UCPS
UNION COUNTY PUBLIC SCHOOLS

Beginning Teacher Support Program

**BT-MENTOR SUPPORT FACILITATOR
SURVIVAL PACKET**

Just a quick reminder!

"THE BEST"

#TEAM UCPS

UNION COUNTY PUBLIC SCHOOLS
Beginning Teacher – Mentor Support Program

Hello BT-Mentor Support Facilitator!

I hope that your year has gotten off to a great start. Thank you for continuing or beginning your role as the BT-Mentor Support Facilitator for your School. We really appreciate the valuable work that you do to support your beginning teachers.

I am pleased to announce that the Human Resources Division has added a Beginning Teacher Support Section with a team of two Beginning Teacher Support Coordinators and a Beginning Teacher Support District Facilitator. The Beginning Teacher Support Team will work with assigned schools to support beginning teachers, mentors, and facilitators. The major responsibility of the Beginning Teacher Support Coordinators, however, is to shepherd and support our newest teachers as they navigate through their first three years of teaching. Their main goal is to reduce our turnover of new teachers, and they will be working on supporting them through their licensing requirements, state testing for licensure, and organization and alignment of resources.

- Mrs. Julie Kohlbrenner will cover the Weddington, Cuthbertson, Sun Valley, and Marvin Ridge Clusters. julie.kohlbrenner@ucps.k12.nc.us
- Dr. Adriane Mingo will cover the Monroe and Parkwood Clusters. adriane.mingo@ucps.k12.nc.us
- Ms. Christy Scott will cover the Forest Hills, Piedmont, and Porter Ridge Clusters. christy.scott@ucps.k12.nc.us

The Beginning Teacher Support Team Members have a variety of experiences and skills for providing professional development, resources, and support to beginning teachers ranging from the state, university, and district levels. Please free to start reaching out to your assigned team member for information and assistance.

Thank you for your ongoing collaboration and support. Have a great day and a successful school year!

Dr. Lillian G. Rorie, Director

Human Resources Support Services

Union County Public Schools
Beginning Teacher-Mentor Support Facilitator Checklist

- ✓ Agendas and Participant Rosters on File for Site-Based Orientation for Beginning Teachers and Mentors

- ✓ Agendas and Participant Rosters on File for Site-Based Support Meetings and Activities for Beginning Teachers and Mentors

- ✓ BT-Mentor Assignment Roster submitted to the Beginning Teacher Support Coordinator
    - o Mrs. Julie Kohlbrenner: Weddington, Cuthbertson, Sun Valley, and Marvin Ridge Clusters julie.kohlbrenner@ucps.k12.nc.us
    - o Dr. Adriane Mingo: Monroe and Parkwood clusters. adriane.mingo@ucps.k12.nc.us
    - o Ms. Christy Scott: Forest Hills, Piedmont, and Porter Ridge Clusters christy.scott@ucps.k12.nc.us

- ✓ Current *Optimum Working Conditions Consent Form* on file for each beginning teacher with extra-curricular duties

- ✓ *Mentor Application/ Agreement* on file for each practicing mentor

- ✓ *Mentor Timeline/ Checklists* uploaded/completed in Canvas for each reporting period

- ✓ *Mentor Self-Assessment* on file for each practicing mentor

- ✓ *Site-Based Beginning Teacher-Mentor Support Plan* submitted to Dr. Lillian G. Rorie, Director of HR Support Services, by December 16, 2019 lillian.rorie@ucps.k12.nc.us **(digital copy please)**

Thank you for all that you do. Have a great year! 🍎😀

LEGRorie
lillian.rorie@ucps.k12.nc.us

Note: Beginning with the 2018-2019 school year, all required documents for beginning teachers and mentors are submitted via a Beginning Teacher Support Canvas Course.

The checklist and documents in this packet can assist you with assuring that your school is in compliance with state and local requirements. Please review the checklist and let us know if you have any questions.

Roles of Site-Based BT-Mentor Support Facilitators

Site-Based BT-Mentor Support Facilitators serve as the contact persons who ensure that the site-based Beginning Teacher Support Program is administered according to state and local policies and guidelines at their
school. Roles and expectations include the following:

- Provide site-based leadership in the effective administration of the Beginning Teacher Support Program.
- Conduct site-based support activities based on the *UCPS Beginning Support Program Handbook.*
- Maintain a file of site-based support activities for auditing purposes as applicable.
- Ensure that beginning teachers participate in the school's site-based orientation program within two weeks after reporting to work.
- Facilitate a minimum of four site-based BT/Mentor Meetings during the year.
- Facilitate and identify instructionally sound and available resources for beginning teachers and mentors at the district and building levels.
- Facilitate the collection and timely submission of all required beginning teacher and mentor files.
- Assure the timely completion and submission of Mentor Timeline/Checklists on a quarterly basis.
- Serve as a liaison between the school and the Human Resources Office to ensure that all beginning teachers participate in required or prescribed beginning teacher support activities.
- Assure that the state prescribed *Beginning Teacher Timetable* is efficiently administered at the school-level.
- Assure that site-based mentoring activities are aligned with the North Carolina Mentor Standards as outlined in the state-adopted *North Carolina Mentor Program* and *the Union County Public Schools Beginning Teacher Support Program Handbook.*

Union County Public Schools Beginning Teacher Support Program

The Beginning Teacher Support Program is a state-mandated three-year induction program designed to support beginning teachers. The program is structured so that the experiences of beginning teachers are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. The support program's platform is aligned with the North Carolina Professional Teaching Standards and the North Carolina Educator Effectiveness System with targeted support from mentors within the school's Professional Learning Community (PLC). To assure that beginning teachers have a supportive work climate, each school has a Site-based Beginning Teacher Support Plan that is aligned with the UCPS Beginning Teacher Support Program.

The Beginning Teacher Timetable

Year 1	The beginning teacher:
	- Is assigned a mentor - Is provided an orientation - Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator - Completes any professional development activities required/prescribed by the district - Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines - Receives a summary evaluation by the principal according to established timelines. https://www.ucps.k12.nc.us/cms/lib/NC01910453/Centricity/Domain/2794/Evaluation%20Timelines%20and%20Procedures%202019-2020%20%2010-15-2019.pdf - Submits First-Year Beginning Teacher Files to the Canvas Course according to established timelines.
Year 2	The beginning teacher:
	- Continues to have a mentor - Is provided an orientation - Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator - Completes any professional development required/prescribed by the district - Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines - Receives a summary evaluation by the principal according to the established timeline https://www.ucps.k12.nc.us/cms/lib/NC01910453/Centricity/Domain/2794/Evaluation%20Timelines%20and%20Procedures%202019-2020%20%2010-15-2019.pdf - Submits Second-Year Interim Requirements Files to the Canvas Course according to established timelines.

Year 3	The beginning teacher:
	- Continues to have a mentor teacher - Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator - Completes any professional development required/prescribed by UCPS - Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines - Receives a summary evaluation by the principal according to the established timelines https://www.ucps.k12.nc.us/cms/lib/NC01910453/Centricity/Domain/2794/Evaluation%20Timelines%20and%20Procedures%202019-2020%20%2010-15-2019.pdf - Submits Third-Year Cumulative Files to the Canvas Course according to established timelines.

Note: State Board Policy now specifies criteria for serving as a mentor. Please review the criteria for serving as a mentor on the Mentor Application/ Agreement prior to assigning any new mentors.

Union County Public Schools
Beginning Teacher/Mentor Assignment Roster
_____ School Year

School: _____   **BT-Mentor Facilitator:** _____

Principal's Signature: _____   **Date:** _____

Legal Name of Beginning Teacher		Teaching Assignment	Status (Check One)			Legal Name of Mentor	
Last Name	First Name		BT 1	BT 2	BT 3	Last Name	First Name

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Union County Public Schools
Mentor Application/ Agreement

A. <u>Mentor Teacher Selection Criteria</u>

- Must have received ratings of "Proficient" or higher on all standards of the most recent Summary Evaluation
- Must have a current Continuing License
- Must have a sense of optimism for teaching; the ability to listen well, the capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice; a commitment to continuous professional development; a desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race; the ability to adapt instructional methods to the individual needs of students; a commitment to collaboration; and the ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment.

Note: Additional criteria may apply for mentors serving in EPIC Schools.
(If you meet the criteria above, please proceed with completing the Mentor Application/ Agreement.)

Date(s) of Mentor Training or Scheduled Mentor Training: _____
(Mentors must be trained on the current mentor standards or agree to receive training within the first year of service as a mentor.)

