approved by the State Board of Education in January, 2010.

Resources:

No additional resources are needed.

Input Process:

The proposed revisions are based upon input received by task force members, Human Resource Directors, teachers, principals, members of institutions of higher education and North Carolina Professional Teaching Standards Commission members.

Stakeholders:

Teachers, LEA Administrators, principals

Timeline For Action:

This item is presented for Discussion in October 2010 and for action next month.

Recommendations:

It is recommended that the State Board of Education approve the proposed revision to the Beginning Teacher Support Program.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ **Seconded By:** _____
Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Linda Jones (807-3355)

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-004

Policy Title: Policies on the Beginning Teacher Support Program

Current Policy Date: 08/03/2006

Other Historical Information: Previous Board dates: 03/05/1998, 11/05/1998, 06/11/2003, 2/5/2004, 01/05/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM

4.00 Induction Requirements

Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure. ~~Teachers from states not included in North Carolina reciprocity agreements who have not completed an NCATE approved teacher education program must participate in the Beginning Teacher Support Program regardless of their length of experience.~~

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) 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. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement 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.

4.10 Assignment/Experience Requirements

It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.

4.20 Beginning Teacher ~~Individual Growth Plan~~ Professional Development Plan

Each beginning teacher is required to develop ~~Individualized Growth Plan~~ a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the ~~INTASC (Interstate New Teacher Assessment and Support Consortium)~~ North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. 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. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. ~~Individual Growth~~ Professional Development Plans will be audited as part of the Title II monitoring process.

4.30 Optimum Working Conditions for Beginning Teachers

~~Research indicates that beginning teachers are often placed in difficult assignments that do not allow them the opportunity to learn and grow as professionals. The beginning teacher is often assigned the most difficult students, multiple preparations, and multiple extra-curricular assignments. These working conditions prohibit on the job learning and negatively influence teacher job satisfaction.~~ To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the beginning teacher.

~~As used in these guidelines,~~ 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 bus duty, lunch duty, and hall duty. 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.

4.40 Orientation

Orientation must be aligned according to the Mentor Program Standards.

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/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 Standard Professional 2 (continuing) license; the North Carolina Teacher Evaluation Process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Mission and Goals.

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support. ~~Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instructional, and organizational support, each beginning teacher is to be assigned a qualified, well-trained mentor as soon as possible after employment. If the beginning teacher is not assigned a full-time mentor, to ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area [art, music, physical education] the system may assign a mentor housed in another school), the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.~~

~~The following guidelines should be used for mentor teacher selection:~~

~~1. — *Successful teaching in the area of licensure*~~

- ~~▪ Appraisal ratings among the highest in the school (regardless of instrument/process used);~~
- ~~▪ Strong recommendations from principal and peers;~~

~~2. — *Commitment*~~

- ~~▪ Willingness to serve as a mentor;~~
- ~~▪ Willingness to participate in on-going annual professional development related to mentoring;~~

~~3. — *Other*~~

- ~~▪ Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the State's goals (ABC's), strategic priorities, and standard course of study; and~~

- ~~Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.~~

4.55 Mentor Training

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Standards for Mentors ~~Training~~ are attached to this policy.

4.60 Observations/Evaluation

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last 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 Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations. ~~Whether or not the assigned mentor may conduct one of the required observations is a local decision.~~

4.80 Beginning Teacher Support Program Timetable

Year 1	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ is assigned a mentor ▪ is provided an orientation ▪ develops an Individual Growth Plan a <u>Professional Development Plan</u> ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 2	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Individual Growth Plan <u>Professional Development Plan</u> ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
Year 3	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Individual Growth Plan <u>Professional Development Plan</u> ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation

4.90 Conversion Process

Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan 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. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately.

When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a continuing Standard Professional 2 license for it to be granted.

4.100 Due Process

Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (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. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.

4.120 Beginning Teacher Support Program Plans

Each LEA must develop an annual plan and to provide a comprehensive program for beginning teachers. This plan must meet the Beginning Teacher Support Program Standards. Plans must demonstrate that the Beginning Teacher Support Program is proficient on each standard and element. The Beginning Teacher Support Program is aligned to the standards and assessed according to the continuum.

This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program ~~may~~ shall submit a Beginning Teacher Support Program Plan to the SBE for approval. The plans must:

- (1) describe adequate provisions for efficient management of the program.
- (2) designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) 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.

- (4) address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) provide for the preparation of ~~an Individualized Growth Plan (IGP)~~ a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.
- (9) provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.\
- (10) provide for the maintenance of a cumulative beginning teacher file that contains the ~~IGP~~ PDP and evaluation report(s).
- (11) provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- (12) describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.\
- (13) document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

The plan must be on file for review at the LEA, charter school, or non-public institution.

4.130 Beginning Teacher Support Program Annual Peer Review and Process and Five-Year Formal Review Reports

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan 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. The format of the report follows.

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. The monitoring team should report any standards and key elements where programs are not deemed at least proficient to the Department of Public Instruction. Programs that are rated developing on the standards continuum should be put on an improvement plan and re-reviewed more frequently to ensure that all beginning teachers are supported.

In order to assist LEAs in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, LEAs will participate in implement a regionally-based annual peer review and support system.

