

Beginning Teacher Support Program Plan

HCLA Leadership Academy

State Board of Education Policy: TCED-016

Introduction:

Hope Charter Leadership Academy (HCLA) is a tuition-free public school serving students from Kindergarten through Fifth grade. HCLA is a year-round calendar school located at 1116 North Blount Street in downtown Raleigh, NC. HCLA Leadership Academy's progressive, high-quality, student-centered educational program expands educational choices for parents and their children in the public school system, supports a nurturing community of learners, and focuses on enhancing the academic growth while nurturing social development in every student.

HCLA is a Title I school with approximately 93% of its students receiving free or reduced lunch. We currently have one classroom per grade level and its instructional staff is 88% certified and highly qualified.

Describe adequate provisions for efficient management of the program.

The Beginning Teacher Support Program (BTSP) will be an integral part of the professional development program at HCLA. The Principal will oversee the program with collaboration of the BTSP Coordinator, who is also a certified mentor. The Curriculum Instruction Facilitator will serve as the BTSP Coordinator, in which she will implement and manage the Beginning Teacher Support Program as part of her job responsibility while maintaining her other responsibilities. In addition, the Curriculum Instruction Facilitator will provide support to an additional certified mentor on staff who will provide mentorship to a designated caseload of Beginning Teachers.

The purpose of the HCLA BTSP will be to improve the effectiveness of beginning teachers through intensive support aligned to each teacher's individual needs, teaching assignment, and school environment. Each mentor will provide in-person and virtual individualized assistance targeted at improving instructional skills in the core areas of curriculum planning, curriculum implementation, classroom culture, classroom assessment, teacher reflection, and community reflection.

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Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.

The BTSP Coordinator and the additional mentor will monitor the progress of any beginning teacher on staff through the three-year tenure of induction. At the end of each school year, the BTSP Coordinator will collect all BT data for the State of the Teaching Profession report. In addition, the BTSP Coordinator will report the standing of each eligible beginning teacher to the principal. Beginning teachers who meet all of the following licensure criteria would be eligible to convert to a continuing license:

- Completion of all required coursework.
- All NCSBE approved exams have been passed.
- Three years of teaching have been completed.

After successfully completing all licensure criteria, beginning teachers will be approved to move from an initial license to a continuing license and notification will be sent to the Licensure division of Department of Public Instruction.

Provide for a formal orientation for beginning teachers, which include a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.

HCLA will provide orientation to all new instructional faculty at the beginning of the school year. The Principal and the BTSP Coordinator will be responsible for having an orientation to review licensing and evaluation procedures with the instructional staff. The initially licensed teachers' orientation will specifically consist of a meeting with BTSP Coordinator. When appropriate, community officials who support HCLA will come and speak with the new teachers and inform how they collaborate with our instructional program. During the beginning of the year orientation, the SMART goal format will be taught for writing appropriate goals on the PDP. Specific topics of discussion will include but not be limited to: HCLA's philosophy of instruction, discipline policy, parent/student handbook, parent involvement policy, safety issues, class routines and procedures, scheduling issues and compliance regulations.

Instructional licensed staff hired after the start of the school year will have an orientation within 10 business days of hiring and assigned a mentor if required. Follow up training will be held during quarterly professional development meetings.

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Address compliance with the optimum working conditions for beginning teachers identified by the SBE.

The following compliance's will take place offering the optimum working conditions for beginning teachers as identified by the State Board of Education:

- A documented orientation, within the first two weeks of the teacher's first day of work. Orientation will include, but is not limited to:
 - The Principal and Beginning Teacher Support Program Coordinator will be responsible for presenting and reviewing all school procedures and policies, as well as state expectations, during the opening staff meetings for the current school year. A certified mentor will assist the beginning teacher with navigating the procedures and policies pertinent to HCLA Leadership Academy throughout the school year.
 - NC Teacher Evaluation process
 - NC Standard Course of Study
 - Local curriculum guides
 - State Board of Education's Mission and Goals
 - Safe and appropriate use of seclusion and restraint of students
 - Instructional staff hired will be assigned in the area of licensure. The Principal will review application documentation to ensure the teaching candidate is matched to the appropriate licensure area and considered a Highly Qualified Teacher.
 - A copy of the BTSP and the process for achieving a continuing license will be provided.
 - A certified mentor of HCLA, in close physical proximity will be assigned to the beginning teacher early.
 - Limited preparations and non-instructional duties will be assigned to beginning teachers. Committee assignments, specialized duties, will be limited.
 - Limited number of exceptional or challenging students will be assigned to beginning teachers.
 - Beginning teachers will express their interest in performing additional extracurricular activities in writing (advising clubs, service organizations, etc.) This letter will be kept in the Beginning Teacher's personnel file. If performance is indicated to be below standard, this opportunity will be withdrawn.

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Address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.