Legal Name:_____
(Same Name as Social Security Name)   Last   First   Middle   Maiden

Work Location: _____   E-Mail Address: _____

Current Position: _____   Grade Level/Subject: _____

National Board Certification: Yes ☐ No ☐   Master's Degree: Yes ☐ No ☐

Licensure Area(s): _____

As a mentor, I agree to perform the activities listed below as applicable and as appropriate according to the *UCPS Beginning Teacher and Mentor Support Handbook*:
- ✓ Attend site-based and/or district professional development activities as required.
- ✓ Serve as the key support person for the Beginning Teacher (BT) according to the new North Carolina Mentor Standards.
- ✓ Assist the Beginning Teacher with the interpretation and application of the North Carolina Teaching Standards and the Standard Course of Study/ Common Core Standards.
- ✓ Collaborate with the Beginning Teacher in the preparation of the Professional Development Plan (PDP)/ Individual Growth Plan (IGP) and **sign the PDP/IGP for the Initial, Mid-Year, and End-of-Year Review.**
- ✓ Complete and submit the *Mentor Timeline/ Checklists* to the BT-Mentor Support Facilitator according to established timelines.
- ✓ Serve as the key support person for acclimating the Beginning Teacher to the school.
- ✓ Model appropriate professional behavior.
- ✓ Provide resources as needed and as deemed appropriate.

_____/_____/_____
Printed Name of Principal   Signature of Principal   Date

_____/_____/_____
Printed Name of Mentor   Signature of Mentor   Date

Updated: 8-2019

Union County Public Schools
Beginning Teacher-Mentor Support Program

Mentor Self-Assessment

Mentor: _____   **School:** _____

North Carolina Mentor Standards and Elements (See North Carolina Mentoring Continuum for descriptors.) pages 12-17 of the *North Carolina Mentor Program: Beginning Teacher Guidelines for the 21st Century Professional Manual*	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard 1: Mentors support beginning teachers to demonstrate leadership.					
a. Trusting Relationship and Coaching					
b. Leadership					
c. Communication and Collaboration					
d. Best Practices					
e. Ethical Standards					
f. Advocacy for Beginning Teachers and Students					
Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.					
a. Relationships for Students					
b. Relationships with Families					
c. Relationships at School and in Community					
d. Honor and Respect for Diversity					
e. Classroom Environments that Optimize Learning					
f. Reaching Students of all Learning Needs					
Standard 3: Mentors support beginning teacher to know the content they teach.					
a. NCSCOS/Common Core Standards and 21st Century Goals					
b. Content and Curriculum					
Standard 4: Mentors support beginning teachers to facilitate learning for their students.					
a. Instructional Practice					
b. Professional Practice					
c. Student Assessment					
Standard 5: Mentors support beginning teachers to reflect on their practice.					
a. Allocation and Use of Time with Beginning Teachers					
b. Reflective Practice					
c. Mentor Data Collection					

Evidence that supports rating:

Reflections for improvement:

Updated: 8-2019

North Carolina Evaluation Process

Record of Evaluation Activities

Teacher Name	Valerie	School Year	2016-2017
School		Position/Assignment	

Teacher Background

Activity	Event Date	Evaluator Signature Date	Teacher Signature Date
Orientation			
Pre-Observation Conference #1			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference #2 (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference #3 (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (Peer) (optional)			
Observation (Peer)			
Post-Observation Conference (Peer)			
Pre-Observation Conference (1st Additional) (Optional)			
Observation (1st Additional)			
Post-Observation Conference (1st Additional)			
Pre-Observation Conference (2nd Additional) (Optional)			
Observation (2nd Additional)			
Post-Observation Conference (2nd Additional)			
Pre-Observation Conference (3rd Additional) (Optional)			
Observation (3rd Additional)			
Post-Observation Conference (3rd Additional)			
Summary Evaluation Date			
Summary Evaluation Conference			

Observation Start and End Times

> **Note:** The above graphic is a sample of the *Record of Teacher Evaluation Activities* that is in the NCEES Online Evaluation Tool. As activities are completed, dates and signature stamps electronically populate in the fields. This form can be printed at the end of the evaluation cycle to be included in the BT File.

North Carolina Teacher Evaluation Process

PDP Record of Activities

Teacher Name	CLARK, NICOLE D	School Year	2016-2017
School		Position/Assignment	

Teacher Background

Activity	Evaluator Signature Date	Teacher Signature Date	Mentor Signature Date
PDP - Initial Review			
PDP - Mid Year Review			
PDP - End of Year Review			

Note: The above graphic is a sample of the PDP *Record of Activities* that is in the NCEES Online Evaluation Tool. As activities are completed, dates and signature stamps electronically populate in the fields. This form can be printed at the end of the evaluation cycle to be included in the BT File.

Union County Public Schools
Professional Development Activity Log
School Year _____

Professional/Staff Development Activities can include college/university classes, site, district, and state-level trainings.

Date	Contact Hours	Professional/Staff Development Activity	NC Professional Teaching Standards (Identify elements related to the activity)	Professional Development Plan (If the activity is related to your PDP goal(s), explain how it enriches your professional skills, knowledge, and/or abilities.)

