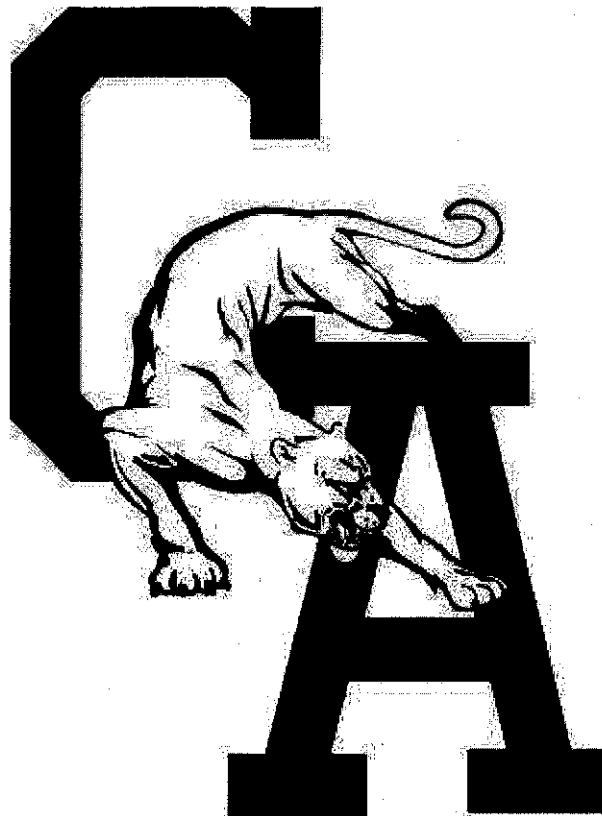


Union County Public Schools
Central Academy of Technology & Arts
Beginning Teacher and Mentor
Support Plan
2018 – 2019

(A Plan to Support the Retention of Novice Teachers)



Leading the Way

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

Site-Based Beginning Teacher and Mentor Support Plan
Information Form
2018-2019

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

Mentor Contact for the Beginning Teacher Support Program

Name: Dr. Josh Wall
Position: Assistant Principal
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School Verification Official

Name: Ms. Vicki Merritt
Position: Principal
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Signature of Authorized Official

Principal
Position

12/14/18
Date

Printed Name/ Signature

Date

Josh Wall, Assistant Principal, *Josh Wall* 12-14-18

Dan Edwards, Assistant Principal, *Dan Edwards* 12-14-18

Sarah Henry, Mentor Teacher, *Sarah Henry* 12-14-18

Shelia Horne, Mentor Teacher, *Shelia Horne* 12-14-18

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

- 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, and technical, artistic, and academic integration.
- There are forty-eight classroom teachers on staff at CATA with 17% of them falling into the "Beginning Teacher" category.
- 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, science, 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 Math 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. The academies include Medical Science, Pre-Engineering, Transportation Systems (Auto Technology and Collision), Information Systems (Cyber Security, Software and Game Design, Computer Engineering, and Music Production and Recording Arts (MPRA)) and Performing Arts (Theater and Dance).

B. Formal Orientation

The mentoring program at Central Academy of Technology and Arts seeks to accomplish the following:

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.

C. Site-Based Activities for North Carolina Mentor Standards

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 month with administration.
 - This will help them begin to take a leadership initiative 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 may have at least one common goal in both PDPs.
 - Mentor Teacher and administration will help the BT develop a Classroom Plan for:
 - Instruction
 - Management
 - Assessment
 - End of Class Lesson Planning
 - Disciplinary Literacy
 - Literacy Concepts
 - Lesson Planning
 - Pacing
 - Gradual Release of Responsibility Concepts.
 - 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 True North Logic 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 Mentee continues to maintain the BT Professional Development Activity 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 once per month and as needed.
- The administration 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 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 curriculum and 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 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.
3. The Mentors will help BTs develop lessons in which there are a variety of research based methods used to deepen student engagement and responsibility.

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 formal assessments. 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 research based strategies, as well as, encouraged off site staff development in the content area on the county level and beyond.

2. The Mentors meet with the BT to support the BT in planning their lessons 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 and created blended lessons using the technology as a tool of many others.

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. In addition, departments will give input to administration on what type of formal data is needed to inform classroom planning.
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 proponent in understanding how to administer, grade, and give feedback on all types of assessments.
4. BTs will learn lesson planning, unit planning, backwards design planning, best practices with regard to student feedback, end of lesson planning, lessons with engagement and movement, disciplinary literacy, and the Gradual Release of Responsibility model with purpose statements, and best practices for focused, collaborative, independent, and guided instruction. BTs will learn to develop their own style while having access to best practices to enhance student engagement.

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 department and the administrative team to analyze instructional delivery and develop intervention programs to support the BT. This will be completed through analysis of benchmarks, final exams, informal conversations, BT meetings, and formal and informal observations.

