

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-004

Policy Title: Policies on the Beginning Teacher Support Program

Current Policy Date: 11/04/2010

Other Historical Information: Previous Board dates: 03/05/1998, 11/05/1998, 06/11/2003, 2/5/2004, 01/05/2006/08/03/2006

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM

4.00 Induction Requirements

Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure.

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require a Beginning Teacher Support Program experience.**4.10 Assignment/Experience**

Requirements

It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.

4.20 Beginning Teacher Professional Development Plan

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II monitoring process.

4.30 Optimum Working Conditions for Beginning Teachers

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the beginning teacher.

The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

4.40 Orientation

Orientation must be aligned according to the Mentor Program Standards

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies,

and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the North Carolina Teacher Evaluation Process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Mission and Goals.

4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support.

4.55 Mentor Training

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Revised standards for Mentors are attached to this policy.

4.60 Observations/Evaluation

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

4.80 Beginning Teacher Support Program Timetable

<p>Year 1</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ is assigned a mentor ▪ is provided an orientation ▪ develops a Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
<p>Year 2</p>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates the Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation

Year 3	<p>The beginning teacher:</p> <ul style="list-style-type: none"> ▪ continues to have a mentor teacher ▪ updates Professional Development Plan ▪ completes any professional development required/prescribed by the LEA ▪ is observed at least four times culminating with a summative evaluation
---------------	---

4.90 Conversion Process

Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately.

When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a Standard Professional 2 license for it to be granted. A principal must rate a probationary teacher as “proficient” on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a Standard Professional 2 license.

4.100 Due Process

Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.

4.120 Beginning Teacher Support Program Plans

Each LEA must develop an annual plan and to provide a comprehensive program for beginning teachers. This plan must meet the Beginning Teacher Support Program Standards. Plans must

demonstrate that the Beginning Teacher Support Program is proficient on each standard and element. The Beginning Teacher Support Program is aligned to the standards and assessed according to the continuum.

This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program shall submit a Beginning Teacher Support Program Plan to the SBE for approval. The plans must:

- (1) describe adequate provisions for efficient management of the program.
- (2) designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- (4) address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.
- (9) provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
- (10) provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).
- (11) provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- (12) describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- (13) document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

The plan must be on file for review at the LEA, charter school, or non-public institution.

4.130 Beginning Teacher Support Program Annual Reports, Annual Peer Review and Process, and Five Year Formal Review Reports

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program

to the Department of Public Instruction by October 1 that includes evidence of demonstrated proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards.

Every fifth year the Department of Public Instruction will formally review Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring team should report any standards and key elements where programs are not deemed at least proficient to the Department of Public Instruction. Programs that are rated developing on the standards continuum should be put on an improvement plan and re-reviewed more frequently to ensure that all beginning teachers are supported.

In order to assist LEAs in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, LEAs will participate in implementing a regionally-based annual peer review and support system.

Beginning Teacher Support Program Report

LEA: ____
 Individual Submitting Report: ____

School Year: ____
 Date: ____

		1 st Year		2 nd Year		3 rd Year	
		TE	LE	TE	LE	TE	LE
Number of Beginning Teachers							
Number of Beginning Teachers Not Returning to LEA							
Of those not returning, how many							
Turnover Initiated by LEA	Non-renewal (probationary contract ended)						
	Interim contract ended--not rehired						
	Resigned in lieu of dismissal						
	Dismissed						
Turnover Beyond Control	Reduction in Force						
	Resigned due to family responsibilities/childcare						
	Resigned due to family relocation						
	Resigned due to military orders						
	Resigned due to health/disability						
	Resigned to continue education						
	Did not obtain or maintain license						
	Deceased						
might be Reduc ed at the	Resigned to teach in another NC LEA						
	Resigned to teach in a NC Charter School						

	Resigned to teach in a NC non-public/private school						
	Resigned to teach in another state						
	Dissatisfied with teaching or career change						
	Resigned for other reasons						
	Resigned for unknown reasons						
Other	Moved to a non-teaching position in education						
	Please specify:						
<p>Any additional information that you would like to provide.</p>							

Data Related to Lateral Entry Teachers

1. Of the new lateral entry teachers employed by your system this year, what percent (approximately) were employed for each of the following reasons:
 - a. exceptional expertise in the license area _____
 - b. licensed applicants were not interested in the position _____
 - c. licensed applicants did not appear to be a good match for the position _____
 - d. no appropriately licensed teachers were available _____
 - e. other (please specify) _____

