

Board Policy Amended on 3-14-16



Haliwa-Saponi Tribal School Board of Education Chair

Beginning Teacher Support Program Policy

1. Introduction:

The Haliwa Saponi Tribal School is committed to supporting its beginning teachers and maintaining compliance with State Board of Education Policy: TCP-A-004 (4.120). In accordance with aforementioned SBE policy, for the purpose of this local policy, a beginning teacher is one with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. Long Term Substitute Teachers and Unlicensed Teachers may, but are not required to, be included in this program.

Also in accordance with above said policy, 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 Principal of Operational Compliance in collaboration with the Principal of Daily Operations and/or 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.

For further clarification, please reference State Board of Education Policy: TCP-A-004 (4.120).

2. Describe adequate provisions for efficient management of the program.

The Beginning Teacher Support Program (BTSP) Specialist, in collaboration with the Principal of Daily Operations and the Principal of Operational Compliance, is tasked with the charge of developing, implementing and managing the Beginning Teacher Support Program.

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

The Principal of Operational Compliance, in collaboration with the Principal of Daily Operations and the BTSP Specialist will monitor the progress of all beginning teachers through the three years of induction.

During the May Board meeting each year, the Principal of Operational Compliance will report the standing of each eligible beginning teacher to the Haliwa Saponi Tribal School Board of Education.

At that time, beginning teachers with three years of experience who meet all licensure criteria will be approved to move from a Standard Professional I license to a Standard Professional II license and notification will be sent to the Licensure division of the NC Department of Public Instruction by June 30th of that year.

4. 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.

The Haliwa Saponi Tribal School will provide a full orientation to all beginning teachers new to the Charter School. This orientation shall take place prior to the arrival of students, except in the case where the teacher is hired AFTER the start of the school year, in which case, the orientation shall take place within the first ten days of employment. The orientation shall provide the beginning teacher with:

- an overview of the Haliwa Saponi Tribal School'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*, including copies of and/or links to the Rubric for Evaluating North Carolina Teachers, SBE Policy TCP-C-004 and the schedule for completing all components of the evaluation process;
- the NC Standard Course of Study including Essential Standards;
- local curriculum guides;
- the safe and appropriate use of seclusion and restraint of students;
- the State's Accountability Program; and
- the State Board of Education's Mission and Goals.

*In accordance with SBE Policy TCP-C-004, all participants, including administrators and peer reviewers and/or mentors, will receive training on the evaluation process before participating in the evaluation process.

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

Optimum working conditions as defined by State Board of Education policy TCP-A-004 are:

- Assignment in the area of licensure – The Principal will review all hiring recommendations and their accompanying documentation to

ensure the teacher is matched to his/her licensure area and/or considered Highly Qualified by NCLB guidelines.

- A mentor is assigned– The BTSP Specialist will work with the Principal of Daily Operations and the Principal of Operational Compliance to establish the best matches of mentors to Beginning Teachers. Mentors will be assigned within the first ten days of employment.
- An orientation that includes state, district, and school expectations - The Haliwa Saponi Tribal School will provide a full orientation to all beginning teachers new to the Charter School. This orientation shall take place prior to the arrival of students, except in the case where the teacher is hired AFTER the start of the school year, in which case, the orientation shall take place within the first ten days of employment. Please reference Section 5 of this Local Policy for a complete description of what should be covered as part of this orientation.
- Limited preparations – The Principal of Daily Operations will work to create the best schedule possible for the new teachers within the building. Ample planning time each day to prepare lessons will be provided.
- Limited non-instructional duties – The BTSP Specialist and the Principal of Daily Operations will monitor the number and type of duties and committees assigned to new teachers. These assignments are restricted by State Board policy TCP-A-004 to those that all teachers on the staff are required to complete such as hall, lunch, or bus duty and committees on which all staff members are assigned.
- Limited number of exceptional or difficult students – The Principal of Daily Operations, the BTSP Specialist and Exceptional Children's Program Coordinator will work together to balance the number of exceptional, ESL, or difficult students, as feasible.
- No extracurricular assignments unless requested in writing by the beginning teacher - The Beginning Teacher will request in a letter any extracurricular assignments including advising an after school club or service organization, coaching, or any other duty that requires additional amounts of time before or after the regular school day. The letter will be kept in the Beginning Teacher's personnel file at the school. The classroom performance of the beginning teacher will be monitored by the Principal of Daily Operations, BTSP Specialist and mentor with action taken if the teacher falls below standard on any area of performance.

