Human Resources Division

Beginning Teacher Support Program

"Preparing all students to succeed"

Beginning Teacher Support Program Plan Outline

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Union County Public Schools

Beginning Teacher Support Program
Information Form

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Beginning Teacher Support Program

Part II – Program Narrative

The Beginning Teacher Support Program is a state-mandated three-year induction program designed to support beginning teachers. The program is designed 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).

A. Program Administration

The Union County Public Schools (UCPS) System is comprised of thirty elementary schools (K-5), nine middle schools (6-8), eleven high schools (9-12), and three special schools.
The UCPS Beginning Teacher Support Program includes first-year, second-year, and third-year beginning teachers (BTs). All beginning teachers receive support from mentors, principals, site-based facilitators, and central services staff. Beginning teachers are evaluated by building administrators using the North Carolina Educator Effectiveness System (NCEES).

Human Resources Division Staff Members in collaboration with other stakeholders develop, implement, and evaluate components of the Beginning Teacher Support Program (BTSP). Beginning Teacher Support Team Members, at the behest of the Assistant Superintendent of Human Resources, monitor BTSP activities for beginning teachers and mentors.

Principals are responsible for conducting formal observations, completing summary evaluations, and making employment recommendations. Licensure decisions are separate from employment decisions. A recommendation for continuing licensure at the end of the third year does not obligate the Public School Unit (PSU) to continue the licensed employee's employment.

Effective, July 1, 2016, teachers who hold an Initial License are eligible to convert to a Continuing License once all required coursework has been successfully completed, all NCSBE approved examinations have been passed, and the teacher has completed three years of teaching.

Additionally, the Recent Graduate Survey must be completed by each beginning teacher and the Employer Survey by the principal of the school 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 beginning teacher's first year of teaching.

B. Formal Orientation

Beginning teachers participate in orientation activities at the Public School Unit (PSU)-level and the building-level. The orientations are conducted prior to the arrival of students, within the first ten days of employment, or as soon as it is feasible to do so. At a minimum, the orientation at the PSU-level provides beginning teachers with an overview of the following:

- School's/PSU's goals, policies, and procedures
- Description of available services and training opportunities
- Beginning Teacher Support Program
- Process for achieving a Standard Professional 2 (continuing) license
- North Carolina Educator Effectiveness System (NCEES)
- NC Standard Course of Study

- Local Curriculum Guides
- Procedures on the Safe and Appropriate Use of Seclusion and Restraint of Students
- State Board of Education's Mission and Goals

The attendance of each beginning teacher is documented through an orientation sign-in roster that verifies the date, location, and time of the orientation, and the school to which the beginning teacher is assigned. The sign-in roster will be maintained in an electronic database that may be accessed by the Beginning Teacher Support Team and other stakeholders as needed.

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.

C. Optimum Working Conditions for Beginning Teachers

To ensure that beginning teachers have the opportunity to develop into effective teachers, the following working conditions will be enforced and monitored:

- Assignment in the area of licensure
- Early assignment of a mentor in the licensure area, and in close proximity
- Orientation that includes state, PSU, and school expectations
- Limited preparations
- Limited non-instructional duties
- Limited number of exceptional or special needs students
- No extracurricular assignments unless requested in writing by the beginning teacher.

The term “non-instructional duties” refers to those duties that are not directly involved with the instructional program or the implementation of the Standard Course of Study (SCOS)/

Common Core Standards, but duties that all teachers are expected to perform. Examples would include 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 are not directly related to the instructional program.

The following steps will be taken to assure that optimum working conditions are provided for beginning teachers.

- A Board policy has been written that limits non-instructional duties and prohibits the assignment of extracurricular activities, except under compelling circumstances.
- Beginning teachers are required to sign the Optimum Working Conditions Consent Form if they request an extracurricular activity.
- Principals receive access to a copy of the ***Beginning Teacher Support Program Handbook*** that outlines expectations of principals.
  Note: Principals may collaborate with the Beginning Teacher Support Staff and the appropriate support staff from other departments in the assignment of mentors.