2. Of the new lateral entry teachers employed by your system this year, what percent (approximately) were employed prior to the start of the school year? _____

3. Which of the following programs/services did you provide your lateral entry teachers:
 - a. assigned a mentor in the same license area
 - b. assigned a mentor prior to the first day of employment
 - c. provided additional assistance during the two-week orientation period
 - d. employed a full-time mentor for lateral entry teachers
 - e. held monthly meetings especially for lateral entry teachers
 - f. provided focused professional development for lateral entry teachers throughout the school year
 - g. assisted lateral entry teachers in having their transcripts reviewed and programs of study prescribed
 - h. assisted lateral entry teachers in locating classes
 - i. provided tuition assistance for required coursework
 - j. sponsored Praxis II preparation workshops
 - k. Paid for the Praxis II exam(s)

 - l. Other (please specify) _____

4. Did your lateral entry teachers encounter difficulty with any of the following:

a. classroom management	yes	no
b. implementing school policies	yes	no
c. instructional delivery	yes	no
d. differentiated instruction	yes	no
e. understanding child development	yes	no
f. finding needed coursework	yes	no
g. availability of needed coursework	yes	no
h. having their transcripts reviewed	yes	no
i. passing Praxis II	yes	no
j. understanding licensure requirements	yes	no
k. complying with licensure requirements	yes	no
l. Other (please specify)	_____	

5. From the areas identified in #4, please list the top 3 (from a central office/system-wide perspective) and briefly describe your efforts to support the lateral entry teacher in the area.

	Area of Difficulty	LEA Efforts to Assist Lateral Entry Teachers in this area.
#1		
#2		
#3		

6. From the areas identified in #4, please list the top 3 (from a principal/school level perspective) and briefly describe your efforts to support the lateral entry teacher in the area.

	Area of Difficulty	LEA Efforts to Assist Lateral Entry Teachers in this area.
#1		
#2		
#3		

North Carolina Mentor Standards Overview

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.

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.

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.

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.

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.

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

1a Trusting Relationship and Coaching

- Mentors establish and maintain confidential relationships with beginning teachers.
- Mentors develop a range of coaching skills to support beginning teachers.
- Mentors adapt their use of coaching skills and strategies to effectively support beginning teachers.

1b Leadership

- Mentors ensure that beginning teachers are aware of leadership opportunities.
- Mentors encourage and support beginning teachers to engage in leadership at the school and district levels.
- Mentors guide beginning teacher's reflection on leadership experiences to promote leadership development.

1c Communication and Collaboration

- Mentors utilize effective communication skills with beginning teachers.
- Mentors support beginning teachers to develop effective communication skills in collaborative interactions with colleagues and administration.
- Mentors support beginning teachers to engage in collaborative dialogue to improve professional practice and school effectiveness.

1d Best Practices

- Mentors possess knowledge of best practices with a primary focus on student learning.
- Mentors provide resources for and modeling of best practices for beginning teachers.
- Mentors support beginning teachers' implementation of best practices.

1e Ethical Standards

- Mentors are knowledgeable about the ethical and professional standards.
- Mentors demonstrate ethical and professional behavior in interactions with beginning teachers, staff, administration, community members and students.
- Mentors initiate collaborative dialogue with beginning teachers regarding ethical and professional behavior

1f Advocacy for Beginning Teachers and Students

- Mentors advocate for beginning teachers to ensure they have appropriate instructional resources and supportive working conditions.
- Mentors coach beginning teachers on methods of advocacy for themselves and their students.
- Mentors advocate for initiatives and policies to improve education for all students and promote positive change practices.

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

2a Relationships with Students

- Mentors support beginning teachers to be aware of the importance of building strong relationships with their students and share ways to get to know them.
- Mentors provide beginning teachers with strategies and methods to communicate effectively with students in a variety of settings and situations.
- Mentors collaborate with beginning teachers to assess the effectiveness of communications and interactions with students and their impact on relationships and learning.

2b Relationships with Families

- Mentors support beginning teachers to develop relationships with families and significant adults in the lives of their students
- Mentors collaborate with beginning teachers to design and implement effective ways of connecting and communicating with parents and guardians in formal and informal settings.
- Mentors facilitate the beginning teacher's development of methods to support inclusion of families in the on-going process of identifying and improving student achievement.

