

Union County Public Schools

East Elementary School

Beginning Teacher and Mentor Support Plan 2015 – 2016



**East Elementary School
515 Elizabeth Ave.
Monroe, NC 28110**

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

School Address: East Elementary School
515 Elizabeth Ave.
Monroe, NC 28110

Mentor Contact for the Beginning Teacher Support Program

Name: Ms. Christy Scott

Position: Literacy Curriculum Coordinator

Telephone: (704) 296-3110 **E-mail:** christy.scott@ucps.k12.nc.us

School Verification Official

Name: Mr. Denny Ferguson

Position: Principal

Telephone: (704) 296-3110 **E-mail:** denny.ferguson@ucps.k12.nc.us

Signature of Authorized Official

Position

Date

Printed Name

Date

**Christy Scott
Helen Gagnon
Whitney Herman
Kaitlin Chambers
Katie Nine
Emily Harrison
Anna Allen
Claudia Pernas
Tina DiMola
Roseli Dunne
Leslie Sanders
Cameron Thorstad
Maggie Wolljung
Tracey Fluharty
Amy Martin
Karen Hargrove
Robin Durham**

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

Beginning Teacher Support Program

Part II – Program Narrative

A. Program Administration

- Title I school with 95% of students on Free/Reduced lunch.
- 61% Hispanic, 33% African American, and 5% Caucasian, 1% Other
- 581 students
- 31 subgroups
- 1 self-contained EC classroom (Autistic classroom)
- 2 EC resource teachers
- 32 K-5 classrooms
- 1 Pre-K classroom

B. Formal Orientation

- School-wide meeting to discuss the school goals, vision, and mission. Discussion of the school handbook.
- Mentees are met with by their mentors, curriculum staff, and administration to go over the expectations of the classroom including curriculum.

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. Meet to determine the BT's needs every quarter during mentor/ mentee meetings
2. Meet to discuss BT's Post evaluation
3. BT will share information attained during county BT meetings with the grade level

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. Meet to discuss developing the learning community
2. Meeting to discuss PBIS and discipline plan (ideas/strategies)
3. Mentors will assist their beginning teacher prepare for parent-teacher conferences/ parent communication

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. Discuss implementation of professional development into classroom instruction
2. Discussion of Common Core – review the Unpacking documents and other supporting documents
3. Meeting to discuss implementation of PEPs, IEPs, LEPs, 504s, interventions and strategies.

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. Review the grading practices that were decided upon by the grade level
2. Meeting to discuss cumulative folders and their contents
3. Discuss student data from benchmark assessments to drive instruction

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. Meeting to discuss Professional Development Plans
2. BT (Year 1 and Year 2) will observe a career status proficient teacher
3. Mentor and BT will debrief and discuss future plans for instruction after reflection on a lesson the beginning teacher taught

The Beginning Teacher Timetable

Year 1	The beginning teacher: <ul style="list-style-type: none">⌚ is assigned a mentor⌚ is provided an orientation⌚ 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
Year 2	The beginning teacher: <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	The beginning teacher: <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.