6. Address compliance with the mentor selection, assignment, and training guidelines identified by the State Board of Education.

The State Board identifies the following criteria for mentor selection:

A. Successful teaching in the area of licensure

- Appraisal ratings among the highest in the school (regardless of instrument/process used);
- Strong recommendations from principal and peers;

B. Commitment

- Willingness to serve as a mentor;
- Willingness to participate in on-going annual professional development related to mentoring;

C. 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
- Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.

Teachers interested in becoming mentors will be identified by the BTSP Program Specialist, the Principal of Daily Operations and the Principal of Operational Compliance and will participate in both: a) mentor training and b) teacher performance evaluation training. Documentation that this training has taken place must be kept on file within the employee's personnel file and occur at least once every three years.

In cases where there are not enough available mentors to serve, the BTSP Specialist will serve as the Beginning Teachers' Mentor.

7. Provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.

The Haliwa Saponi Tribal School's BTSP Specialist and Principal of Daily Operations will provide active oversight to the Beginning Teacher Support Program. Furthermore, both will frequently be in the classrooms of beginning teachers on both a formal and informal basis.

8. Provide for a minimum of four observations per year in accordance GS 115C-333, using the instruments adopted by the State Board of Education 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.

Beginning Teachers are observed and evaluated using the instruments adopted by the State Board of Education for such purposes. Observations will be conducted by the principal or his/her designee three times a year

and by a peer once a year. These observations will be conducted on the following schedule:

Observation One	By October 20
Observation Two	By January 15
Observation Three	By March 20
Observation Four	By May 10

The summative evaluation will be completed by May 20th each year and be used in making decisions regarding employment. An audit of 20% or three, whichever is greater, of the Beginning Teachers of the School will be conducted every June by the Principal of Operational Compliance. This audit will include a review of the Teacher Evaluation system to check for compliance with the observation cycle and the BTs' Professional Development Plans.

9. 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 components of the beginning teacher's Professional Development Plan (PDP) will be taught during the Beginning Teacher's Initial Orientation. The PDP will be completed by October 15th of each year. The PDP will be created in collaboration with the beginning teacher, the Mentor and an administrator. Progress of the teacher on the goals stated on the document will be reviewed at least three times a year by the mentor and/or administrator. The beginning teacher will provide specific, observable, measurable evidence of growth in each standard identified as a focus. The BTSP Specialist will also informally review the PDP to identify any additional resources the novice may need to successfully complete the plan.

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

Beginning teachers in need of assistance will be identified through the following web of support:

When anyone working with a beginning teacher realizes there may be an area in which she or he needs assistance, the web of support can be accessed by contacting either the Principal of Daily Operations or the BTSP Specialist. The two will then work together to determine the best route of assistance for the beginning teacher based on the identified area of need/deficit.

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

Professional Development Plans and Teacher Observation Data will be maintained within the NC Educator Evaluation System. Proof of orientation during first ten days of hire and any excusal from exclusion of extra-curricular duties will be kept within the Beginning Teacher's folder within their official personnel file.

12. 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.

Upon request of the Beginning Teacher, any information regarding the Beginning Teacher's participation within the Beginning Teacher Support Program at the Haliwa-Saponi Tribal School will be sent to the Beginning Teacher Coordinator within that LEA through the mail within two weeks of the request by the BTSP Specialist.

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

The program will be evaluated through a series of surveys sent to first, second and third year teachers as well as to Mentors. The surveys will be reviewed and changes made to the program for the following year based on their feedback and current research. This will be done by the BTSP Specialist. In addition, every October the BTSP Specialist, the Principal of Operational Compliance and the Principal of Daily Operations will conduct a self-assessment of the Program as presented in this policy. Finally, annually the BTSP Specialist will collaborate with at least one other Charter school within the region to conduct a peer review of the Haliwa-Saponi Tribal School's BTSP as presented in this policy.

14. 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.

Local Board approval will be documented through the Board minutes.