BTSP Plan Template
based on NC SBE Policy TCED-016
(updated Oct 2, 2025)

Public School Unit – Any LEA, charter school, laboratory school, or innovative school which is supported by state funds.	**Non-Public School Unit** – Any school which is not supported by state funds.

Overview of the Beginning Teacher Support Program

All public school units shall implement a Beginning Teacher Support Program (BTSP). The BTSP is a required, three-year induction program for beginning teachers (BTs). The North Carolina Beginning Teacher Handbook is a reference guide for Coordinators in a public school unit to use during the implementation of a
BTSP. This handbook provides resources, templates, and examples to successfully implement and maintain a Beginning Teacher Support Program.

Goals of the Beginning Teacher Support Program

One primary and direct goal of the BTSP is to help new teachers improve skills and build confidence to become successful educators. BTs will only reach their fullest potential with systems of support from the state, school district, local school and quality mentors. North Carolina's program includes these components in order to provide a systematic structure of support for beginning teachers.

Other goals of the BTSP are to ensure that BTs:

- meet the state's professional teaching standards;
- impact the learning of all students in distinguished ways and;
- choose to remain in the profession and become future master teachers, teacher leaders, skilled administrators and superintendents.

BTSP Plan must align to Beginning Teacher Support Program Standards

- *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*

The BTSP Plan must address the following policy requirements:

A documented process for identifying and verifying all BTs must address the following:

- Teachers with three or more years of appropriate experience are not required to participate in the BTSP , nor are student services personnel (media coordinators, counselors), administrators, and curriculum-instructional specialists
- Once continuing license is earned in one teaching area, additional teaching areas do not require a BTSP experience
- BTs must be assigned in their area of licensure
- The BT must follow NCSBE requirements for all required licensure tests (SBE Policies LICN-001 and LICN-003)
- Beginning Teacher Licensure Conversion Process: Effective July 1, 2016, teachers who hold an Initial license are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved examinations have been passed, and the teacher has completed three years of teaching. Teachers with fewer than three years of teaching experience, however, are required to continue participating in a Beginning Teacher Support Program regardless of their licensure status.
- Collect BT Data for the State of the Teaching Profession report (GS 115C-12(22) and GS 115C-299.5) LEAs only – not charters
- 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 following the completion of an approved Educator Preparation Program (EPP) as part of the requirements to measure the performance of EPPs stated in GS 115C-269.35. The surveys will be administered at the end of the applicable year.

Plan for implementing a sound BT Induction process.

- Teachers with fewer than three years of experience; regardless of licensure type and licensure pathway (e.g., temporary license, residency license, and initial professional license) are required to participate in the NC Beginning Teacher Support Program for three years.

Orientation

- BT is provided and attends a formal orientation
- Provided within two weeks of the teacher's first day of work (including late hires)
- Overview of school's/system's goals, policies, and procedures
- A description of available services and training opportunities
- A copy of the BTSP and the process for achieving a continuing license
- Develop and distribute required working conditions guidelines:
    - Mentor assigned early, and in close proximity
    - Limited preparations
    - Limited non-instructional duties
    - Limited number of exceptional or difficult students
    - No extracurricular assignments unless requested in writing by the BT
- NC Teacher Evaluation Process ***(or properly validated alternative evaluation)****
- NC Standard Course of Study
- Local curriculum guides
- Safe and appropriate use of seclusion and restraint of students
- State Board of Education's Mission and Goals
- Documentation that each BT attended orientation

Mentor Program

- All local boards are expected to have a mentor program to provide ongoing support for new teachers
- Select excellent, experienced, and qualified teachers to

serve as mentors. Each year, the BT is assigned a mentor
meeting the following requirements:

- Rated at least "proficient" level on NCEES or ***properly validated alternative evaluation****
    - Ratings of proficient or higher on three of five standards on the most recent summative evaluation, or on Standards 1 and 4 on an Abbreviated Evaluation)
- Retired teachers are eligible to serve as mentors.
- The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the
  new teacher, with priority consideration for mentors rated as "distinguished" or "accomplished."
- Distinguished means a teacher has received ratings of distinguished on three of the five standards to include Standard 4 on the most recent summative evaluation or Standard 4 for teachers on an Abbreviated Evaluation.
    - Accomplished means a teacher has received ratings of accomplished on three of the five standards to include Standard 4 on the most recent summative evaluation or Standard 4 on an Abbreviated Evaluation.
    - If a principal determines that a teacher rated as "proficient" or 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.
- A teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignment, the mentor is rated at least "accomplished" (received ratings of accomplished or higher on three of five standards including Standard 4 on the most recent summative evaluation, or on Standard 4 on an Abbreviated Evaluation), and the BT's principal maintains a record of the reasons for selecting the mentor from a different school building.
- Mentor Assignment Guidelines shall follow Beginning Teacher Support Program Standard 2:

    2a. Mentor Selection
    - 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
    - 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
    - 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
- Training is based on the NC Mentor Standards
- Support is provided for mentors

Professional Development Plans

- Each year, the BT is required to develop a PDP in collaboration with principal (or principal's designee) and mentor.
- Based on NCPTS and must include goals, strategies, and assessment of the BT's progress in improving professional skills
- Formative assessment conferences are held at the beginning, middle, and end of each year, including BT, mentor, and principal, to reflect on progress of BT in meeting goals. Signatures of BT, mentor, and principal are required for each formative assessment conference.

Professional Development

- BT will complete any professional development required or prescribed.

Observations and Evaluations

A formal process for conducting observations and a summative evaluation on all BTs (SBE Policy EVAL-004 and GS 115C-333(a) and 115C-333.1(a)) including:

- All teachers, principals and peer evaluators must complete training on the process
- Within the first two weeks of a teacher's first day of work every school year, the teacher will receive a rubric for evaluating NC teachers, the evaluation policy, and the schedule for completing all components of the evaluation process.
- Three administrative observations (observations must last 45 minutes or entire class period, first observation must have a pre conference and all most have a post-conference within 10 days), one peer observation, one summative evaluation annually
- 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.

BTSP Monitoring

- Plan for participation *and* demonstration of proficiency in BTSP Monitoring for compliance with State Board Policy. Each public and non-public school unit with an approved BTSP plan, which supports North Carolina licensure for their teachers, will be monitored for compliance with this policy by NCDPI. Monitoring is completed on a five-year revolving cycle. Technical assistance is provided as necessary to address areas of concern.

BTSP Peer Review

- Plan for participation in the BTSP Peer Review Process. The Peer Review process includes an annual self-assessment and a peer review with a critical friend (filed annually with NCDPI).

BT Files

- Statement on how BT's personnel files are filed *and* secured

Transfer of Files

- Plan for a timely transfer of BT files to subsequent employing LEAs, charter schools, or non-public institutions within the state

Documentation of Local Board BTSP Plan Approval

For those PSUs using an alternative evaluation system, evidence/documentation of the following information must be included in the BTSP Plan:

- The validation study should be completed by an external agency. This means that the LEA or vendor should not be conducting its own validation study, but that an unbiased third party should conduct the validation study.
- The third-party evaluator should submit a summary of its methodology along with its findings.
- The LEA/charter school or the vendor should submit a crosswalk between the new instrument and the state instrument which demonstrates the coverage of all the domains of the state evaluation system.