

Section: 2000 - Faculty and Staff

Title : Beginning Teacher Support Program Plan (I) and Licensure Renewal Plan (II)

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Beginning Teacher Support Program Plan and Licensure Renewal Plan

I. Beginning Teacher Support Program Plan

Overview of Thomas Jefferson Classical Academy's Beginning Teacher Support Program

Thomas Jefferson Classical Academy (TJCA) Assistant Principals serve as Thomas Jefferson's Beginning Teacher and Licensure Renewal Coordinators. They supervise the curriculum for grades K-12, monitor student progress, keep abreast of the law pertaining to beginning teacher support, offer guidance on testing and teaching methods, and coordinate professional development activities for the teachers. The Assistant Principals report directly to the Principals.

1. A documented process for identifying and verifying all beginning teachers (BTs)

The Human Resources Director will review licenses and determine who is identified as a Beginning Teacher. Along with the Assistant Principals, the Human Resources Director will determine who has met the necessary requirements and who will no longer be included in the BT program. All BTs will be assigned to classes in their area of licensure. All BTs will be eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved exams have been passed, and three years of teaching have been completed. The Human Resources Director will keep track of all coursework completed by BTs and collect data for the State of the Teaching Profession in NC Report.

2. Plan for implementing a sound BT Induction process

Three year induction process overview

TJCA holds staff development sessions during the two weeks prior to the start of school in August. New teachers, whether beginning teachers or not, receive orientation on policies, procedures, and resources. A session is dedicated to mentor and beginning teacher training which includes a thorough review of the NC Teacher Evaluation Handbook.

a. Orientation

All TJCA teachers are trained in licensing procedures, state evaluation standards and requirements, and the board approved in-house evaluation tools. During these workdays, all teachers receive information regarding available training opportunities through the TeamCFA network as well as where to find training opportunities provided by the state. During the new and Beginning Teacher Orientation, teachers are provided with The Core Knowledge Curriculum Sequence as well as copies of the NC Standard Course of Study. During the staff orientation, a team is trained in basic CPI requirements including the use of seclusion and restraint. Only those staff members who are fully trained in CPI are able to use restraint. These training and attendance are documented through staff training agendas as attendance records. All staff members are shown how to access the State Board of Education Mission and Goals. These are also

included in our School Improvement Plan. BTs will be given a copy of the BTSP, a process for achieving a continuing license, and a description of the working conditions available to them.

Working Conditions

Teachers at TJCA are fortunate to have a positive working environment that has been consistently reflected in the annual Teacher Working Conditions Survey. Teachers are assigned according to their areas of expertise and licensure. BTs will be provided limited preps, non-instructional duties, and exceptional or difficult students when feasible, based on the school's faculty or structure. Teachers are hired to be academic facilitators first and foremost. Any extracurricular duties are assigned only when the beginning teacher makes the request. Finally, most grade team teachers have common planning times during the school day when they are encouraged to collaborate on horizontal team planning. Mentors are assigned early in the school year. These mentors meet frequently with their assigned BT to discuss areas of concern.

b. Mentor Selection, Training, and Assignment

The School Principals work closely with mentor teachers and the Assistant Principals to ensure support of beginning teachers is thorough and comprehensive. Mentors are trained during the two week staff development sessions in early August with at least 10 contact hours with trainers and mentored teachers. Training is based on the NC Mentor Training Standards. We select mentors who are standard II licensed teachers, and we assign mentors in the same academic area as the beginning teacher whenever possible. We also encourage mentors to attend regional and online staff development sessions that may be available to them.

TJCA Assistant Principals will review past performance (NCEES information, local assessment data, and local evaluations) to determine which staff members will provide the highest quality mentors. Mentor candidates who have been rated as “distinguished” or “accomplished” are given priority consideration. All mentors chosen will have been rated as “proficient” on their most recent summative evaluation on all 5 standards. If it is determined that a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination. PSUs may use the most recently available evaluation for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher. Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the “proficient” level may continue to serve as a mentor to a BT, regardless of existing mentor- mentee relationships.

c. Professional Development Plans

Training on the PDP takes place during the August staff development sessions. BTs , alongside their mentors, will create professional development plans (PDPs). BTs will meet with their mentor at the beginning, middle, and end of the year to review PDPs. The post-observation conferences with the Principal include a discussion and review of the PDP with the beginning teacher and mentor. BTs, Mentors, and the School Principals will sign off on PDP conferences and a paper copy will be maintained in the main office.

d. Professional Development

All BTs receive professional development in the Core Knowledge Sequence, Singapore Math, and basic

classroom management and assessment procedures prior to the start of the school year. Throughout the school year, the BTs and their mentors will work with the Assistant Principals to determine if there are PD courses that would improve the effectiveness of the BT. TJCA will work with local partners, LEAs, and TeamCFA to provide high quality professional development opportunities throughout the year.

e. Recent Graduate Survey

Completion of the recent graduate survey by the Beginning Teacher (BT) and the employer survey by the principal of the school during the BT's first year of teaching as part of the requirements to measure the performance of Educator Preparation Programs (EPPs) stated in GS 115C-269.35. The surveys must be completed at the end of the first year of teaching.

