

Beginning Teacher Support Program (BTSP) Audit/Monitoring Visit 2021-2022

[SBE Policy TCED-016 Beginning Teacher Support](#)



SBE Policy TCED-016 Beginning Teacher Support

SBE Policy EVAL 004
Teacher Performance Appraisal Process

SBE Policy TCED-016 Snapshot

- All public school units (PSUs) shall implement a Beginning Teacher Support Program (BTSP). The BTSP is a required, three-year induction program for beginning teachers (BTs). [The North Carolina Beginning Teacher Handbook](#) is a reference guide for Coordinators in a public school unit to use during the implementation of a BTSP.
- One primary and direct goal of the BTSP is to help new teachers improve skills and build confidence to become successful educators. BTs will only reach their fullest potential with systems of support from the state, school district, local school and quality mentors.

HUMAN RESOURCE LEADERSHIP

- **STANDARD 4: Summary:** School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Teacher Evaluation Process-revised 2015

For more information regarding the evaluation process, go to <http://ncees.ncdpi.wikispaces.net/>

Component 2: Orientation

Within two weeks of teacher's first day, the principal will provide:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. Teacher Evaluation Policy ID Number: TCP-C-004 ; and
- C. A schedule for completing evaluation process.

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 8: PD Plans

Individual Growth Plans- "Proficient" or better
Monitored Growth Plans-At least 1 "Developing"
Directed Growth Plans- "not Demonstrated" or "Developing" rating for 2 sequential yrs.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to end of school, the principal conducts a summary evaluation conference with teacher to discuss components of the evaluation cycle type used: Comprehensive, Standard or Abbreviated. At the conclusion:

- A. Give rating for each Element in Rubric for Evaluating NC Teachers.
- B. Comment on "Not Demonstrated"
- C. Give an overall rating of each standard observed
- D. Provide teacher with opportunity to add comments to the Summary Rating Form
- E. Review completed Teacher Summary Rating Form with teacher and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating N.C. Teachers, the teacher shall rate their performance and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Goal: To prepare principal for the observation
Before the first formal observation, the principal meets with the teacher to discuss: **self-assessment, professional growth plan** and a written description of the **lesson(s)** to be observed.

Component 5: Observations

- A. Formal observation:
45 min. or entire class period
- B. Teachers: **less than 3 years employment**
Comprehensive Evaluation Cycle:
3 formal (principal) and 1 formal (peer)
- C. Teachers: **more than 3 years employment**
Standard or Abbreviated Evaluation Cycle:
Standard: 3 Observations, 1 must be formal
Abbreviated: 2 Observations on Standards 1 and 4
Abbreviated Observations may be formal or informal
Teachers Renewing License: Standard Evaluation Cycle

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. Discuss and Document strengths and weaknesses on the Rubric.