2c Relationships at School and in Community

- Mentors assist beginning teachers in learning about the context of the school and community.
- Mentors support beginning teachers to meet and engage with school colleagues and partners in the community.
- Mentors support beginning teachers to develop activities that foster positive collaboration between school and community.

2d Honor and Respect for Diversity

- Mentors support beginning teachers to know the cultural, ethnic, gender and socioeconomic characteristics of their classroom, the school and the community.
- Mentors collaborate with beginning teachers to expand self-awareness regarding issues of diversity as they impact teaching and learning.
- Mentors support beginning teachers to expand their awareness of culturally inclusive practices and to include them in planning, implementing, and reflecting on lessons.

2e Classroom Environments that Optimize Learning

- Mentors possess a broad knowledge of systems and techniques for classroom management.

- Mentors support beginning teachers in developing effective designs for classroom management to create and maintain a respectful inviting classroom community.
- Mentors support beginning teachers to better understand the specific behaviors of their students and ways to adjust strategies to meet student needs and maintain engagement in learning.

2f Reaching Students of all Learning Needs

- Mentors engage in dialogue with beginning teachers regarding the individual learning needs of their students and corresponding labels that might be assigned to them.
- Mentors support beginning teachers' understandings of diversity and appropriate instructional strategies to meet individual learning needs.
- Mentors collaborate with beginning teachers to implement and assess differentiated lessons designed to meet learning needs and promote student success.

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

3a NCSCOS and 21st Century Goals

- Mentors demonstrate strong knowledge of NCSCOS for own grade levels/subjects and support beginning teachers to become knowledgeable of NCSCOS for their grade levels/subjects.
- Mentors demonstrate vertical alignment of NCSCOS so can understand where came from
- Mentors support beginning teachers to design lessons that integrate 21st century goals and skill development with NCSCOS and to reflect on implementation.
- Mentors support beginning teachers' participation in professional learning communities focused on full implementation of NCSCOS and achievement of 21st century goals.

3b Content and Curriculum

- Mentors ensure that beginning teachers receive necessary NCSCOS and state/district curriculum resources.
- Mentors assist beginning teachers in the use and implementation of NCSCOS and required curriculum.
- Mentors collaborate with beginning teachers to develop standards-based short and long term curriculum plans that show application of content and connections to the lives of students.

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

4a Instructional Practice

- Mentors support the planning, implementation and assessment efforts of beginning teachers.
- Mentors collaborate with beginning teachers to improve instruction and learning.
- Mentors provide additional assistance and professional development to beginning teachers in areas of need.

4b Professional Practice

- Mentors ensure that beginning teachers are fully aware of professional licensure requirements.
- Mentors model behaviors that demonstrate professional practice and support beginning teachers to pursue professional growth and to maintain professional practice.
- Mentors facilitate on-going dialogue with beginning teachers to reflect on and enhance professional practice.

4c Student Assessment

- Mentors support beginning teachers to have and use required student assessments.
- Mentors assist beginning teachers in the analysis of student assessment data from a variety of sources and to make adjustments in instructional delivery based on results.
- Mentors support beginning teachers to design and use student assessment tools to inform the planning of differentiated lessons that are responsive to identified student needs.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

5a Allocation and Use of Time with Beginning Teachers

- Mentors initiate making connections with beginning teachers and learning about their needs before or near the start of school or at the time of hire if later in the year.
- Mentors support beginning teachers to attend a program orientation and support clarification of program information.
- Mentors meet regularly with beginning teachers and focus their efforts on effective coaching and time management to meet individual needs.

5b Reflective Practice

- Mentors become highly skilled in the use of instructive, collaborative and facilitative approaches to coaching.
- Mentors support beginning teachers to reflect on practice and self identify their instructional strengths and challenges.
- Mentors collaborate with beginning teachers in the on-going improvement of teaching and learning through reflection.

5c Mentor Data Collection

- Mentors observe in beginning teachers' classrooms to gather data and reflect on instructional practice.
- Mentors expand their repertoire of observation tools to be responsive to the needs and interests of beginning teachers.
- Mentors collaborate with beginning teachers to select a focus for data collection, to reflect on results, and plan next steps.

North Carolina Mentoring Continuum

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

Element	Developing	Proficient	Accomplished	Distinguished
Trusting Relationship	Has awareness of the need to maintain a confidential mentor relationship with the beginning teacher and the importance of mentor language	Respects confidential nature of mentor/beginning teacher relationship. Utilizes collaborative facilitative language when supporting the beginning teacher	Honors confidential relationship. Provides coaching support tailored to meet the needs of the beginning teacher	Upholds confidential relationship. Focus of coaching emerges from on-going dialogue with beginning teacher and mutually agreed upon next steps. Is responsive to the immediate and long-term needs of the beginning teacher
Leadership	Provides beginning teacher with a list of opportunities for leadership	Models shared leadership, encourages beginning teacher engagement in leadership activities, and reflects with the beginning teacher	Supports the beginning teacher's involvement in school leadership opportunities	Assists the beginning teacher to assume leadership roles at school and district levels. Provides on-going coaching and support of leadership development
Communication and Collaboration	Exhibits effective communication skills	Assists the beginning teacher in developing the skills that would enable him/her to communicate effectively within collaborative settings and to develop positive working relationships	Supports the beginning teacher to use effective communication skills in collaboration with colleagues to improve teaching and learning	Nurtures the self-efficacy of the beginning teacher and his/her responsibility to utilize effective communication skills in collaborative dialogue to improve school effectiveness
Best Practices	Brings knowledge about best practices into conversations with beginning teachers	Provides resources for the beginning teacher on best practices with a primary focus on student learning	Models best practices with a focus on student learning while working collaboratively with the beginning teacher	Uses observations and data collection to provide clarification for the beginning teacher in implementing best practices with a primary focus on student learning
Ethical Standards	Is aware of ethical and professional standards	Demonstrates ethical and professional behavior in interactions with beginning teachers and school	Initiates collaborative dialogue with the beginning teacher regarding ethical and professional behavior	Exemplifies ethical and professional behavior and serves as a role model within the school and district community

		administration		
Advocacy for Beginning Teachers and Students	Identifies and assists in locating instructional resources for the beginning teacher	Advocates for improving working conditions for the beginning teacher and his/her students when needed	Advocates for initiatives to improve education for all students. Coaches the beginning teacher on advocacy methods.	Advocates for positive change in policies and practices affecting student learning. Utilizes working conditions data to ground advocacy efforts

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Element	Developing	Proficient	Accomplished	Distinguished
Relationships with Students	Supports the beginning teacher to become aware of the importance of building strong relationships with students	Provides the beginning teacher with strategies for effective communication with students individually and in groups. Share methods of learning more about students' individual backgrounds, strengths, and needs	Collaborates with the beginning teacher to assess the effectiveness of communications and interactions with students and reflect on his/her impact on relationship and instruction	Supports the beginning teacher to solicit and utilize on-going feedback from students regarding teacher/student communications and interactions. Facilitates the beginning teacher's reflection on the role of building and maintaining relationships with students and effective outcomes for learning
Relationships with Families	Brings awareness to the beginning teacher of the importance of communication with parents/families. Shares resources such as telephone logs, classroom newsletter/website design, and phone/email protocols	Supports the beginning teacher development of a home-school communication plan that establishes regular use of tools that promote effective communication with parents/families	Parents collaborate with the beginning teacher in the planning and implementation of parent-family conferences/communications. Reflects on effectiveness of interactions and communications to meet both the beginning teacher's needs and the parents/family's needs	Facilitates the beginning teacher's development of a variety of lessons on school-related activities that regularly include families in the on-going process of identifying and improving student achievement

Relationships at School and in Community	Assists the beginning teacher to become familiar with faculty/staff. Shares availability of community resources	Introduces school and community partners/resources to the beginning teacher. Communicates context and history	Assists the beginning teacher with development of activities that foster collaboration between the school and the community	Fosters collaborative activities for the beginning teacher that includes and embraces the cultural norms of the community
Honor and Respect for Diversity	Informs the beginning teacher of the demographical composition of the school and community	Raises an awareness of the beginning teacher's perspective and cultural inclusiveness as evidenced in the classroom	Introduces the beginning teacher to culturally inclusive practices	Engages the beginning teacher proactively around issues of diversity. Demonstrates culturally inclusive practices and guides the beginning teacher in developing his/her own

Mentor Standard 2 (continued)

Element	Developing	Proficient	Accomplished	Distinguished
Developing Classroom Environments that Optimize Learning	Demonstrates knowledge about classroom rules, procedures and consequences	Assists the beginning teacher in developing classroom management plan in order to create and maintain a respectful inviting classroom community	Observes and provides specific feedback on: -Student behavior and engagement -Routines/Procedure -Instructional delivery -Classroom climate	Facilitates the beginning teacher's understandings of specific student behaviors and use of strategies to address student needs and maintain engagement in learning activities
Reaching Students of all Learning Needs	Raises awareness of the ways that	Supports the beginning teacher to lessons that	Guides the beginning teacher's	Facilitates reflective dialogue with the

	students are identified based on special needs	take into account individual needs of students and promote student success	understandings of diversity and appropriate instructional resources/practices, such as differentiated instruction	beginning teacher on: -Preparatory and supportive work -Student/teacher interaction -Interpretation of student output -Development of multiple teaching strategies to best accommodate all learners
--	--	--	---	---

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

Element	Developing	Proficient	Accomplished	Distinguished
Implementation of NCSCOS and 21st Century Goals	Demonstrates strong knowledge of NCSCOS for his/her own grade level/subject and is aware of the scope and sequence of the NCSCOS across grade levels/disciplines	Implements strategies in weekly conversations that demonstrate awareness and understanding of the NCSCOS. Facilitates designing lessons that link the NCSCOS with 21st Century skill development	Collaborates with the beginning teacher in on-going conversations on how to integrate 21st Century goals into the NCSCOS. Facilitates the beginning teacher's active participation in professional learning communities	Facilitates the beginning teacher's development of all strands of the NCSCOS and the scaffolding of the NCSCOS across grade levels/subjects. Utilizes weekly professional conversations and professional development to support the beginning teacher in reflecting upon the use of 21st century standards in the curriculum
Content and Curriculum	Provides NCSCOS for the beginning teacher. Is aware of the need to assist the beginning teacher in its use	Provides state and district curriculum resources and assists the beginning teacher in determining key concepts. Assists the beginning teacher in establishing appropriate pacing	Promotes networking by the beginning teacher within school and district to access a wide range of curriculum resources. Supports the beginning teacher in developing both short and long term curriculum plans	Supports the beginning teacher in designing lessons that show application of the content and demonstrate connections to life in the community

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

Element	Developing	Proficient	Accomplished	Distinguished
Instructional Practice	Informs and highlights for the beginning teacher the need for planning, implementing, and using assessments	Supports planning, implementation, and assessment efforts of the beginning teacher	Collaborates with the beginning teacher to improve instruction and learning based on assessments. Provides professional development in areas of need using the cycle of assistance: Preconference, Observe, Reflect	Facilitates the beginning teacher's in depth analysis of student work and planning for differentiated instruction based on results. Provides on-going support and coaching for implementation
Professional Practice	Informs the beginning teacher of licensure requirements	Models and nurtures continual growth, professional ethics, norms of collaboration, equity and high expectations	Facilitates on-going conversation with groups of teachers on professional norms, continuing education and overall growth of students	Facilitates beginning teacher application of action research, case studies, and other resources such as book studies and community agents. Creates opportunities for the beginning teacher to talk with others about professional practice
Student Assessment	Brings awareness of achievement data sources to the beginning teacher. Exposes beginning teacher to school and district data. Ensures that the beginning teacher has the required assessments that accompany texts.	Models need for data to enhance teaching and improve student performance. Assists the beginning teacher in interpreting data gathered from informal and formal assessments and to apply results in planning and making adjustments in instructional delivery	Supports the beginning teacher in the development and use of tools to assess student work. Collaboratively plans differentiated instruction based upon results	Provides/leads professional development for beginning teachers on a range of assessment techniques and how to utilize the data to meet individual needs. Facilitates leadership of beginning teachers to inform colleagues of their learning regarding student assessment and designing responsive instruction

Mentor Standard 5: Mentors support beginning teachers to reflect on their practices.

Element	Developing	Proficient	Accomplished	Distinguished
Allocation and Use of Time with Beginning Teachers	Is aware of importance of meeting the beginning teacher and learning about his/her individual needs. Initiates introductions and offers availability for support	Supports the beginning teacher to attend a program orientation within first two weeks of employment. Meets with the beginning teacher at least twice monthly. Focuses coaching efforts on meeting individual needs	Meets with the beginning teacher prior to their start of the school year to support classroom planning/ preparation. Clarifies program information as needed. Regularly meets (face to face, virtually or through other medium that best meet the needs of beginning teachers) with the beginning teacher weekly and honors start and end times. Makes conscientious effort to use coaching skills and time effectively to meet individual needs	Meets with the beginning teacher prior to the start of the school year and meets at least twice per week. Provides the beginning teacher with additional ways to communicate and get support between scheduled meetings. Is dedicated to and skilled in providing quality coaching and targeted use of time to effectively meet individual needs
Reflective Practices	Relies on instructive approaches to tell the beginning teacher how to enhance instructional practice and student achievement	Utilizes instructive, collaborative and facilitative approaches to engage the beginning teacher to reflect and improve on practice	Blends instructive, collaborative and facilitative approaches to facilitate the beginning teacher's use of reflection to self identify his/her instructional strengths and challenges and to engage in an on-going cycle of improvement	Orchestrates highly refined use of instructive, collaborative and facilitative approaches to enhance a beginning teacher's ability to reflect on strengths and challenges. Nurtures the beginning teacher's capacity to infuse reflection in his/her practice and to improve teaching and learning
Mentor Data Collection	Makes brief general observations of the	Collaborates with the beginning teacher to	Observes the beginning teacher's classroom	Utilizes a range of data collection tools to best capture information on

	beginning teacher's classroom on multiple occasions to gather data on practice	conduct classroom observations and gathers general data on practice. Has brief reflective conversation with the beginning teacher regarding knowledge gained from the data	regularly for both snapshot and formal visits to gather data. Collaborates with the beginning teacher to define a focus for data collection and to plan time to fully review the implications of the data	the focus established by the beginning teacher. Facilitates conversation with the beginning teacher regarding the data collected and fosters reflection and next steps based on the data
--	--	--	---	--

Beginning Teacher Support Program

Vision for Mentoring and Induction

The North Carolina Professional Teaching Standards establish a powerful vision for the roles of teachers in their classrooms and schools in the 21st century. The standards challenge teachers to:

- Pursue leadership opportunities in their school, district and community
- Make the content they teach engaging, relevant and meaningful to students' lives
- Teach existing core content that is revised to foster the abilities of students to think critically, problem solve and use information technology responsibly
- Nurture classroom environments that help students discover how to learn, innovate, collaborate and communicate their ideas
- Incorporate global awareness, civic literacy, financial literacy and health awareness in the core content areas
- Utilize interdisciplinary instructional approaches and relationships with home and community in the learning process
- Reflect on their practice and craft assessments that are authentic and structured and place an emphasis on the demonstration of knowledge
- Develop the value of lifelong learning and the joy of encouraging their students to learn and grow

The attainment of this vision is challenging for all educators and is particularly daunting for the newest teachers in the profession. Close to twenty-five percent, over 22,000, of North Carolina's teachers are in their first three years in the profession. Of these beginning teachers, twenty-six percent, approximately 6,000, are starting their teaching careers prior to earning a Standard Professional I license. If the beginning teachers of North Carolina are going to be able to meet the state's professional teaching standards, impact the learning of all students in distinguished ways, choose to remain in the profession and become future master teachers, teacher leaders and skilled administrators and superintendents, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the 115 school districts in the state.

Beginning Teacher Support Program Standards

Overview

Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment and support and principal engagement.

Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors and mentor professional development.

Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction and addresses issues of diversity.

Standard 4: Beginning Teacher Professional Development: Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to school site and professional development designed to meet the unique needs of beginning teachers and aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation.

Standard 1: Systemic Support for High Quality Induction Programs

The commitment of all stakeholders, beginning teachers, mentors, faculty members, school level administrators, district-level administrators, school boards, State Boards of Education, Department of Public Instruction, post-secondary education institutions, professional organizations to the effectiveness, sustainability, and success of the mentoring and induction program is felt system-wide. Stakeholders foster a climate that values the support of beginning teachers through mentoring and induction and promote conditions for high quality mentoring and induction by evaluating, designing, and revising related policy and practices. Stakeholders support ongoing program improvement and accountability through multiple processes including data analysis and program review.

The leadership of the principal is instrumental in ensuring the success of mentoring and induction program at the site level. Principals establish and maintain a positive school environment that supports mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to staff regarding the role of mentor and the multiple facets of mentoring, including the essential component of confidentiality.

1a. Institutional Plan

Key Features:

- Plan is approved by the Board of Education
- Plan is based on State Board Policy
- Plan clearly outlines responsibilities and procedures for all stakeholders

1b. Institutional Commitment and Support

Key Features:

- Stakeholders acknowledge the value and importance of mentoring and induction.
- Stakeholders appoint and support designated leadership for oversight of the mentoring and induction program.
- Stakeholders support the creation of policies and practices that meet state mentoring-induction program standards.
- Stakeholders advocate for conditions that promote high quality mentoring and induction.
- Stakeholders support data collection, program improvement and program accountability.

1c. Principal Engagement

Key Features:

- Principals provide positive working conditions for beginning teachers.
- Principals provide a positive context for beginning teacher work with mentor.
- Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions.
- Principals clearly communicate mentor's role to staff.
- Principals respect the nature of the mentor's relationship with the beginning teacher.

Standard 2: Mentor Selection, Development and Support

The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership. The application, interview and selection processes are transparent and uniformly implemented.

The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote growth along the indicators defined in the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and to ensure quality student learning.

Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.

2a. Mentor Selection

Key Features:

- Selection criteria include input from a variety of stakeholder groups.
- Mentor selection criteria are clearly articulated by program leadership.

- Process for mentor application and selection is transparent and uniformly applied.

2b. Mentor Role

Key Features:

- Mentors support beginning teacher orientation and provide logistical and emotional support.
- Mentors focus their primary support on improving instruction and learning.
- Mentors provide ongoing support and encouragement for the beginning teacher.

2c. Mentor Professional Development

Key Features:

- Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.
- Mentors receive ongoing training to advance their knowledge and skills.

Mentors have opportunities to participate in professional learning communities of mentoring practice.

Standard 3: Mentoring for Instructional Excellence

Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System is the comprehensive guide used by all teachers, mentors and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.

Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and

beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.

3a. Time

Key Features:

- Mentors are provided time to work with beginning teachers during and outside of the school day.
- Mentors and beginning teachers have protected time to engage in required mentoring and induction-related activities.

3b. Instructional Focus

Key Features:

- Mentors utilize the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System to guide, refine and deepen their work with beginning teachers across the full range of teaching practices.
- Mentors make classroom observations to support beginning teachers in developing effective classroom management, lesson planning and instruction.

3c. Issues of Diversity

Key Features:

- Mentors support beginning teachers to appreciate diversity and to create a respectful environment for a diverse population of students.
- Mentors support beginning teachers to design and implement instruction that meets the diverse learning needs of students.

Standard 4: Beginning Teacher Professional Development

Beginning teachers benefit most by participating in professional development that is targeted to meet their needs as novice instructors. To meet the needs of beginning teachers and promote their successful entry and engagement in the school community, principals ensure that beginning teachers receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures.

Ongoing professional development is tailored to meet the needs of beginning teachers and scheduled before the start of school or soon thereafter. Provision is made to support late hire beginning teachers to receive information provided at site and district professional development. Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

4a. Beginning Teacher Professional Development

Key Features:

- Beginning teachers participate in a structured orientation to their school.
- Beginning teachers participate in district-wide professional development designed for beginning teachers prior to the start of the school year or soon thereafter.
- Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and takes into account the unique needs of beginning teachers.

Standard 5: Formative Assessment of Candidates and Programs

The system-wide use of the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System provides standards-based aligned descriptions of practice and expectations for beginning teacher development. Mentors utilize the language and expectations of these foundations in the use of formative assessment tools for ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning.

The North Carolina Mentoring and Induction Program Standards form the basis on which individual mentoring and induction programs are assessed. District mentor program leaders and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement. All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs.

5a. Formative Assessment

Key Features:

- Mentors utilize the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher

Evaluation System in supporting their beginning teachers' practice and student learning.

- Mentors use formative assessment tools to gather data on classroom practice and student learning to promote and guide their work with beginning teachers.

5b. Program Evaluation

Key Features:

- Infrastructure exists that assists in the collection and use of data regarding beginning teacher practice and program implementation overtime.
- Program leaders and stakeholders use data to identify impacts, successes, and challenges and to inform program improvement