The State Board identifies the following criteria for mentor selection:

A. Mentor Selection

- Appraisal ratings among the highest in the school (regardless of instrument/process used);
- Strong recommendations from principal, as well as other stakeholders such as peers.
- Process for mentor application and selection is transparent and uniformly applied.

B. Mentor Role

- 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.

C. Mentor Professional Development

- 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.

D. Other

- Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the State's goals (ABC's), strategic priorities, and standard course of study; and
- Mentor selection criteria will be clearly articulated by program leadership.
- Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.
- Any teacher who is interested in becoming a mentor will be identified by principals and will participate in mentor training and teacher performance evaluation training.

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- Experienced teachers who have a strong understanding of HCLA Leadership Academy’s instructional philosophy, who model strong teaching practices and whose students achieve success in the classroom.
- The mentor will have been rated at least at the “proficient” level on NCEES (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation).
- The Principal, BTSP Coordinator will work with and support the mentors on an ongoing basis by assisting in developing the necessary knowledge, skills and attitudes to be effective instructional coaches. Emphasis will also be on working with mentors to ensure that they are modeling and providing the necessary instructional, emotional and organizational support to the beginning teachers they are mentoring.

Provide for the involvement of the Principal or the Principal's designee in supporting the beginning teachers.

The Principal will be heavily involved in the selection of mentors. The principal will frequently be in the classrooms of beginning teachers on both an informal and formal basis. The Principal will meet directly with beginning teachers upon notification of any concerns with the performance of beginning teachers from the mentor.

The Principal, in collaboration with the BTSP Coordinator, will seek training opportunities for mentors, plan orientation activities and ensure that meetings are held at least monthly, and often more frequently, between initially licensed teachers and their mentors. The Principal will also provide materials and supplies as needed for the beginning teachers and/or their mentors for their professional development.

Provide for a minimum of 4 observations per year in accordance GS115C-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.

The Principal will observe and evaluate the beginning teacher using the HomeBase TNL NCEES Evaluation Tool four times a year. Observations will be conducted by the principal three times a year and by a peer (the mentor) once a year. The observations will be

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conducted as close as possible to resemble during each grading period (quarter). The mentor will be present during post-evaluation conferences and will work with the Beginning Teacher on improving practices identified as “developing” during the evaluations.

The summative evaluation will be completed by June 10 each year and used in making decisions regarding extending employment and request for Standard II licensure. Copies of all formal observation, the summative, the PDP, and the Self-Assessment will be kept in electronic format on HomeBase TNL.

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.

The preparation for the PDP will be reviewed within the second month of school (or the first month of employment). The PDP and Self Assessment Tool will be completed during mid-September of each school year. The PDP will be reviewed in collaboration with the beginning teacher, the certified mentor, BTSP Coordinator, and the Principal. Signatures will indicate approval of the initial, mid-year, and final update of the PDP.

- The PDP will be based on North Carolina Professional Teaching Standards and will include goals, strategies, and assessment of the BT’s progress in improving professional skills.

Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.

Each beginning teacher will be provided with a copy of the NCEES Teacher Evaluation Process Manual and Rubric. The regular meetings with the new teacher and mentor will serve as a time to identify the technical assistance needed for the new teacher. The initially licensed teacher will have the support of the Administrative team, EC department and professional colleagues to improve their skills and provide assistance and training as needed.

Beginning teachers will be encouraged to observe other classes or go to other schools to get new ideas or new techniques that they can incorporate in their classrooms. Outside workshops will be provided when appropriate.

Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).

A cumulative file for the initially licensed teacher will be maintained. All documentation related to the completion of the Beginning Teacher Licensure Program will be maintained in this file or within online systems. The initially licensed teacher will be provided a

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copy of all items included in the cumulative file when requested. The file will include Mentoring Agreement, Mentor Logs, BTSP checklist, PD documentation, acknowledgement of training forms, and other required documentation as required by the BTSP.

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.

In the event that the teacher is employed by another school prior to the granting of a continuing license, copies of documentation in the initially licensed teacher file will be forwarded to the new school with the teacher's authorization within 10 days of the request/authorization.

Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.

The Principal in collaboration with the Education Committee of the Hope Board of Directors will evaluate the Beginning Teacher Support Program each year to ensure the program quality, effectiveness and efficient management. The Principal will hold interviews with the beginning teachers and mentors to annually evaluate the program's strengths and weaknesses. Additionally, the BTSP Coordinator will complete BTSP Self-Evaluation and Peer Review processes as required, and this information will be shared with the Principal and Education Committee of the Board. Changes will be made as needed.

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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 Principal and the BTSP Coordinator will assure that the plan has been approved by the SBE and the Hope Board of Directors. Board approval will be documented through the Board minutes.

Submitted Date: _____

HCLA Board Approved Date: _____

Cher Perry, BTSP Coordinator _____

Date: _____

Clarissa Fleming, Principal _____

Date: _____

Board of Directors' Designee: _____

Date: _____