STEP 1:
Training and Orientation

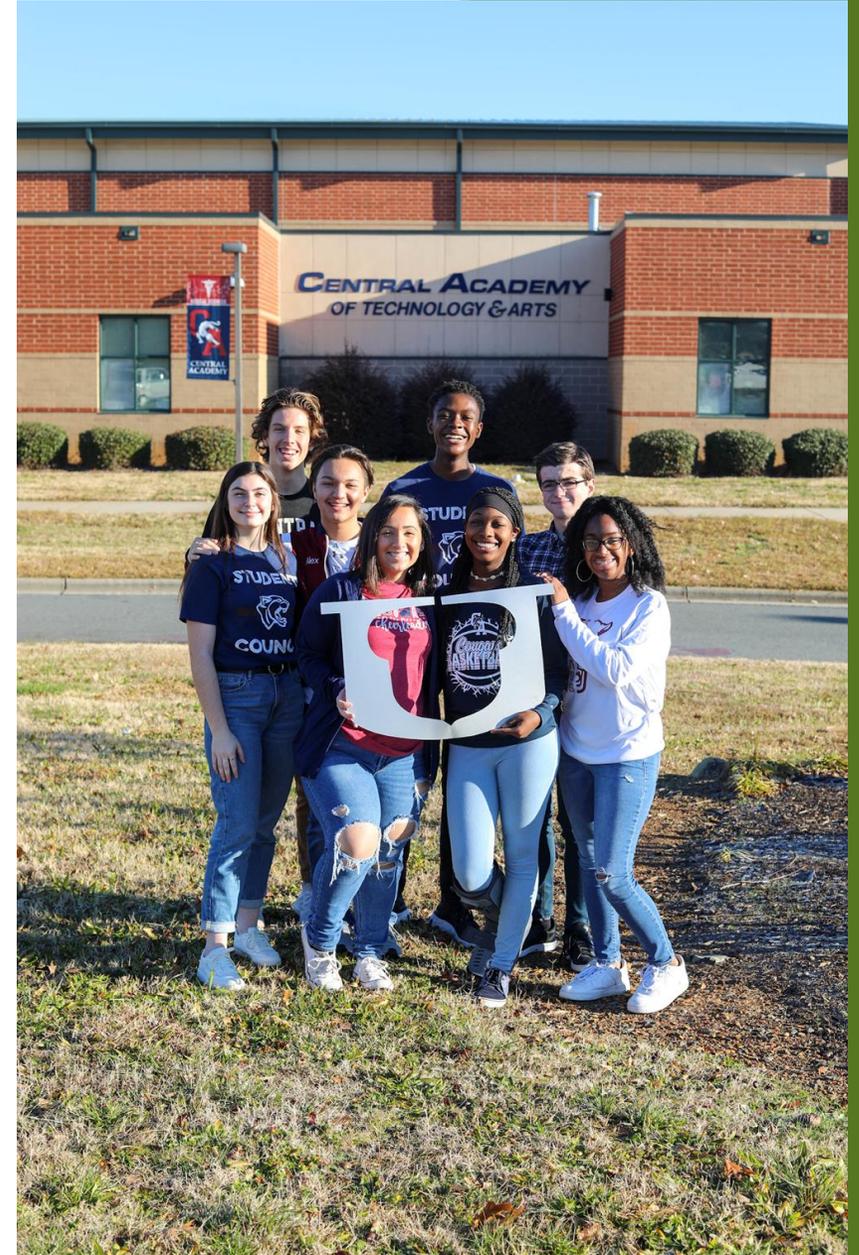
STEP 2:
Self-Assessment, Goal Setting and Pre-Conference

STEP 4:
Summary Evaluation and Goal Setting

STEP 3:
Observation Cycle (Administrative and Peer)

Orientation for Beginning Teachers

- School-based orientation within 10 days of reporting to work with opportunities to collaborate with the mentor and other stakeholders
- Three site-based BT Support Meetings/PD activities with verification/sign-in documents
- Opportunities for each BT to observe his or her mentor and/or other experienced teachers
- Opportunities for mentors to serve their mentee (non-evaluative- not peer observation)
- Participation of beginning teachers in required district-level PD offerings



NCEES Procedures

- NCEES Orientation/Training within the **first ten days of** reporting to work
- Three administrator observations according to established timelines
- Pre-conference with the principal before the first observation
- **First observation of 45 minutes or an entire class period conducted by the principal after the pre-conference (September 30, 2021).**
- Post-conference **within ten days** after the first observation
- Post-conference **within ten days** after each observation
- Peer observation of 45 minutes or an entire lesson with a post-conference **within ten days** after the observation (The peer observer should not be the BT's mentor.)

First NCEES Timeline for BTs

By September 30, 2021

Must be conducted by the Principal for beginning teachers

- **PDP Initial Review**
- **Pre-Observation Conference**
- **Observation 1**
(minimum of 45 minutes or an entire lesson)
- **A Post-Conference must occur within ten days of the observation to meet compliance as verified by the date stamp in NCEES.**

Note: BT, Mentor, and administrator signatures are required for the PDP Initial, Mid-Year, and End-of-Year Review to meet compliance.

- All Comprehensive Plans require a peer observation.
- **A beginning teacher's mentor should not be his or her peer observer.**
- The PDP of beginning teachers must be signed in the NCEES by the mentor during the Initial, Mid-Year, and End-of Year PDP process according to established guidelines.
- Before peer observers can access the Comprehensive Plan and before mentors can access the beginning teachers' PDP, the principal or designee must assign rights to the plans in the NCEES.

