



ECU[®]

COMMUNITY SCHOOL

Beginning Teacher Orientation 2019-2020

Day One: August 7, 2019 (Cole)

1. Welcome
2. Review of Agenda
3. Introductions to Key ECUCS Support Staff and SGE Staff
4. Campus Tour
5. BT Requirements
 - a. BT and New Employee Support Program Meeting Schedule
 - b. N.C. New Teacher Support
 - c. Transition Plan
 - d. Mentors
 - e. BT Logs
 - f. Attire
6. Culture of Consistency
7. Lunch
8. Classroom Time
 - a. Inventory
 - b. List of needed materials
 - c. Classroom Management Plan
9. Day One Reflections

Day Two: August 8, 2019 (Brown)

1. Welcome
2. Further Reflection/Questions from Day One
3. Introduction-Curriculum Director
4. NC New Teacher Support
 - i. Fall Boot Camp
 - ii. Professional Development
 - iii. Coaching
5. Coaching Framework
6. Trajectory Guides
7. Progress Reports
8. Report Cards
9. Classroom Time
10. Reflections of Day #2

Day Three: August 9, 2019 (Pennington)

1. Welcome
2. Introduction to Special Education Director/Teacher
3. Special Education topics
 - a. What are IEP's?
 - i. Components
 - ii. Meeting Schedule
 - iii. Accommodations/Modifications
 - b. Review of classroom roster for students with special needs
 - i. How to access IEP's
 - ii. Review of IEP's
 - c. Tips for working with...
 - i. Special Education Students
 - ii. Special Education Parents
 - iii. Special Education Teachers
 - iv. Related Services providers
 - d. Steps to take if you suspect a student may have a disability
 - e. Strategies for adapting curriculum
4. Reflection on Day 4

Day 4: August 12, 2019 -ECU New Employee Orientation

Day 5: August 13, 2019 (Cole and Mentors)

1. Teacher Evaluation Process
2. Mentor/Mentee Time
3. Day 5 Reflections and Orientation Evaluation



Beginning Teacher Support Program Plan

Overview

In accordance with State Board of Education Policy: TCED-016, the East Carolina University Community School (ECUCS) provides a research-based program of guidance and support for all beginning teachers (BTs) in their first three years of teaching. The ECUCS Beginning Teacher Support Program (BTSP) is under the supervision of the ECUCS principal and is aligned with the five North Carolina Beginning Teaching Support Program Standards (see Appendix A), the North Carolina Mentor Standards, and the North Carolina Professional Teaching Standards. In addition, the North Carolina Beginning Teacher Handbook is a helpful reference guide to ensure successful implementation of our BTSP.

Goals

The ECUCS BTSP assists with the transition from university training or past work experience, to novice teacher, and on to continued professional growth towards exemplary teaching. At the ECUCS, the BTSP will function as a professional learning community and will provide respectful support and experience-based clinical guidance (as distinguished from evaluation) for beginning teachers and a commitment to high quality training and support for mentors. We believe BTs will reach their greatest potential with multi-tiers of support from the ECUCS principal, exceptional mentors, and ECU College of Education faculty. Additional goals of the BTSP include helping BTs:

- meet the NC Professional Teaching Standards,
- positively impact the lives and learning of all students,
- experience professional vitality and choose to remain in the profession,
- share their professional success stories with other teachers and future teachers, and
- demonstrate excellent teaching.

The BTSP is also designed to help new teachers make a smooth transition into the educational profession. Support is provided for all new teachers through an orientation, ongoing guidance, and opportunities to enhance each teacher's professional development while encouraging individuality, innovation, and creativity.

Finally, the East Carolina University Community School's Beginning Teacher Support Program Plan meets all state requirements as outlined below.

Program Management and BT Identification, Verification, and Documentation Process

The ECUCS BTSP is managed by the ECUCS Principal under the supervision of the Dean of the College of Education at East Carolina University and the ECUCS Advisory Board. The ECUCS Principal and the ECU COE Licensure Specialist will work together to verify the status of incoming teachers with fewer than three years of experience to participate in the BTSP and ensure their teaching assignment is in the correct area of licensure. Student services personnel, administrators, and curriculum instructional specialists are not required to participate in the BTSP. The ECUCS Principal and the ECU COE Licensure Specialist will also verify the eligibility of beginning teachers for a continuing license. BTs are eligible to convert to a continuing license once all required coursework has been successfully completed, all North Carolina State Board of Education (NCSBE) approved exams have been passed, and three years of teaching have been completed. The ECUCS Principal and the ECU COE Licensure Specialist will collect and submit Beginning Teacher data through the State of the Teaching Profession Report and the annual Teacher Turnover Report.

