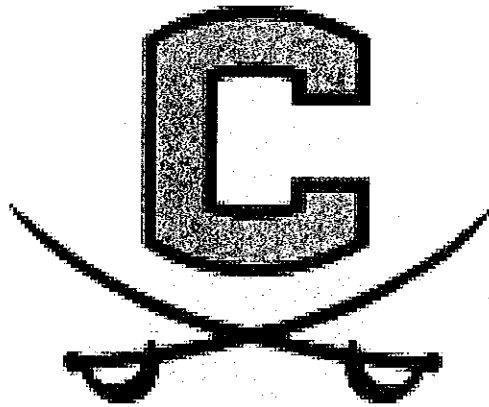


**Union County Public Schools**  
**Cuthbertson Middle School**  
**Beginning Teacher and Mentor Support**  
**Plan**  
**2015-2016**

*(A Plan to Support the Retention of Novice Teachers)*



*The Community at Cuthbertson Middle School is dedicated to developing a safe and rigorous learning environment, in which all students will advance and utilize 21<sup>st</sup> Century Skills, increase global awareness and civic engagement, and be challenged to their fullest potential to emerge as independent, life-long learners.*

***Ready, Set, Go...***

# *Cuthbertson Middle School*

*1520 Cuthbertson Road*

*Waxhaw, NC 28173*

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

**2015-2016**

**School Address:** Cuthbertson Middle School  
1520 Cuthbertson Road  
Waxhaw, NC 28173

### **Mentor Contact for the Beginning Teacher Support Program**

**Name:** Mrs. Michelle Goode

**Position:** Assistant Principal

**Telephone:** (704) 296-0107      **E-mail:** [michelle.goode@ucps.k12.nc.us](mailto:michelle.goode@ucps.k12.nc.us)

### **School Verification Official**

**Name:** Mr. Kevin Nesteruk

**Position:** Principal

**Telephone:** (704) 296-0107      **E-mail:** [kevin.nesteruk@ucps.k12.nc.us](mailto:kevin.nesteruk@ucps.k12.nc.us)

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**Signature of Authorized Official**

**Position**

**Date**

Printed Name/ Signature

Date

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

## Beginning Teacher Support Program

### Part II – Program Narrative

#### A. Program Administration

Cuthbertson Middle School is located in central Waxhaw, North Carolina. Currently, there are 1140 enrolled students. CBMS serves grades 6- 8.

#### B. Formal Orientation

September 14, 2014: Mentor/Beginning Teacher assignments were selected and instructions were disseminated and handbook was reviewed.  
October 23, 2014: Mentors and Beginning Teachers met with BT Facilitator to review important dates and information. Beginning Teachers and Mentors were informed of the documentation requirements that will be submitted throughout the school year.

#### C. 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. Career-status teacher observations
2. Staff Development
3. BT/Mentor Meetings
4. Classroom Walkthroughs

**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. Moodle pages
2. Cavalier Kudos
3. Content integration
4. Utilization of Parent Assistance Module (PAM)
5. CBMS International Festival
6. Student and Teacher of the Month program

**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. PLC Training and Meetings
2. Weekly Grade Level Planning
3. Monthly Content Planning
4. Staff Development
5. Weekly Technology training
6. CBMS in-house monthly staff development

**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. Benchmark assessments
2. Common grading practices
3. Grade level meetings to plan and discuss grading strategies
4. Common 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. Announced/Unannounced Observations
2. Snapshot observations with Google Doc to share information
3. BT observing Mentors/Mentors observing BT
4. School Site visit opportunities and discussion opportunities

### The Beginning Teacher Timetable

<b>Year 1</b>	The beginning teacher: <ul style="list-style-type: none"><li>Ⓢ is assigned a mentor</li><li>Ⓢ is provided an orientation</li><li>Ⓢ develops the Professional Development Plan by October 30th</li><li>Ⓢ completes any professional development required/prescribed by UCPS</li><li>Ⓢ is observed on the NC Teacher Evaluation system at least four times culminating with a summary evaluation conference by the district's target dates</li></ul>
<b>Year 2</b>	The beginning teacher: <ul style="list-style-type: none"><li>Ⓢ continues to have a mentor teacher</li><li>Ⓢ develops the Professional Development Plan by October 30th</li><li>Ⓢ completes any professional development required/prescribed by UCPS</li><li>Ⓢ is observed on the NC Teacher Evaluation system at least four times culminating with a summary evaluation conference by the district's target dates</li><li>Ⓢ submits Interim Requirements in May of the current year</li></ul>
<b>Year 3</b>	The beginning teacher: <ul style="list-style-type: none"><li>Ⓢ continues to have a mentor teacher</li><li>Ⓢ develops the Professional Development Plan by October 30<sup>th</sup></li><li>Ⓢ completes any professional development required/prescribed by UCPS</li><li>Ⓢ is observed on the NC Teacher Evaluation system at least four times culminating with a summary evaluation conference by the district's target dates</li><li>Ⓢ completes the Beginning Teacher Support Program provided that all State requirements have been fulfilled.</li></ul>

## APPENDICES