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 create an action plan to help improve their own responsibility for learning.
4. Mentors will encourage BTs to create long term plans for their classrooms and programs and help develop curriculum conversations within and outside of their departments.
5. The Mentors and the BTs will meet frequently to discuss the school year. Such meetings will include:
 - Strategies for Retention of Teachers
 - Strategies to Help Students Learn Effectively, become engaged, and take responsibility.
 - Reflection on How to Alter the Classroom Plan and Environment as and if needed

Union County Public Schools Beginning Teacher Support Program

The Beginning Teacher Support Program is a state-mandated three-year induction program designed to support beginning teachers. The program is structured so that the experiences of beginning teachers are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. The support program's platform is aligned with the North Carolina Professional Teaching Standards and the North Carolina Educator Effectiveness System with targeted support from mentors within the school's Professional Learning Community (PLC). To assure that beginning teachers have a supportive work climate, each school has a Site-based Beginning Teacher Support Plan that is aligned with the UCPS Beginning Teacher Support Program.

The Beginning Teacher Timetable

<p>Year 1</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> • Is assigned a mentor • Is provided an orientation • Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator • Completes any professional development activities required/prescribed by the district • Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines • Receives a summary evaluation by the principal according to established timelines. • Submits First-Year Beginning Teacher Files to the Canvas Course according to established timelines.
<p>Year 2</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> • Continues to have a mentor • Is provided an orientation • Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator • Completes any professional development required/prescribed by the district • Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines • Receives a summary evaluation by the principal according to the established timeline • Submits Second-Year Interim Requirements Files to the Canvas Course according to established timelines.
<p>Year 3</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> • Continues to have a mentor teacher • Completes the initial, mid-year, and end-of-year Professional Development Plan by the established timelines with the signature of the mentor and administrator • Completes any professional development required/prescribed by UCPS • Is observed on the NC Teacher Evaluation System at least three times by an administrator and once by a peer observer according to established timelines • Receives a summary evaluation by the principal according to the established timelines • Submits Third-Year Cumulative Files to the Canvas Course according to established timelines.

**Timelines for Evaluation Procedures
 NC Educator Effectiveness System (NCEES) for Teachers
<http://ncees.ncdpi.wikispaces.net/NC+Teachers>**

ALL TEACHERS AND SUPPORT STAFF MUST RECEIVE A SUMMARY EVALUATION EACH YEAR.

Comprehensive Evaluation Cycle
 (Replaces the Probationary Teacher Plan)

Beginning teachers and teachers with less than three consecutive years with UCPS

- Orientation/ Training within the first two weeks of school
- Self-Assessment by October 30th
- Initial PDP/IGP by October 30th
- (PDP/IGP of BTs must be signed by the mentor for each period.)
- Three (3) formal observations by an administrator and one (1) by a peer
 - First formal by October 30th with pre-conference and post-conference
 - Second formal by January 15th with post-conference
 - Third formal by April 13th with post-conference
 - Fourth formal by April 13th with post-conference

Note: The peer observation may be conducted during any observation cycle after the first formal observation has been conducted by the administrator.

- Mid-Year PDP/IGP by January 15th
- End-of-Year PDP/IGP by April 13th
- Summary Evaluation on Standards 1-5 by April 30th



APPENDICES

(Insert examples, forms, activity sheets or sample documents as applicable.)

CATA BT CANVAS PAGE

<https://ucps.instructure.com/courses/49801>

CATA BT MEETING SCHEDULE

Month	Date	Day	Time	Topic
				The First Days (For BT 1 ONLY)
August	24	Friday	9:00-10:00	Wong, Classroom Management, Lesson Plans, Classroom Appearance
September	18	Tuesday	3:35-4:35	Standard V, Engaging Students Discussion... Review- Transforming the Tasks, End of Lesson Planning
October	30	Tuesday	3:35-4:35	Follow up with PD from the Bank Day on Focused Instruction and on Student Centered Learning Teacher UCPS BT meeting share, NCEES Standard IV, Literacy Site Share and Save.. http://www.adlit.org/strategy_library/ (Review) (5)
November	27	Tuesday	3:35-4:35	<ul style="list-style-type: none">• How are you engaging students?• How are you incorporating movement into lessons?• How are you refining lessons upon reflection• What are you doing the students can do?
December	18	Tuesday	3:35-4:35	Standard III, Feedback in Instruction, Developing End of Lesson Planning.
January	29	Tuesday	3:35-4:35	Standard II, Engaging Student Response that is meaningful and purposeful, Taking a look at what BTs have requested for assistance.

February	19	Tuesday	3:35-4:35	Standard I
March	19	Tuesday	3:35-4:35	Next Steps. How do BTs move forward and reflect. Long term goals. What does your perfect classroom look like? Strategies for struggling and non-struggling students. How can you give them the best possible learning experience of their life!
April	16	Tuesday	3:35-4:35	
May	21	Tuesday	3:35-4:35	From Great to Greater