

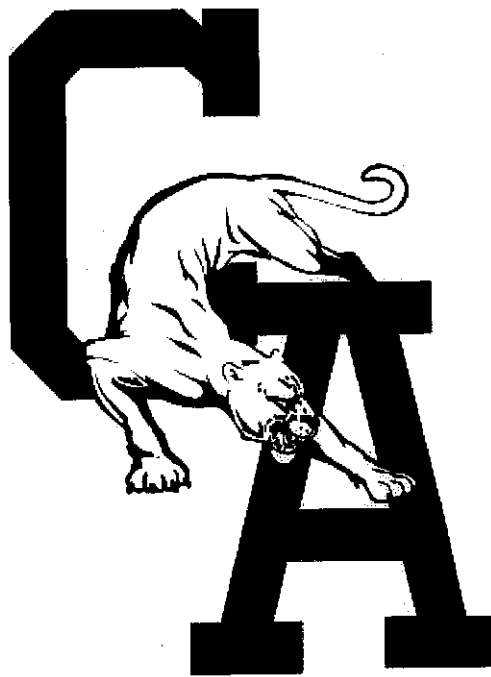
Union County Public Schools

Central Academy of Technology & Arts

Beginning Teacher and Mentor Support Plan

2015 – 2016

(A Plan to Support the Retention of Novice Teachers)



“Leading the Way”

Central Academy of Technology & Arts
600 Brewer Drive
Monroe, North Carolina
28112

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

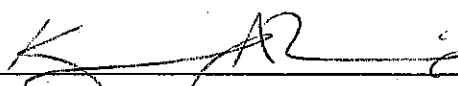
School Address: Central Academy of Technology & Arts
600 Brewer Drive
Monroe, North Carolina 28112

Mentor Contact for the Beginning Teacher Support Program





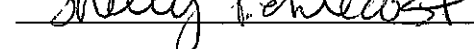
Name: Dr. Adam Tarlton
Position: English Teacher
Telephone: (704) 296-3088 E-mail: adam.tarlton@ucps.k12.nc.us

School Verification Official

Name: Dr. Kim Fisenne
Position: Principal
Telephone: (704) 296-3088 E-mail: kim.fisenne@ucps.k12.nc.us

 Principal 3/10/16

Signature of Authorized Official Position Date

<u>Printed Name/ Signature</u>	<u>Date</u>
Lisa Eaton 	<u>3/10/16</u>
Adam Tarlton 	<u>3/10/16</u>
Lori Janicki 	<u>3/10/16</u>
Nelson Rowell 	<u>3/10/16</u>
Shelly Pentecost 	<u>3/10/16</u>

The above signatures certify the employees who contributed to the content or conceptual framework of the site-based plan.

Beginning Teacher Support Program

Part II – Program Narrative

Program Administration

- Central Academy of Technology & Arts is a comprehensive magnet high school that incorporates rigorous academic and technical education using an innovative academy concept in a nurturing environment that emphasizes experiential learning, relevant internships, community involvement, technical, artistic, and academic integration. We prepare our students to compete in a global society.
- There are forty-seven classroom teachers on staff at CATA with 17% of them falling into the “Beginning Teacher” category. 30% of the teachers have more than ten years teaching experience. 28% have advanced degrees and two are Nationally Board Certified. There are two teachers who are currently seeking the NBCT classification.
- CATA students apply to enter the school based on three criteria. They must score a Level III or better on the end-of-grade test in reading and math in middle school, have good attendance, and have a good discipline record at the middle school level. If students enter in tenth grade, they are held to the same criteria except the test scores involved are English I and Algebra I.
- The students apply to the school for the excellent academics and the career-focused academies. These academies are staffed with professionals from those areas to help give insider expertise on the core content of the academy concept.

Formal Orientation

The mentoring program at Central Academy of Technology and Arts seeks to do three things for Beginning Teachers in our building:

1. Help teachers explore classroom strategies through professional development, lesson planning, and cooperative learning experiences with veteran teachers. These veteran teachers, having all been trained, are a significant source of introducing the beginning teachers to the opportunities that they have afforded to them both inside the building and Union County Public Schools.
2. Beginning teachers have the opportunity to visit classrooms of teachers in the building to see how to create a welcoming classroom environment, establish/maintain classroom management, and most importantly build relationships through experiential learning.
3. Beginning teachers will have the opportunity to attend multiple professional development sessions to develop their professional development log. These will occur once a month throughout the school year and will be the Mentoring Program focus for that month.
4. There will be a formal orientation at the beginning of the year, and throughout the year there will be various opportunities for these teachers to get together and discuss their experiences and plan together to help connect core instructional strategies.