D. Mentor Teacher Selection Criteria

- 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.

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.
- Align all mentoring practices with the North Carolina Mentor Standards as follow.

North Carolina Mentor Standards

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership – Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities. Key elements of the standard include building trusting relationships and coaching, promoting leadership, facilitating communication and collaboration, sharing best practices, imparting ethical standards and advocating for beginning teachers and their students.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity. Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st century goals and assist beginning teachers in the utilization of these tools to promote student achievement. Key elements of the standard include imparting and utilizing the NCSCOS and 21st century goals into beginning teacher practice.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students: Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement. Mentors also support beginning teachers to understand their professional licensure obligations and pursue professional growth. Key elements of the standard include developing and improving instructional and professional practice and understanding and analyzing student assessment data.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support. Key elements of the standard include allocating and using time with beginning teachers, developing reflective practitioners and gathering data on beginning teacher practice.

Roles of Site-Based BT-Mentor Support Facilitators

Site-Based BT-Mentor Support Facilitators serve as the contact persons who ensure that beginning teachers and mentors adhere to state and local policies and guidelines pertaining to the Beginning Teacher Support Program. 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 all site-based support activities for auditing purposes.
- Ensure that beginning teachers participate in the school's site-based orientation program within two weeks after reporting to work.
- Facilitate Site-based Mentor-BT Support Meetings during the year.
- Identify instructionally sound and available resources for beginning teachers and mentors at the PSU and building levels.
- Facilitate the collection and timely submission of Second-Year Interim Requirements and Third-Year Cumulative Files.

- 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 the timely completion of Mentor Timeline/Checklists on a quarterly basis.
- Assure that site-based mentoring activities are aligned with the new 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.*

E. <u>Mentor Training</u>

Mentors must commit to participating in a minimum of six hours of mentor training based on the *North Carolina Mentor Program: Beginning Teacher Guidelines for the 21st Century Professional* as a condition of serving as a mentor. The training must be completed as soon as reasonably possible. Mentors who have participated in previous mentor training programs must also participate in mentor training that is based on the state-adopted mentor standards.

The PSU's Beginning Teacher Support Staff will facilitate the provision of a mentor information/orientation session that addresses the following topics:

- An Overview of the Mentor and Beginning Teacher Support Program
- Accountability and Documentation of Services
- Local Monitoring of the Beginning Teacher/Mentor Program
- Mentor Training
- Renewal Credit for Mentors
- Roles and Expectations of Mentors

F. <u>Principal Support</u>

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.

<u>Roles of the Principal</u>

- 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.

- 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.

Roles of the HR Beginning Teacher Support Staff in Collaboration with Principals

The Beginning Teacher Support Staff serve as the PSU administrators of the Beginning Teacher Support Program and facilitate the provision of services to beginning teachers and their mentors through various activities. Roles and expectations include the following:

- Serve as the PSU administrators of the Beginning Teacher Support Program (BTSP).
- Assure the identification and enrollment of beginning teachers in the BTSP in consultation with the Licensure Specialists.
- Develop and maintain an updated database of all beginning teachers and mentors.
- Collaborate with other departments to assure the participation of beginning teachers in required professional development activities.
- Facilitate PSU-level support activities for beginning teachers and mentors in collaboration with the appropriate stakeholders.
- Serve as PSU facilitators to assure that beginning teachers receive information about requirements, expectations, and resources related to their participation in the BTSP.
- Facilitate the receipt and storage of required documents for the BTSP Cumulative Files.
- Serve as a liaison between the Human Resources Division and other departments to link technical assistance to beginning teachers, mentors, and administrators.
- Verify beginning teachers' completion of BTSP requirements.
- Disseminate information on state and local policies and procedures that affect beginning teachers, mentors, and other stakeholders as applicable.
- Facilitate the completion of the Recent Graduate Survey by the Beginning Teachers (BTs) and the Employer Survey by the principal of the school during the BTs' 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.