3. A formal process for conducting observations and summative evaluations on all BTs

All teachers, principals and peer evaluators must complete training on the formal evaluation process. Within the first two weeks of a teacher's first day of work every school year, the teacher will receive a rubric for the TJCA board approved in-house evaluation form and the schedule for completing all components of the evaluation process. The TJCA Principals work closely with mentor teachers and the Assistant Principals to ensure that the four evaluations for beginning teachers are spread out across the four 9-week marking periods of the school year. BTs will be observed by administration three times throughout the year and once by a peer. BTs will receive a pre-conference before the first observation and a post-conference within 10 days after each observation. Evaluations, using the board approved in-house evaluation forms, are performed by administrators and mentors. Monitored Growth Plans and Directed Growth Plans must be implemented when necessitated by ratings. For BT1s and BT2s, at least two observations must be conducted in the first semester of the school year, and if practicable, at least one of those observations shall be within the first grading period. For BT1s and BT2s, at least one of the three annual administrative observations must be conducted by the principal.

Annual summative evaluations are completed prior to the June 30 deadline with the goal of completing these prior to adjournment of the teaching staff in mid June. BTs, Mentors, and the Principals will sign off on formative evaluation conferences.

4. Plan for participation in BTSP Monitoring

TJCA will participate with BTSP Monitoring for compliance in accordance with TCED-016. TJCA will promptly implement the necessary changes for any areas of concern noted during a monitoring visit.

5. Plan for participation in the BTSP Peer Review Process

The Assistant Principals will represent TJCA and participate fully in the BTSP annual peer review process.

6. Statement on how BTs' personnel files (files that include the teacher's PDP and performance evaluation report(s)) are filed and secured.

Our Human Resources Director maintains all cumulative folders in one, secure, central location. Electronic copies of evaluations are kept by the Principal.

7. Plan for a timely transfer of BT files to subsequent employing LEAs, Charter Schools, or non-public institutions within the state.

Should a BT choose to move to a different school system, the Human Resources Director will transfer all necessary files to the employing LEA in a timely manner at the request of the transferring BT.

The BTSP Plan was approved by the TJCA Board on November 6, 2018. It was submitted and approved by NCDPI on November 8, 2018.

II. Licensure Renewal Plan

Renewal activities are planned so that teachers have the opportunity to fulfill the State Board of Education's goal of improving academic achievement. The administration approves all requested staff development prior to the event to ensure the appropriateness and need for the activity. Available funds for staff development are used where the need is greatest.

Renewal credits are granted for the following:

- College or university credit activities
- Workshops and other classes approved by TJCA administration
- Local onsite and offsite approved staff development opportunities

Logs documenting all staff development, the dates attended, what was gained from the training, credits awarded, and which training areas were met are kept for every teacher to ensure all requirements are met within the five year renewal period.

The Principals and Assistant Principals will utilize a condensed in-house evaluation rubric for each standard professional II teacher and any non-licensed teachers on staff. This in-house evaluation tool incorporates standards from the NC evaluation rubric while maintaining a focus on implementation of the school's Core Knowledge and Classical Curriculum. Throughout the process, ample opportunity for individual review and input is provided.

Renewal Credits: TJCA informs faculty of the renewal guidelines published online at <http://www.ncpublicschools.org/licensure/update/>.

TJCA expects faculty to meet the following renewal requirements to renew the Standard Professional license:

K-5 teachers must earn 3.0 subject area CEUs (30 hours), 3.0 literacy CEUs (30 hours), and 2.0 digital learning CEUs (20 hours) every five years.

Grades 6-12 teachers must earn 3.0 subject area CEUs (30 hours), 2.0 digital learning CEUs (20 hours), and 3.0 general CEUs (30 hours) every five years.

Student Services Personnel must earn 3.0 professional discipline area CEUs (30 hours), 2.0 digital learning CEUs (20 hours), and 3.0 general CEUs (30 hours) every five years.

Administrators must earn 3.0 executive's role CEUs (30 hours), 2.0 digital learning CEUs (20 hours), and 3.0 general CEUs (30 hours) every five years.

For more information, please see <http://www.dpi.state.nc.us/licensure/update/>

Activities accepted for renewal credit:

- College or university courses
 - Official transcripts are required as documentation; grade reports are not accepted.
- Local in-service courses or workshops
 - The administrative unit certifies credits earned
- Classes and workshops approved by an LEA
 - Documentation of completion is provided by the agency sponsoring the activity

Administration Support: The Principal and Assistant Principals meet both formally and informally with each teacher on an individual basis several times a year to inquire about any needs they may have and to ensure they are on track to meet renewal requirements and goals. A minimum of two administrative evaluations are conducted and documented using the TJCACFA evaluation tool.

Additional Staff Development: The administration frequently informs teachers about available staff development offered at other locations and the school assists with the cost of needed courses, conferences and other professional development opportunities. Teachers are encouraged to attend these activities and share what they have learned with their peers via onsite staff development programs.

Teaching resources will be made available in the libraries and teacher workrooms on campus. Additional resources that are available online are accessible to all teachers.

All faculty members are surveyed annually to inquire about staff development needs. Based upon the results of these surveys, TJCA strives to provide additional staff development to ensure that needs of the staff are met.

Licensure: Beginning teachers and lateral entry teachers will follow licensure plans provided by either DPI or RALC in order to acquire Standard Professional II licenses.