Mentor Timeline/Checklist
(Required)

School year _____ Name of BT _____

Name of Mentor _____ School _____

Please check the following as you complete them with your BT:

First Reporting Period

- ☐ Familiarize BT with facility (i.e., tour of building).
- ☐ Familiarize the BT with the faculty, staff and/or service personnel.
- ☐ Discuss the LEA/school's policies regarding dress, teacher workdays, early release days, and inclement weather policies.
- ☐ Make sure the BT has the North Carolina Standard Course of Study (NCSCOS)/ Common Core Standards and other curriculum guidelines.
- ☐ Familiarize the BT with the format and use of the NCSCOS/ Common Core Standards in planning (and End-of-Grade or End-of-Course testing when appropriate).
- ☐ Assist BT with location, selection and access to instructional materials.
- ☐ Assist BT with creating a substitute teacher folder of pertinent information (rosters, lesson plans, procedures, etc.).
- ☐ Meet with BT an average of one time each week and document the date, time and contents of each meeting.
- ☐ Assist BT with information about services offered by school, school system, DPI, community agencies, etc.
- ☐ Assist BT with record keeping (grades, monies, parent contacts, discipline).
- ☐ Assist BT with strategies and/or procedures to identify and appropriately serve special needs students.
- ☐ Review the Professional Teaching Standards and the role of these standards in the classroom, the Professional Development Plan, and the Teacher Evaluation Process.
- ☐ Remind the BT to complete the Teacher Self-Assessment
- ☐ Assist BT in lesson planning and pacing.
- ☐ Assist BT in development of a Professional Development Plan.
- ☐ Assist with creation of a professional development log.
- ☐ Informally observe the BT and provide verbal or written feedback in a post conference.
- ☐ Have BT observe Mentor teaching a lesson to model effective teaching practices.
- ☐ Explain formal observation procedures and annual evaluation.
- ☐ Assist BT in interim reports and ending the grading period including demonstrating the use of a computerized grading system, use of comments, etc.
- ☐ Celebrate accomplishments.
- ☐ Other_____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Updated: 8-2019

Mentor Timeline/Checklist
(Required)

School year _____   Name of BT _____

Name of Mentor _____   School _____

Please check the following as you complete them with your BT:

<u>**Second Reporting Period**</u>
☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.
☐ Informally observe BT and provide verbal or written feedback in a post conference.
☐ Review lesson plans and pacing for adherence to the NC Standard Course of Study.
☐ Review lesson plans for inclusion of multiple learning strategies and for evidence of meeting the needs of all diversities.
☐ Discuss progress in identifying and soliciting services for unique learners.
☐ Encourage BTs to use assessments and practice end-of-grade or end-of-course tests with their students. Review progress on these assessments, disaggregate data, and formulate a plan for remediating any weak areas.
☐ Discuss policies and impact of holidays and scheduling between now and winter break.
☐ Discuss organizational and record keeping procedures.
☐ Encourage parental contact.
☐ Review classroom management and discipline strategies.
☐ Spend informal social time with BT.
☐ Discuss semester exam schedule and/or testing schedule and procedures.
☐ Assist BT in interim reports, ending the grading period, and semester records.
☐ Celebrate accomplishments.
☐ Other _____

☐ Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher.

Updated: 8-2019

Mentor Timeline/ Checklist
(Required)

School year _____   Name of BT _____

Name of Mentor _____   School _____

Please check the following as you complete them with your BT:

<u>Third Reporting Period</u>

☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.

☐ Encourage parental contact.

☐ Remind BT about the LEA/school's retention and failure policies.

☐ Encourage BTs to reflect on their teaching experience at mid-point. Set goals for the rest of year.

☐ Review progress toward covering goals in the NC SCOS.

☐ Review progress on the PDP.

☐ Informally observe BT and provide verbal or written feedback in a post conference.

☐ Review procedures for field trips.

☐ Spend informal social time with BT.

☐ Assist BT in interim reports and ending the grading period.

☐ Videotape at least one lesson and review it with the BT.

☐ Celebrate accomplishments.

☐ Other _____

☐ Other _____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher

Mentor Timeline/ Checklist
(Required)

School year _____   Name of BT _____

Name of Mentor _____   School _____

Please check the following as you complete them with your BT:

Fourth Reporting Period

☐ Meet with BT an average of one time each week and document the date, time, and contents of each meeting.

☐ Review progress on completion of the goals from the NC SCOS, and review pacing.

☐ Encourage BTs to use assessments and practice end-of-grade or end-of-course tests with their students. Review progress on the assessments, disaggregate data, and formulate a plan for remediating any weak areas.

☐ Review plans for end of year activities.

☐ Give suggestions for keeping momentum and interest at the end of the year for students and teachers.

☐ Review progress on the PDP.

☐ Remind BT about LEA/school's retention and failure policies.

☐ Discuss procedures for ending the school year (collecting books, fees, returning teaching materials, graduation, etc.).

☐ Help BT with end of year administrative forms, policies, and procedures.

☐ Spend informal social time with BT.

☐ Celebrate accomplishments the BT achieved during the year.

☐ Other

_____

Notes:

Mentor signature _____ Date _____

BT signature _____ Date _____

You may use this form as it appears or you may adjust it to accurately document the support provided to the beginning teacher

UNION COUNTY PUBLIC SCHOOLS

Beginning Teacher Support Program
Third-Year Cumulative File Verification Form
School Year _____

This is to verify that _____
　　　　　　　　　　　　　　　(Legal Name of Beginning Teacher)

at _____
　　　　　　　　　　　　　(School)

___ Successfully completed the Union County Public Schools Beginning Teacher Support Program during the _____ school year, **and** that verification documents are contained in the Beginning Teacher Third-Year Cumulative File, **and** that the Beginning Teacher has been rated on Standards 1-5 of the Summary Evaluation of the North Carolina Educator Effectiveness System (NCEES), **and** that the Beginning Teacher has three (3) years of verifiable teaching experience with North Carolina, **and** that the Beginning Teacher has satisfied all course and testing requirements.

___ **did not** successfully complete the Union County Public Schools Beginning Teacher Program during the _____ school year for reasons stated below:

_____

_____

_____

_____

Principal's Signature: _____　　　Date: _____

Principal's Printed Name: _____

Union County Public Schools
Optimum Working Conditions Consent Form
School Year _____

Beginning Teachers may not be assigned extracurricular duties unless they request the assignment(s) in writing. In cases of compelling need, the superintendent or his designee(s) may temporarily suspend Section A of Extracurricular Duties and allow principals to assign extracurricular duties to Beginning Teachers.

Name (Legal): _____
First   Middle   Last

School: _____   **BT Status/Years of Experience**: _____

Requested Assignment: _____

Assignment Description: (Include anticipated time/days involved): _____
_____
_____
_____
_____
_____
_____

Beginning Teacher's Signature: _____   **Date**: _____

Principal's Signature _____   **Date**: _____

The Optimum Working Conditions Consent Form is maintained in the beginning teacher's BT file at the building level.

Updated: 8-2019

Beginning Teacher Support Professional Development Courses

21st Century Mentoring: Self-Paced/Course #: 35 (1.0 CEU) - NCDPI

Description: The North Carolina 21st Century Mentoring module provides mentors with the 21st century skills and knowledge needed to support beginning teachers. This module is built around the North Carolina Mentor Standards which are aligned with the North Carolina Professional Teaching Standards and provides direction in how mentors can support beginning teachers in each of the teacher standards. All North Carolina students deserve effective teachers. This module helps mentors in implementing best practices for guiding beginning teachers to reach their fullest potential.

Audience: New mentors and any active mentors who have not taken the mentor training on the new mentor standards that are aligned with the North Carolina Professional Teaching Standards.

BT-Mentor Facilitator Support Sessions (2.0 General CEUs)

The purpose of these sessions is to provide strategies, information and updates to Site-Based Facilitators for the support of their schools Beginning Teachers and Mentors. Facilitators then assure that site-based procedures and activities comply with State and local requirements. The UCPS Beginning Teacher and Mentor Support Program requires each school to identify a Site-Based Facilitator who is responsible for the following. 1. Participating in district meetings. 2. Conducting a minimum of four annual Site-Based Mentor/BT Meetings. 3. Informing Mentors and BT's of state and local updates. 4. Providing strategies and activities that are specific to site-based needs of Mentors and BT's. 5. Collecting and disseminating data and information as requested by the Director of HRSS or designee. 6. Serving as a liaison between the school and the HR Division to assure alignment and compliance with district and state requirements. 7. Updating Mentor/BT Rosters as applicable.

Audience: BT-Mentor Support Facilitators who coordinate beginning teacher support activities at the building-level

Mentoring with 21st Century Practices (1.0 General CEU)

This course is for teachers who are serving as mentors for beginning teachers and carrying out the expectations as outlined in the UCPS Beginning Teacher Support Plan according to the North Carolina Mentor Standards as follow:
Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership
Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students
Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach
Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students
Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice

Audience: All teachers who are serving as mentors

Thank you for all that you do. Have a great day!

LEGRorie

"THE BEST"

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