

Union County Public Schools

***Antioch Elementary School
Beginning Teacher and Mentor Support
Plan
2015-2016***

(A Plan to Support the Retention of Novice Teachers)



***“We Will Provide an Environment Where
Children’s Needs are Met, Challenged and
Celebrated”***

***Antioch Elementary School
3101 Antioch Church Road
Matthews, NC 28104***

**Site-Based Beginning Teacher and Mentor Support Plan Information Form
2015-2016**

School Address: Antioch Elementary School
3101 Antioch Church Road
Matthews, NC 28104

Mentor Contact for the Beginning Teacher Support Program

Name: Mrs. Cason Treharn

Position: Enrichment and Intervention Facilitator

Telephone: (704) 841-2505 **E-mail:** cason.treharn@ucps.k12.nc.us

School Verification Official

Name: Dr. Jamie Benfield

Position: Principal

Telephone: (704) 841-2505 **E-mail:** jamie.benfield@ucps.k12.nc.us

Signature of Authorized Official

Position

Date

Printed Name

1. Dr. Jamie Benfield, *Principal*
2. Dr. Camela Bell, *Assistant Principal*
3. Mrs. Tracey Kerstetter, Curriculum Representative
4. Mrs. Cason Treharn, Academic Support Representative
5. *Teacher Representative (K)* Ms. Alice Sherwin
6. *Teacher Representative (1st)* Ms. Patti Ginder
7. *Teacher Representative (2nd)* Ms. Sharon Kauffman
8. *Teacher Representative (3rd)* Ms. Leslie Smith
9. *Teacher Representative (4th)* Mr. Jim Becht
10. *Teacher Representative (5th)* Ms. Tammy Campany
11. *Teacher Representative (EC)* Ms. Dee Webb
12. *Teacher Representative (AIG)* Ms. Lisa Schilling
13. *Teacher Representative (Specials)* Ms. Cassie Sloop
14. *Instructional Assistant Representative (IA)* Ms. Robin Love
15. *Parent Representative* Ms. Amy Anthony
16. *Parent Representative* Mr. Brad Long
17. *Parent Representative* Ms. Charlotte Testa
18. *Parent Representative* Ms. Nancy Adamo
19. *Parent Representative* Ms. Alicia Cavallino

The above signatures certify the beginning teachers, mentors, and other stakeholders who contributed to the content of conceptual framework of the site-based plan.

Beginning Teacher Support Program

Part II - Program Narrative

A. Program Administration

- Antioch Elementary School (AES) is located in Matthews, NC. We serve 732 students in grades Kindergarten through fifth.
- AES has 65 Asian students, 33 African American students, 572 White students, 28 Hispanic students, and 32 “Two or More Race” students with 1 student being Native Hawaiian and 1 student being American Indian or Alaska Native.
- Formal Orientation**
- North Carolina Evaluation System Orientation
- Beginning of the year Mentor and Mentee meeting
- AES vision and goals for 2015-2016

B. Site-Based Activities for 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.

Site-Based Activities

1. Bi-monthly meetings with mentor contact
2. Weekly meetings between mentor and beginning teacher
3. Schedules for mentee and administration to observe career teacher

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.

Site-Based Activities

1. Assist mentee in establishing teacher communication page/site
2. Involvement in school and PTO activities

3. Mentor to share ideas on how to effectively communicate with parents
4. Mentor will support beginning teacher with PEPs and instructional 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.

Site-Based Activities

1. Beginning teacher will participate in weekly PLC planning meetings
2. Participation in staff development opportunities (school and county based)
3. Mentor will share resources and/or model lessons if applicable
4. Mentor will provide continued support and encouragement

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.

Site-Based Activities

1. Utilize assessments to provide data driven instruction
2. Classroom Management
3. Mentor will support beginning teacher with PEPs
4. Participation in Kid Talk/RTI meetings

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.

Site-Based Activities

1. Review and reflect on beginning teacher's video (If applicable)
2. Mentor will observe beginning teacher and provide feedback
3. Review observations/PDP and establish a plan for areas of improvement

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● Develops the Professional Development Plan by October 30th● Completes and professional development required/prescribed by UCPS● Is observed on the NC Teacher Evaluation system at least four times culminating with a summary evaluation conference by the district's target dates.
Year 2	<p>The beginning teacher:</p> <ul style="list-style-type: none">● Continues to have a mentor teacher● Develops the Professional Development Plan by October 30th● Completes any professional development required/prescribed by UCPS● Is observed on the NC Teacher Evaluation system at least four times culminating with a summary evaluation conference by the district's target dates.● Submits Interim Requirements in May of the current year
Year 3	<p>The beginning teacher:</p> <ul style="list-style-type: none">● Continues to have a mentor teacher● Develops the Professional Development Plan by October 30th● Completes any professional development required/prescribed by UCPS● Is observed on the NC Teacher Evaluation system at least four times culminating with a summary evaluation conference by the district's target dates.● Completes the Beginning Teacher Support Program provided that all state requirements have been fulfilled.