Site-Based Activities for North Carolina Mentor Standards

- The mentor will meet with the beginning teacher as follows:
 - BT I: Minimum of once a week
 - BT II: Minimum of once every two weeks
 - BT III: Minimum of once every three weeks
 - BTs will meet once per six weeks.
 - This will help them begin to take charge of life after the BT program.
 - The Beginner Teacher Facilitator will continue to help BTs find opportunities for professional growth.
- The Mentor assist the BT with developing their PDP and classroom goals
 - Mentor Teachers will help the BT submit their PDP.
 - Mentor Teachers and the BT will have at least one common goal in both PDPs.
 - Mentor Teacher will help the BT develop a Classroom Plan for:
 - Instruction
 - Management
 - Assessment
- The Mentor conducts at least one peer observation of the BT one time this year
 - One peer observation will be a formal observation (not to be included in summative).
 - This observation will be rated using the TrueNorthLogic evaluation instrument.
 - Through this mentors will help the mentee develop a plan for areas of improvement.
- The Mentor supports BT to understand/implement UCPS' mission and the vision and mission of CATA.
 - The mentor will help the BT find professional development opportunities.
 - The mentor/Beginning Teacher Facilitator will help in the classroom when necessary for the BT.
 - The Beginning Teacher Facilitator will create professional development opportunities based on the necessity of areas of improvement in the BT evaluations.
- The Mentor continues to maintain the BT Professional Development Actively Log.
- The Mentor will meet with the Beginning Teacher Facilitator once per semester..
- The developing facilitator will meet informally with the BTs to ensure that they are successful in the classroom and can carry out all assignments dutifully:
 - BT I: Once every two weeks
 - BT II: Once every three weeks
 - BT III: Once per six weeks
- The Beginning Teacher Facilitator will formally observe all BTs once per semester with intermittent informal observations throughout the course of the semester. Based on these observations, individual plans will be established for all BTs in areas where they need help.
- Beginning Teachers will be asked to observe at least one **veteran teacher** and one **beginning teacher** each semester. These teachers may or may not be in their content area.

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. The Mentors attend grade level/team/department meeting with the BT and assist them with developing lesson plans that align with the NCSCOS and Common Core Curriculum.
2. The Mentors make presentations to the BT in order to model leadership through communication. This can be formal or informal during a class period or after school.
3. The Mentors identify instructional problems on the grade level/team/department level and assisted the BT in making changes in their instruction.
4. The Mentors make suggestions for improvement strategies for their BTs based upon their peer evaluation submitted to the Beginning Teacher Facilitator.

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. The Mentors meet with the BT and discuss the importance of following a student's IEP/504 or Medical Plan and how to implement this in the classroom.
2. The Mentors share their globalization lesson plan and how they highlight globalization in their classroom with the BT. Teachers will also be asked to highlight cultural development in the world throughout the year (i.e. Black History Month). These will be modeled from Mentor Teachers.
3. The Mentors model for the BT ethical, open, and honest behavior in all their interaction with the school and the community. Teachers will use the ethical approaches throughout the year to help them develop relationships with all stakeholders involved in the learning process.

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. The Mentors meet with the BT regularly to support the BT to be successful in the classroom and on the EOC, AP SAT, ACT and NCF exam. The mentors will share any areas where BTs should be focusing. The Mentors and Beginning Teacher Facilitator will help the BTs to focus on these areas with various strategies.
2. The Mentors meet with the BT to support the BT in planning their lesson and adhering to the pacing guides of the courses they are teaching. Teachers will be given a lesson plan template to help with the planning. Teachers will be shown various templates and be given the autonomy to choose which lesson plan template works best for them.
3. The Mentors help the BT understand how to incorporate 21st. Century Technology into their lesson. BTs will be asked to attend the Technology Professional Development sessions throughout the year to help them incorporate technology into their classrooms. They will also be asked to find one goal to include in their PDP.

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. The Mentors frequently share and collaborate with the BT to use benchmark data to drive instruction. This will be done through formative and summative assessments.
2. The Mentors support the BT during site based professional development so that the BT understands how to use the information in their classroom. This will occur through the Instructional Facilitator, and BTs will be asked to, with their mentors, keep a record of all sessions that they attend throughout the year.
3. The Mentors will help the BTs by modeling for them the necessary components of ethical, moral, and appropriate social norms and behaviors in the classrooms. This will be a key component in understanding how to administer, grade, and give feedback on all types of assessments.

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. The Mentors meet with the team/department and the administrative team to analyze test scores and develop intervention programs to support the BT. This will be completed through analysis of benchmarks, final exams, etc.
2. The Mentors demonstrate concern for the school's achievement and help the BT understand the importance of school achievement. We will discuss the factors that influence what distinguishes our school and how the BTs role plays a major factor in that achievement.
3. The Mentors share data used to make instructional decision with students, parents, colleagues and the administrators. Teachers will help students struggling come up with their action plan to help improve their grades.
4. The Mentors and the BTs will meet frequently to discuss the school year. Such meetings will include:
 - a. Strategies for Retention of Teachers
 - b. Strategies to Help Students Learn Effectively
 - c. Reflection on How to Alter the Classroom Plan and Environment
 - d. Understanding the Least Restrictive Environment and Zone of Proximal Development.