BT Orientation and Induction

As part of the hiring process, each beginning teacher is provided, within the first two weeks of employment, a formal orientation with the ECUCS Principal and other ECUCS school personnel. All ECUCS BT's take part in a five-day comprehensive orientation prior to working with children. BT orientation activities include, but are not limited to: campus and community tours, reviewing curriculum with ECUCS's Curriculum Director, working with ECUCS's Special Education Director to review student IEP's and learn more about the IEP process and planning time with mentors. Per NCSBE policy, this BT orientation also includes:

- ECUCS's mission, goals, policies, and procedures,
- State Board of Education's mission and goals,
- ECUCS's program services and professional development
- Proactive and positive classroom management
- Instructional and technology support
- Overview of the ECUCS's Beginning Teacher Support Program
- Procedure for converting an Initial Teaching License to a Continuing Teaching License providing beginning teachers complete all coursework, pass all NCSBE approved exams, and complete three years of teaching.
- NC Professional Teaching Standards and NC Educator Evaluation System (NCEES)
- NC Curriculum Standards and ECUCS curriculum resources,
- Exceptional Children laws and procedures, including the safe and appropriate use of seclusion and restraint of students,

- Reviewing research-based educational best practices,
- Reviewing required BT working conditions guidelines of:
 - job assignment of the BT will be in the area of licensure,
 - mentor assigned early and, when possible, in close proximity,
 - limited preparations,
 - limited non-instructional duties,
 - limited number of exceptional or difficult students,
 - no extra-curricular assignments unless requested in writing by the BT.

Mentor Selection, Assignment, and Training

The ECUCS Principal will follow the requirements of NCSBE Policy TCED-016 to nominate potential mentors. When a teacher is nominated, he or she receives a Mentor Consent Form and a copy of Mentor Responsibilities. The mentor then attends leadership and coaching training before being assigned to work with a beginning teacher. These mentors are clinical mentors in that they are not involved in evaluating their protégés. The ECUCS Principal makes all mentor assignments early in the summer or school year giving special attention to proximity in Beginning Teachers' schools, licensure area, grade span, and prior mentor assignment. Special attention will be given to the mentor's NCEES rating as required by North Carolina State Board of Education Policy TCED-016.

Initial training is provided to all mentors using the program developed by the NC Department of Public Instruction regarding their role as mentors and their responsibilities in the induction program. Mentors will initially meet with their protégé within the first ten days of employment and provide ongoing support throughout the year. Mentors receive ongoing training to advance their knowledge/skills and have opportunities to participate in professional learning communities of mentoring practice. Additional information is provided as needed on topics related to beginning teacher support.

Support from School Administration

As required in SBE Policy, the ECUCS Principal is ultimately responsible for training and orientation to the NC Educator Effectiveness System. The ECUCS Principal will frequently monitor the progress of beginning teachers and provide assistance to any teacher needing additional support. The ECUCS Principal will ensure beginning teachers have limited class preparations, limited non-instructional duties and a balanced roster of students. The ECUCS Principal will not allow beginning teachers to participate in extra-curricular assignments unless requested in writing, and will arrange for each beginning teacher to meet with their mentor on a routine basis.

The ECU-CS Formal Beginning Teacher Observation and Evaluation Process

The ECUCS implements the NCEES as a formal process for conducting observations and a summative evaluation on all BTs, and recognizes that a comprehensive evaluation cycle is critical to providing meaningful feedback on a BT's performance related to the NC Professional Teaching Standards. The NCEES components are outlined in the following table.

Component 1: Training and Orientation	<p>BTs participate in an evaluation training within two weeks of their first day in any school year.</p> <p>The ECUCS Principal provides:</p> <ul style="list-style-type: none">• the Rubric for Evaluating NC Teachers,• NC SBE Policy TCED-016, and• a schedule for completing the evaluation process. <p>Copies of these documents may be in electronic form. The ECUCS Principal may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are hired throughout the year.</p>
Component 2: Teacher Self-Assessment	<p>BTs rate and reflect on their performance using the Rubric for Evaluating North Carolina Teachers.</p>
Component 3: Pre-Observation Conference	<p>The purpose/goal of a pre-observation conference is to prepare the principal for the observation. Pre-observations are not required for subsequent observations.</p> <p>Before the first formal observation, the principal meets with the BT to discuss his/her Self-Assessment, Professional Growth Plan (PDP), and written description of the lesson(s) to be observed.</p>
Component 4: Observations	<p>BTs receive four (4) observations during the school year: three (3) conducted by the administrator and one (1) by a peer.</p>

	<p>The first observation is a formal observation. Observations may be announced or unannounced and appropriately spaced during the school year. The ECUCS will create an annual NCEES schedule for BTs.</p>
Component 5: Post Conference	<p>The principal shall conduct a post-conference no later than 10 days after each formal observation to discuss the teacher's performance. The conference will be based on the information from the pre-observation conference and the observation should be a vehicle for identifying areas of strength and areas in need of improvement.</p>
Component 6: Summative Evaluation Conference	<p>The principal conducts a summary evaluation conference with the BT. This conference is to provide the teacher with specific performance feedback based the NC Professional Teaching Standards, observations, and artifacts/evidence submitted as part of the evaluation process. Based on the collection of information gathered in the process, principals rate each element in the Rubric for Evaluating NC Teachers and review the completed Teacher Summary Rating Form with the teacher.</p>
Component 7: Professional Development Plan (PDP)	<p>BTs are required to complete a PDP with collaboration with the principal and mentor as part of the NCEES process.</p> <p>The PDP is based on the NC Professional Teaching Standards and must include goals, strategies, and assessment of the BT's progress in improving professional skills.</p> <p>In developing the PDP, the BT, principal and mentor use an assessment of the teachers' knowledge, performance, and dispositions.</p> <p>Throughout the year, formative assessment conferences are held to reflect on the progress</p>

	of the BT in meeting the goals established for professional growth. The PDP is updated on an annual basis.
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Outside Support and BTSP Partnerships

