



**BT-MENTOR SUPPORT FACILITATOR
SURVIVAL HANDBOOK**



“THE BEST”

#TEAM UCPS

UNION COUNTY PUBLIC SCHOOLS

Beginning Teacher – Mentor Support Program Handbook

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.

The Human Resources Division has 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 works 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 supports the Weddington, Cuthbertson, Sun Valley, and Marvin Ridge Clusters. julie.kohlbrenner@ucps.k12.nc.us
- Dr. Adriane Mingo supports the Monroe and Parkwood Clusters. adriane.mingo@ucps.k12.nc.us
- Ms. Christy Scott supports 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 feel 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
 - Mrs. Julie Kohlbrenner: Weddington, Cuthbertson, Sun Valley, and Marvin Ridge Clusters julie.kohlbrenner@ucps.k12.nc.us
 - Dr. Adriane Mingo: Monroe and Parkwood Clusters adriane.mingo@ucps.k12.nc.us
 - Ms. Christy Scott: Forest Hills, Piedmont, and Porter Ridge Clusters christy.scott@ucps.k12.nc.us

Each of the following updated documents are located in our Beginning Teacher Support Canvas Course:

- ✓ 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

Notice: *Site-Based Beginning Teacher-Mentor Support Plan* will be submitted directly to Dr. Lillian G. Rorie, Director of HR Support Services, by the assigned deadline @ lillian.rorie@ucps.k12.nc.us (**digital copy please**)

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

LEG Rorie
lillian.rorie@ucps.k12.nc.us

Note: All required checklists and documents for both beginning teachers and mentors are submitted via our Beginning Teacher Support Canvas Course. This documentation 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.

Expectations of Beginning Teachers

Local and state expectations of beginning teachers include the following:

- Abide by the Code of Professional Practice and Conduct for North Carolina Educators. (Appendix A).
- Maintain a positive, professional attitude in the workplace.
- Model appropriate behavior for students.
- Promote professional integrity and instructional readiness.
- Participate in the UCPS orientation activities.
- Ask questions to clarify roles and expectations.
- Adhere to school, PSU, and state policies and procedures.
- Collaborate with the mentor and principal in the development of the Professional Development Plan (PDP)/ Individual Growth Plan (IGP).
- Fulfill the requirements of the Professional Development Plan (PDP)/Individual Growth Plan (IGP).
- Complete coursework and professional growth activities for licensure requirements.
- Access available resources to provide optimum learning conditions for students.
- Attend designated support sessions for beginning teachers.
- Fulfill all requirements as outlined by the State and PSU.
- Review and adhere to the procedures outlined in The Beginning Teacher Support Program Handbook.
- Complete the Recent Graduate Survey during the 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 survey must be completed at the end of the first year of teaching. During the PSU-level orientation for beginning teachers, collaborating stakeholders provide professional development activities to address effective teaching practices and related issues.

Principal Support

The principal's role is very important to the beginning teacher's overall success. Therefore, staff members in the Human Resources Division and other departments provide information and resources to assist principals and their designees with their roles as support persons, instructional leaders, and evaluators.

Roles of the Principal

- Assign a mentor of the same grade and/or content assignment to the beginning teacher when he or she reports to the school.
- Conduct observations/evaluations using the North Carolina Educator Evaluation System.
- Conduct a minimum of three formal observations within a reasonable proximity of the locally established timelines.
- Conduct pre-conferences for all announced formal observations.
- Conduct post-conferences with substantive feedback for all formal observations.
- Designate a peer to conduct a fourth observation.
- Share feedback within ten workdays or as appropriate according to extenuating circumstances.
- Collaborate in the preparation of the Professional Development Plan (PDP)/ Individual Growth Plan (IGP), and provide follow-up feedback and technical assistance.
- Ensure that Observation Rubrics, Summary Evaluation Conference Forms, and PDPs/IGPs are signed and dated by the appropriate parties within established timelines.
- Monitor site-based support activities.
- Provide support to mentors in the performance of their duties.
- Assure that mentors are providing the appropriate assistance and support to their assigned beginning teachers.
- Assure that beginning teachers receive a site-based orientation. 11/2020 9
- Facilitate the beginning teacher's successful completion of the Beginning Teacher Support Program.
- Complete the Employer Survey 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.

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.

Roles of Mentors

Roles and expectations of mentors include the following:

- Attend site-based and PSU professional development activities as required.
- Abide by locally established expectations for mentor teachers as outlined in the Union County Public Schools Beginning Teacher Support Program Handbook.
- Serve as the key support person for the beginning teacher.
- Participate in site-based teacher support activities.
- Provide conference feedback.
- Assist the beginning teacher with the interpretation and application of the North Carolina Teaching Standards, the /Standard Course of Study, and Common Core Standards.
- Collaborate with the beginning teacher in the preparation of the Professional Development Plan (PDP)/ Individual Growth Plan (IGP), and sign the IGP at each interval (Initial, Mid-Year, and End-of-Year) as applicable.
- Complete and submit the Mentor Timeline/ Checklists according to established timelines.
- Serve as the key support person for acclimating the beginning teacher to the school community.
- Model appropriate professional behavior.
- Provide resources as needed or as deemed appropriate.
- Serve as the key support person for the completion of the BT's Second-Year Interim Requirements.

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 three 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	<p>The beginning teacher:</p> <ul style="list-style-type: none"> • 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/2794/2021-2022%20Timelines%20for%20Evaluation%20Procedures%207-13-2021.pdf • Submits First-Year Beginning Teacher Files to the Canvas Course according to established timelines.
Year 2	<p>The beginning teacher:</p> <ul style="list-style-type: none"> • 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/2794/2021-2022%20Timelines%20for%20Evaluation%20Procedures%207-13-2021.pdf • Submits Second-Year Beginning Teacher Files to the Canvas Course according to established timelines.

Year 3	The beginning teacher: <ul style="list-style-type: none">• Continues to have a mentor teacher• 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 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/2794/2021-2022%20Timelines%20for%20Evaluation%20Procedures%207-13-2021.pdf• Submits Third-Year Beginning Teacher Files to the Canvas Course according to established timelines.
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Beginning Teacher Support Professional Development Courses

21st Century Mentoring: Self-Paced/Course #35 (1.0 General 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 Support Facilitator Year of Service (1.0 Content: .5 DLC: .5 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 three 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 Content CEU)

This CEU 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!

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