



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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Asheboro City Schools Beginning Teacher Support Program Plan

I. Introduction

The State Board of Education (SBE) instituted the Initial Licensure Program (ILP) in 1985 in order to improve the quality of education in North Carolina. The Excellent Schools Act of 1997 mandated that during the three years of the Initial Licensure Program the Initially Licensed Teacher (ILT) must be provided support, training, and close supervision. The most recent changes in ILP requirements were outlined in 2006 SBE policy TCP-A-004. It is the desire of the Asheboro City Schools to comply with SBE TCP-A-004 by providing beginning teachers with the assistance needed to ensure their success in teaching. Asheboro City Schools has implemented a comprehensive Beginning Teacher Support Program for new teachers. The following plan outlines the ACS Beginning Teacher Support Program.

II. Program Participation

The ACS Beginning Teacher Support Program is a comprehensive program designed to offer support and high quality professional development to new teachers during their first three years of teaching. Beginning Teachers (BTs) must have graduated from a teacher education program at an accredited college or university or be eligible through lateral entry. Beginning Teachers are issued a Standard Professional I License. After successful completion of the three-year BT Support Program, beginning teachers are issued a Standard Professional II license. Lateral entry teachers are issued provisional licensure with the requirement of completing a licensure program within a three-year period. The BT Support Program does not include media specialists, guidance counselors, school psychologists, speech pathologists, and instructional specialists.

III. Program Administration

As specified in SBE policy TCP-A-004, the Assistant Superintendent of Human Resources and the Coordinator for Beginning Teacher Support work collaboratively with school administrators regarding the process for support and outline the optimum working conditions for beginning teachers. Those conditions are:

- assignment in the area of licensure;
- mentor assigned in the licensure area and in close proximity;

- orientation that includes state and local expectations;
- limited preparations;
- limited number of exceptional children;
- no extracurricular activities assignment unless requested in writing by the beginning teacher.

The term extracurricular activities refer to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program. Examples would be: athletic coach, after-school club sponsor.

Orientation – Beginning teachers in ACS participate in a required orientation before the first teacher workdays in August. During New Teacher Orientation (NTO), the following topics are addressed: Harry Wong’s *The First Days of School*; state and local policies and expectations; overview of curriculum and instruction district initiatives and programs; exposure to best practices for ELL and exceptional children; panel discussion with ACS mentors, ACS Teacher of the Year, ACS Apple of Excellence recipient, and other former beginning teachers; classroom visits/model lessons by lead mentors; and, individual school building orientation with administrators and mentors.

Ongoing PD throughout the year – Beginning teachers in ACS are required to participate in ongoing professional development facilitated by the Coordinator for Beginning Teacher Support. Topics for professional development include: Classroom Management strategies; PD 360 online professional development videos/activities/reflections; *Discipline with Dignity* book study for all first-year teachers; Differentiated Instruction, Formative Assessment; Analysis of Student Work; and introduction to the NC Professional Teaching Standards and Teacher Evaluation Instrument. Beginning teachers are required to submit to the Coordinator for Beginning Teacher Support a copy of the ACS Professional Development Log at the end of each school year. This log is reviewed by both the Coordinator for Beginning Teacher Support and the Assistant Superintendent for Human Resources and placed on file in the Coordinator for Beginning Teacher Support’s office.

Additional Support/Resources – Beginning teachers in ACS are observed informally by mentors, district-level lead teachers and instructional facilitators and coaches and by the Coordinator for Beginning Teacher Support. ACS mentors utilize the ACS Collaborative Assessment Log, a formative assessment document modified from the New Teacher Center in CA, to offer feedback, identify resources, and to suggest strategies for areas of improvement to new teachers. All first-year and second-year teachers, their mentors, and administrators receive weekly a copy of *The Master Teacher*. The Master Teacher offers strategies in the areas of leadership, instructional strategies, and assessment. The Coordinator for Beginning

Teacher Support utilizes a weekly e-mail and ongoing wiki space as additional means of communication with all new teachers, mentors, and administrators.