G. Observations

Beginning teachers are evaluated on the North Carolina Educator Effectiveness System (NCEES). Under this system, the principal or designee conducts a minimum of three formal observations, and a peer teacher conducts one formal observation. Although principals or their designee(s) may formally observe teachers at any time, they or their designee(s) are required to observe each beginning teacher a minimum of three times according to established timelines. The peer observer should conduct his or her formal observation by the last observation cycle or within established timelines as deemed appropriate by the principal.

H. Professional Development Plan

Each beginning teacher is required to develop a Professional Development Plan (PDP)/ Individual Growth Plan (IGP) in collaboration with his or her principal or the principal's designee and his or her mentor. The IGP is based on the NC Professional Teaching Standards and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. The PDP must be signed by the beginning teacher, the administrator, and the mentor for the PDP Initial Review, PDP Mid-year Review, and PDP End-of-Year review and documented on the PDP Record of Activities in the NCEES.

The Beginning Teacher Timetable

Year 1	The beginning teacher: • is assigned a mentor • is provided an orientation • develops the Professional Development Plan • completes professional development activities required/prescribed by UCPS • is observed on the North Carolina Educator Effectiveness System (NCEES) at least four times culminating with a summary evaluation • submits required first-year BT documents • completes the Recent Graduate Survey.
Year 2	The beginning teacher: • continues to have a mentor teacher • develops the Professional Development Plan • completes professional development activities required/prescribed by UCPS • is observed on the North Carolina Educator Effectiveness System (NCEES) at least four times culminating with a summary evaluation • submits required second-year BT documents.
Year 3	The beginning teacher: • continues to have a mentor teacher • develops the Professional Development • completes professional development activities required/prescribed by UCPS • is observed on the North Carolina Educator Effectiveness System (NCEES) at least four times culminating with a summary evaluation • submits required third-year BT documents • completes the Beginning Teacher Support Program, provided that all state and local requirements have been fulfilled.

I. Technical Assistance

There are numerous resources and services available to UCPS beginning teachers and their mentors. Staff members of the Human Resources Division and other departments describe and explain these resources and services during orientation and induction activities.

- UCPS Central Office Supervisors, Directors, Coordinators and Specialists
- Partnerships with UNC-Charlotte, and Wingate Universities
- North Carolina Department of Public Instruction (NCDPI) Consultants and Regional Education Consultants
- Local Staff Development Activities and Technology Training
- UCPS Media and Technology Center
- School-Based Professional Libraries and Resource Centers

J. Cumulative File of the Beginning Teacher

During the three-year initial licensure period, a Cumulative Beginning Teacher File will be maintained on each beginning teacher in a secured location. At the end of each year, the beginning teacher will submit his or her required documentation in partial fulfillment of the state and local Beginning Teacher Support Program. At the end of the third year, the principal or designee shall verify successful completion of the Beginning Teacher Support Program.

Upon authorization of the beginning teacher, the cumulative file will be transferred to the successive employing PSU, charter school, or non-public institution by a confidential method agreed upon by the beginning teacher and the PSU designee.

K. Institution of Higher Education (IHE) Involvement

Representatives from the University of North Carolina at Charlotte and Wingate University serve as partners in the provision of support services for beginning teachers and experienced teachers as applicable. Collaboration with the Institutions of Higher Education occurs at various levels and in different formats. Areas of collaboration include, but are not limited to the following:

- The conceptual framework of the *Student Teacher and Clinical Placement Handbook*
- Student teacher placements
- Clinical/ field experience placements
- Orientations for student teachers
- Presentations to Education Majors

L. <u>Evaluation of Beginning Teacher Support Program</u>

Evaluation of the Beginning Teacher Support Program is an important component of the program's overall success. The Human Resources Division Staff will periodically survey beginning teachers, mentors, and principals to receive feedback and suggestions.

The BT-Mentor Support Facilitators will also provide input to the completion of *the Rubric for Self-Assessing the Beginning Teacher Support Program* and *the Beginning Teacher Support Program Annual Review Form*. UCPS will participate in the peer review process as outlined by the North Carolina Department of Public Instruction (NCDPI).

The UCPS Beginning Teacher Support Plan will be modified and adjusted based on the compiled information from surveys, completion of the *Rubric for Self-Assessing the Beginning Teacher Support Program*, completion of *the Beginning Teacher Annual Review Form*, the five-year monitoring visit from NCDPI, feedback received from the peer review process, and legislative mandates.

APPENDICES

APPENDIX A

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Twenty-first Century Professionals
Category: Qualifications and Evaluations
Policy ID Number: TCP-C-014

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

I. Commitment to the Student.

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

E. When acting in an administrative capacity:
1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Adopted by the State Board of Education June 5, 1997.

SECTION .0600 - CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR NORTH CAROLINA EDUCATORS

16 NCAC 6C.0601 – THE PURPOSE AND APPLICABILITY OF THE RULES OF PROFESSIONAL CONDUCT FOR EDUCATORS

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

16 NCAC 6C.0602 – THE STANDARDS OF PROFESSIONAL CONDUCT FOR NC EDUCATORS

(a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

(b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

(1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

(2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

(A) statement of professional qualifications;

(B) application or recommendation for professional employment, promotion, or licensure;

(C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;

(D) representation of completion of college or staff development credit;

(E) evaluation or grading of students or personnel;

(F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

(H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

(4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

(5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

(A) any use of language that is considered profane, vulgar, or demeaning;

(B) any sexual act;

(C) any solicitation of a sexual act, whether written, verbal, or physical;

(D) any act of child abuse, as defined by law;

(E) any act of sexual harassment, as defined by law; and

(F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

(6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

(7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

(8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

(9) Alcohol or controlled substance abuse. The educator shall not:

(A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;

(B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

(C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

(10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the Unite States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998

APPENDIX B

NORTH CAROLINA STATE BOARD OF EDUCATION
VISION, MISSION, AND GOALS

VISION

Every public school student will graduate ready for post- secondary education and work, prepared to be a globally engaged and productive citizen

MISSION

The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina.

GOALS

Goal: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal: Every student has a personalized education.
Goal: Every student, every day has excellent educators.
Goal: Every school PSU has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal: Every student is healthy, safe, and responsible.

UNION COUNTY PUBLIC SCHOOLS
MISSION STATEMENT

The mission of Union County Public Schools: *"Preparing all students to succeed"*

UNION COUNTY PUBLIC SCHOOLS
HUMAN RESOURCES MISSION STATEMENT

The mission of the Union County Public Schools Human Resources Division is to secure and retain professional, knowledgeable employees who are culturally aware and prepared to work for the good of all children. We will accomplish this mission through conscientious customer service, cooperative networking, and the efficient use of technology.

BEGINNING TEACHER SUPPORT PROGRAM FORMS

Union County Public Schools

Optimum Working Conditions Consent Form

School Year _____

Beginning Teachers and teachers with twenty-seven (27) or more years of experience 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 and teachers with 27 or more years of experience.

Name (Legal): _____
First Middle Last

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

Requested Assignment: _____

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

_____

_____

_____

_____

_____

_____

BT's/Experienced Teacher's Signature: _____ **Date**: _____

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

The Optimum Working Conditions Consent Form is maintained in the BT's /Experienced Teacher's file at the building level.

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's 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).

___ **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
Professional Development Activity Log
School Year _____

Professional/Staff Development Activities can include college/university classes, site, PSU, 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.)

Classroom Visitation Form

Directions: The **Classroom Visitation Form** is completed individually by the beginning teacher or mentor to identify strategies and North Carolina Professional Teaching Standards/Indicators demonstrated during one instructional period or activity. Immediately following the visit, both parties must discuss the observation and jointly complete the Classroom Visitation Post-Conference Form. Completed forms may be submitted to the BT-Mentor Support Facilitator as verification of completion of timeline activities.

Visiting Teacher: _____ Teacher Visited: _____
Status: BT ___ Mentor___ Status: BT___ Mentor___ Experienced Teacher___

School/Subject Grade: _____
Subject/Subject/Grade_____

Standard I.: Teachers demonstrate leadership
_____A _____C _____E _____B _____ D
Comments:
Standard II.: Teachers establish a respectful environment for a diverse population
_____A _____C _____E _____B _____ D
Comments:
Standard III.: Teachers know the content they teach
_____A _____C _____B _____ D
Comments:
Standard IV.: Teachers facilitate learning for their students
_____A _____E _____G _____B _____C _____ F _____H _____D
Comments:
Standard V.: Teachers reflect on their practice
_____A _____C _____B
Comments:

_____/_____
_
Visiting Teacher's Signature _____ Date _____ Visited Teacher's Signature _____ Date _____

Mentor Timeline/Checklist

School year _____ Name of BT _____

Name of Mentor _____ School _____

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

First Nine Weeks:

☐ Familiarize BT with facility (i.e., tour of building).
☐ Familiarize the BT with the faculty, staff and/or service personnel.
☐ Discuss the PSU's/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) and other curriculum guidelines.
☐ Familiarize the BT with the format and use of the NCSCOS 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_____

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

School year _____ Name of BT _____

Name of Mentor _____ School _____

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

Second Nine Weeks:

☐ 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.

Mentor Timeline/ Checklist

School year _____ Name of BT _____

Name of Mentor _____ School _____

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

Third Nine Weeks:

☐ 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

School year _____ Name of BT _____

Name of Mentor _____ School _____

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

Fourth Nine Weeks:

☐ 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.

North Carolina Mentoring Continuum

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

Element	Developing	Proficient	Accomplished	Distinguished
Trusting Relationship	Has awareness of the need to maintain a confidential mentor relationship with the beginning teacher and the importance of mentor language	Respects confidential nature of mentor/beginning teacher relationship. Utilizes collaborative facilitative language when supporting the beginning teacher	Honors confidential relationship. Provides coaching support tailored to meet the needs of the beginning teacher	Upholds confidential relationship. Focus of coaching emerges from on-going dialogue with beginning teacher and mutually agreed upon next steps. Is responsive to the immediate and long-term needs of the beginning teacher
Leadership	Provides beginning teacher with a list of opportunities for leadership	Models shared leadership, encourages beginning teacher engagement in leadership activities, and reflects with the beginning teacher	Supports the beginning teacher's involvement in school leadership opportunities	Assists the beginning teacher to assume leadership roles at school and district levels. Provides on-going coaching and support of leadership development
Communication and Collaboration	Exhibits effective communication skills	Assists the beginning teacher in developing the skills that would enable him/her to communicate effectively within collaborative settings and to develop positive working relationships	Supports the beginning teacher to use effective communication skills in collaboration with colleagues to improve teaching and learning	Nurtures the self-efficacy of the beginning teacher and his/her responsibility to utilize effective communication skills in collaborative dialogue to improve school effectiveness
Best Practices	Brings knowledge about best practices into conversations with beginning teachers	Provides resources for the beginning teacher on best practices with a primary focus on student learning	Models best practices with a focus on student learning while working collaboratively with the beginning teacher	Uses observations and data collection to provide clarification for the beginning teacher in implementing best practices with a primary focus on student learning
Ethical Standards	Is aware of ethical and professional standards	Demonstrates ethical and professional behavior in interactions with beginning teachers and school administration	Initiates collaborative dialogue with the beginning teacher regarding ethical and professional behavior	Exemplifies ethical and professional behavior and serves as a role model within the school and district community
Advocacy for Beginning Teachers and Students	Identifies and assists in locating instructional resources for the beginning teacher	Advocates for improving working conditions for the beginning teacher and his/her students when needed	Advocates for initiatives to improve education for all students. Coaches the beginning teacher on advocacy methods.	Advocates for positive change in policies and practices affecting student learning. Utilizes working conditions data to ground advocacy efforts

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Element	Developing	Proficient	Accomplished	Distinguished
Relationships with Students	Supports the beginning teacher to become aware of the importance of building strong relationships with students	Provides the beginning teacher with strategies for effective communication with students individually and in groups. Share methods of learning more about students' individual backgrounds, strengths, and needs	Collaborates with the beginning teacher to assess the effectiveness of communications and interactions with students and reflect on his/her impact on relationship and instruction	Supports the beginning teacher to solicit and utilize on-going feedback from students regarding teacher/student communications and interactions. Facilitates the beginning teacher's reflection on the role of building and maintaining relationships with students and effective outcomes for learning
Relationships with Families	Brings awareness to the beginning teacher of the importance of communication with parents/families. Shares resources such as telephone logs, classroom newsletter/website design, and phone/email protocols	Supports the beginning teacher development of a home-school communication plan that establishes regular use of tools that promote effective communication with parents/families	Parents collaborate with the beginning teacher in the planning and implementation of parent-family conferences/communications. Reflects on effectiveness of interactions and communications to meet both the beginning teacher's needs and the parents/family's needs	Facilitates the beginning teacher's development of a variety of lessons on school-related activities that regularly include families in the on-going process of identifying and improving student achievement
Relationships at School and in Community	Assists the beginning teacher to become familiar with faculty/staff. Shares availability of community resources	Introduces school and community partners/resources to the beginning teacher. Communicates context and history	Assists the beginning teacher with development of activities that foster collaboration between the school and the community	Fosters collaborative activities for the beginning teacher that includes and embraces the cultural norms of the community
Honor and Respect for Diversity	Informs the beginning teacher of the demographical composition of the school and community	Raises an awareness of the beginning teacher's perspective and cultural inclusiveness as evidenced in the classroom	Introduces the beginning teacher to culturally inclusive practices	Engages the beginning teacher proactively around issues of diversity. Demonstrates culturally inclusive practices and guides the beginning teacher in developing his/her own

Mentor Standard 2 Continued				
Element	**Developing**	**Proficient**	**Accomplished**	**Distinguished**
Developing Classroom Environments that Optimize Learning	**Demonstrates knowledge about classroom rules, procedures and consequences**	**Assists the beginning teacher in developing classroom management plan in order to create and maintain a respectful inviting classroom community**	**Observes and provides specific feedback on: - Student behavior and engagement - Routines/Procedure -Instructional delivery -Classroom climate**	**Facilitates the beginning teacher's understandings of specific student behaviors and use of strategies to address student needs and maintain engagement in learning activities**
Reaching Students of all Learning Needs	**Raises awareness of the ways that students are identified based on special needs**	**Supports the beginning teacher to lessons that take into account individual needs of students and promote student success**	**Guides the beginning teacher's understandings of diversity and appropriate instructional resources/practices, such as differentiated instruction**	**Facilitates reflective dialogue with the beginning teacher on: -Preparatory and supportive work - Student/teacher interaction - Interpretation of student output - Development of multiple teaching strategies to best accommodate all learners**

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

Element	Developing	Proficient	Accomplished	Distinguished
Implementation of NCSCOS and 21st Century Goals	Demonstrates strong knowledge of NCSCOS for his/her own grade level/subject and is aware of the scope and sequence of the NCSCOS across grade levels/disciplines	Implements strategies in weekly conversations that demonstrate awareness and understanding of the NCSCOS. Facilitates designing lessons that link the NCSCOS with 21st Century skill development	Collaborates with the beginning teacher in on-going conversations on how to integrate 21st Century goals into the NCSCOS. Facilitates the beginning teacher's active participation in professional learning communities	Facilitates the beginning teacher's development of all strands of the NCSCOS and the scaffolding of the NCSCOS across grade levels/subjects. Utilizes weekly professional conversations and professional development to support the beginning teacher in reflecting upon the use of 21st century standards in the curriculum
Content and Curriculum	Provides NCSCOS for the beginning teacher. Is aware of the need to assist the beginning teacher in its use	Provides state and district curriculum resources and assists the beginning teacher in determining key concepts. Assists the beginning teacher in establishing appropriate pacing	Promotes networking by the beginning teacher within school and district to access a wide range of curriculum resources. Supports the beginning teacher in developing both short and long term curriculum plans	Supports the beginning teacher in designing lessons that show application of the content and demonstrate connections to life in the community

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

Element	Developing	Proficient	Accomplished	Distinguished
Instructional Practice	Informs and highlights for the beginning teacher the need for planning, implementing, and using assessments	Supports planning, implementation, and assessment efforts of the beginning teacher	Collaborates with the beginning teacher to improve instruction and learning based on assessments. Provides professional development in areas of need using the cycle of assistance: Preconference, Observe, Reflect	Facilitates the beginning teacher's in depth analysis of student work and planning for differentiated instruction based on results. Provides on-going support and coaching for implementation
Professional Practice	Informs the beginning teacher of licensure requirements	Models and nurtures continual growth, professional ethics, norms of collaboration, equity and high expectations	Facilitates on-going conversation with groups of teachers on professional norms, continuing education and overall growth of students	Facilitates beginning teacher application of action research, case studies, and other resources such as book studies and community agents. Creates opportunities for the beginning teacher to talk with others about professional practice
Student Assessment	Brings awareness of achievement data sources to the beginning teacher. Exposes beginning teacher to school and district data. Ensures that the beginning teacher has the required assessments that accompany texts.	Models need for data to enhance teaching and improve student performance. Assists the beginning teacher in interpreting data gathered from informal and formal assessments and to apply results in planning and making adjustments in instructional delivery	Supports the beginning teacher in the development and use of tools to assess student work. Collaboratively plans differentiated instruction based upon results	Provides/leads professional development for beginning teachers on a range of assessment techniques and how to utilize the data to meet individual needs. Facilitates leadership of beginning teachers to inform colleagues of their learning regarding student assessment and designing responsive instruction

Mentor Standard 5: Mentors support beginning teachers to reflect on their practices.

Element	Developing	Proficient	Accomplished	Distinguished
Allocation and Use of Time with Beginning Teachers	Is aware of importance of meeting the beginning teacher and learning about his/her individual needs. Initiates introductions and offers availability for support	Supports the beginning teacher to attend a program orientation within first two weeks of employment. Meets with the beginning teacher at least twice monthly. Focuses coaching efforts on meeting individual needs	Meets with the beginning teacher prior to their start of the school year to support classroom planning/ preparation. Clarifies program information as needed. Regularly meets (face to face, virtually or through other medium that best meet the needs of beginning teachers) with the beginning teacher weekly and honors start and end times. Makes conscientious effort to use coaching skills and time effectively to meet individual needs	Meets with the beginning teacher prior to the start of the school year and meets at least twice per week. Provides the beginning teacher with additional ways to communicate and get support between scheduled meetings. Is dedicated to and skilled in providing quality coaching and targeted use of time to effectively meet individual needs
Reflective Practices	Relies on instructive approaches to tell the beginning teacher how to enhance instructional practice and student achievement	Utilizes instructive, collaborative and facilitative approaches to engage the beginning teacher to reflect and improve on practice	Blends instructive, collaborative and facilitative approaches to facilitate the beginning teacher's use of reflection to self identify his/her instructional strengths and challenges and to engage in an on-going cycle of improvement	Orchestrates highly refined use of instructive, collaborative and facilitative approaches to enhance a beginning teacher's ability to reflect on strengths and challenges. Nurtures the beginning teacher's capacity to infuse reflection in his/her practice and to improve teaching and learning
Mentor Data Collection	Makes brief general observations of the beginning teacher's classroom on multiple occasions to gather data on practice	Collaborates with the beginning teacher to conduct classroom observations and gathers general data on practice. Has brief reflective conversation with the beginning teacher regarding knowledge gained from the data	Observes the beginning teacher's classroom regularly for both snapshot and formal visits to gather data. Collaborates with the beginning teacher to define a focus for data collection and to plan time to fully review the implications of the data	Utilizes a range of data collection tools to best capture information on the focus established by the beginning teacher. Facilitates conversation with the beginning teacher regarding the data collected and fosters reflection and next steps based on the data

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:

Union County Public Schools

Human Resources Division

Mentor Application/ Agreement

Criteria for Serving as a Mentor:

- 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 asses 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.

(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 as soon as feasibly possible after assuming the role of 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 PSU 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

ADDENDUM

Beginning Teacher Support Program Plan Addendum Outline

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Union County Public Schools

Beginning Teacher Support Program
Information Form

Address: Union County Public Schools
Human Resources Division
400 North Church Street
Monroe, NC 28112

Courier Number: 03-03-02

Human Resources Division Administrator

Name: Dr. Bashawn Harris

Position: Assistant Superintendent of Human Resources

Telephone: (704) 296-1007 Ext. 4114 **E-mail:** bashawn.harris@ucps.k12.nc.us

Eligibility Verification Official

Name: Dr. Lillian G. Rorie

Position: Director of Human Resources Support Services

Telephone: (704) 296-1012 Ext. 4052 **E-mail:** lillian.rorie@ucps.k12.nc.us

Bash J (X) — HR Superintendent — 2/24/21

Signature of Authorized HR Official | **Position** | **Date**

Melinda L. Honeycutt — 3/2/21

Signature of Board of Education Chairperson | **Date**

Mentor Evaluation Requirements

Each year, the beginning teacher is assigned a mentor who meets the following requirements:

- Rated at least "Proficient" on the NCEES
- Rated at "Proficient" or higher on three of five standards on the most recent Summary Evaluation or on Standards 1 and 4 on an Abbreviated Evaluation.

Retired teachers are eligible to serve as mentors. The principal shall determine which mentor teacher best meets the needs of each beginning teacher and shall assign the most appropriate mentor teacher to the beginning teacher, with priority consideration for mentors rated as "Distinguished" or "Accomplished" on the most recent Summary Evaluation or Standard 4 for teachers on an Abbreviated Evaluation.

Accomplished means a teacher has received ratings of "Accomplished" on three of the five standards to include Standard 4 of the most recent Summary Evaluation or Standard 4 for teachers on an Abbreviated Evaluation.

If a principal determines that a teacher rated as "Proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.

In the event that a Summary Evaluation from the prior year is not available, UCPS will use the most recent Summary Evaluation. However, teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor they are retired teachers.

Any teacher who is assigned to be a mentor to a beginning teacher must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the "Proficient" level may continue to serve as a mentor to a beginning teacher, regardless of existing mentor-mentee relationships.

A teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignment, the mentor is rated at least "Accomplished" (received ratings of "Accomplished" or higher on three of five standards including Standard 4 on the most recent Summary Evaluation, or on Standard 4 on an Abbreviated Evaluation), and the BT's principal maintains a record of the reasons for selecting the mentor from a different school.

Process for Beginning Teacher Observations and Summary Evaluation

- All teachers, principals and peer evaluators must complete training on the evaluation process.
- Within the first two weeks of a teacher's first day of work every school year, the teacher will receive the following:
    - a rubric for evaluating NC teachers
    - the evaluation policy
    - a schedule for completing all components of the evaluation process.
- Each year, beginning teachers must receive the following:

- three administrative observations that last 45 minutes or an entire class period
- one peer observation
- one Summary Evaluation

Note: The first observation must have a pre-conference, and all observations must have a post-conference within 10 days.

- Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by ratings.
- For BT1s and BT2s, at least two observations must be conducted in the first semester of the school year, and if practical, at least one of the observations shall be within the first grading period.
- For BT1s and BT2s, at one of the three annual administrative observations must be conducted by the principal.