The ECUCS partners with ECU College of Education and the NC New Teacher Support Program (NC NTSP) to provide additional layers of support for our beginning teachers. With these partnerships, the ECUCS Principal, ECU COE faculty, and NC NTSP instructional coaches collaborate to support selected ECUCS BTs through frequent visits, planning, and professional development. The support from the NC NTSP includes:

- Participation in the NCNTSP Beginning Teacher Fall Institute
- On-going, customized professional development sessions
- Coaching from a NCNTSP Coach

BT Evaluation Process and Professional Development Plans

As required in SBE Policy, the ECUCS will provide for each beginning teacher to receive the four required observations, each one at a minimum of 45 minutes. A central part of the NC Educator Evaluation System (NCEES) is the Professional Development Plan (PDP). BTs will develop their PDP in collaboration with the ECUCS Principal and the ECUCS Mentor. The PDP is based on the NC Professional Teaching Standards, and includes goals, strategies, and an assessment of the BT's progress in improving professional skills. The PDP will be monitored and signed at each formative assessment conference during the school year by the ECUCS Principal, the BT's mentor, and the beginning teacher. To ensure timely and meaningful feedback, a schedule of due dates has been established. The final summary evaluation is set to be completed by the end of June each school year.

Identifying and Delivering Services, Professional Development, and Technical Assistance

Beginning teachers are required to fully participate in a three-year Beginning Teacher Professional Learning Community, with monthly school meetings and district wide meetings scheduled throughout the year by ECUCS Principal. The information discussed during these meetings is aligned with the NC Professional Teaching Standards and includes information regarding topics of concern to beginning teachers such as testing, working with data to improve student achievement, classroom management, exceptional children's issues, promoting personal and professional vitality, and instructional delivery. In addition, opportunities are provided for teachers to network and share ideas and concerns. These meetings are expected to take priority over any other after-school events.

ECUCS Mentors provide services to beginning teachers; services include informal observations, planning meetings, advice regarding classroom management and instructional strategies, and one-on-one support. By the end of August, ECUCS Mentors will conduct one coaching cycle with each beginning teacher. The mentor will document this cycle on a monthly mentor log which is submitted to the ECUCS Principal. This process will help prepare the teacher for the first formal observation by the ECUCS Principal.

In addition, ECUCS Mentors communicate at least monthly with the ECUCS Principal via logs, phone calls, email, and face-to-face meetings. When concerns are first identified, the mentor takes steps to provide assistance. If concerns continue, the mentor works with the ECUCS Principal to provide additional assistance.

Cumulative Beginning Teacher File

The ECUCS Principal maintains an electronic file on each BT containing mid-year and final summary evaluations and PDPs. Upon request, the ECUCS Principal will provide a copy of the cumulative beginning teacher file to the successive employing agency. For teachers who come to the ECUCS during their BT Program, a request will be made to the prior employing agency for a copy of the cumulative beginning teacher file and documentation of participation in BTSP activities from that school system.

BTSP Evaluation

The ECUCS will monitor the quality, effectiveness, and efficient management of the BTSP throughout the year by reviewing feedback from monthly mentor logs and plus/deltas from teachers attending support sessions. In addition, all professional development is evaluated.


The ECUCS also evaluates the BTSP success through a combination of interviews, surveys, and data analysis. To gather information on the effectiveness of the program and suggestions for improvement, the ECUCS Principal will complete an end-of-year survey, and administer an end-of-year survey to each mentor and BT. The ECUCS Principal will analyze the survey results and the teacher retention data.

The ECUCS Beginning Teacher Support Program will participate in the 5-year BTSP monitoring cycle conducted by NC DPI and the 5-year Peer Review process within the regional ILCC professional development meetings. Based on the results of this evaluation, the ECUCS Principal will collaborate with the NCDPI Regional Education Facilitator for Region 1 to revise the BTSP plan as needed.

As outlined in TCED-016, the BTSP Plan is to be approved by the local Board of Education and/or ECUCS Advisory Board, the NC Department of Public Instruction, and on file for review for the ECUCS community.


ECUCS Principal, Tracy Cole

Date: 11-14-19


ECU COE Dean, Dr. Grant Hayes
Acting Dean Dr. Art Rouse

Date: 11/14/2019


ECUCS Advisory Board Chair, Dr. Chris Locklear

Date: 11/14/19

Submitted to NCDPI:

Date: _____

Appendix A: Beginning Teacher Support Program Standards for North Carolina

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 addressing 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 the school site, as well as professional development designed to meet the unique needs of beginning teachers that is 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.