IV. Asheboro City Schools Mentoring Program

Based on the belief that quality mentors are a critical key to the success of beginning teachers, Asheboro City Schools is committed to identifying, training, and assigning accomplished teachers as mentors. Asheboro City Schools assigns mentors using the following guidelines outlined in SBE policy TCP-A-004:

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.

Mentor Training

As required by the state, mentor training has been offered through the Department of Public Instruction by Regional Education Facilitators and through courses offered at the local community college (RCC). ACS also utilizes an in-house trained mentor who works collaboratively with the Coordinator for Beginning Teacher Support to plan and facilitate mentor training. In addition, the Coordinator for Beginning Teacher Support developed a combination of online and face-to-face training for prospective mentors. This training utilizes PD 360, an online research-based, high quality professional development video series, reflections and activities from identified mentor texts, resources from the NC State Department of Public Instruction, and the New Teacher Center in Santa Cruz, CA. The online components of the training occur through the use of a wiki space managed by the Coordinator for Beginning Teacher Support.

Mentor Expectations

- Mentors act as positive role models for new teachers. They share with novice teachers the objectives, culture, and expectations of the school and school system.
- Mentors promote professional growth, self-confidence, and success on the part of the novice teacher.
- Mentors offer assistance to novice teachers in lesson planning, classroom management, discipline, time management, teaching strategies, motivation, and other areas.
- Mentors conduct informal observations and offer constructive feedback to their mentees.
- Mentors are required to meet regularly with their mentees and to log these contacts.
- Mentors are encouraged to utilize the ACS Collaborative Assessment Log (modified from the New Teacher Center Induction Program, Santa Cruz, CA).
- Mentors assist mentees with developing their Individual Growth Plans and completing their Professional Development Logs.
- Mentors also attend BT meetings with their mentees throughout the year.

Lead Mentors

In addition to individual mentor assignments, Asheboro City Schools has identified and trained a cohort of Lead Mentors to serve each school. This additional layer of support has proven to be beneficial for both beginning teachers and mentors in each school. The ACS Lead Mentor cohort initially began as a collaborative grant opportunity with a local Institute of Higher Education (IHE), the University of NC at Greensboro. As grant funding expired, ACS has sustained the cohort through support from Title II funding. Ongoing, high quality professional development for the cohort is facilitated by the Coordinator for Beginning Teacher Support and summer institute opportunities that continue to be offered by the NC Teacher Academy at the University of NC at Greensboro. Professional development for lead mentors includes: cognitive and instructional coaching; implementation of the ACS Collaborative Assessment Log; teacher leadership development; analysis of student work; and, other formative assessment strategies.

V. Individual Growth Plan (IGP)/Evaluation Data

Development of an Individual Growth Plan (IGP)

As outlined in TCP-A-004, beginning teachers in ACS are required to develop annually an individual growth plan. Development of the IGP is based on a self-assessment completed by the new teacher and collaborative conversations with both the new teacher's mentor and an administrator. The IGP is reviewed at the mid-year and again at the end of the school year. Individual growth plans are collected and reviewed by the Assistant Superintendent and the Coordinator for

Beginning Teacher Support with administrators and placed on file in the office of the Assistant Superintendent for Human Resources.

Evaluations

In compliance with GS 115C-333, each beginning teacher in ACS is observed annually at least three times by a qualified school administrator. A peer who has received training and who by local decision is not the new teacher's mentor conducts the fourth observation. A pre-conference is required for at least one of the four observations. At least one observation is announced. Each observation must be for a at least one continuous period of instructional time that is at least 45 minutes in length and must be followed by a post-conference. A summative evaluation conference is held by the principal with the BT on or by April 30. Observations and summative evaluations are reviewed and collected periodically by the Assistant Superintendent for Human Resources and the Coordinator for Beginning Teacher Support and placed in the individual personnel files of new teachers.

Program Evaluation

The Beginning Teacher Support Program is evaluated through surveys; informal mentor, Lead Mentor, and mentee reflections; the NC Teacher Working Conditions Survey; the ACS annual teacher turnover report; school needs assessments; and, ACS professional development evaluations.

Asheboro City Schools Beginning Teacher Induction Plan approved by the Asheboro City Schools Board of Education on:
