

Union County Public Schools

Antioch Elementary School

***Beginning Teacher and Mentor Support Plan
2018-2019***

(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
2018-2019**

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

Mentor Contact for the Beginning Teacher Support Program

Name: Mrs. Janet Jonas

Position: 3rd Grade Teacher

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

School Verification Official

Name: Mr. Tom Childers

Position: Principal

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

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 786 students in grades Kindergarten through fifth.
- AES has 104 Asian students, 41 African American students, 542 White students, 53 Hispanic students, 43 Two or More Race students and 3 students being American Indian or Alaska Native.
- **Formal Orientation**
- North Carolina Evaluation System Orientation
- Beginning of the year Mentor and Mentee meeting
- AES Year in Review and vision and goals for 2018 - 2019

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. Quarterly meeting 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/MTSS 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.