Systematic Structure of Support for Beginning Teachers

April 30, 2024 State Board of Education Meeting

Stephanie Dischiavi, Northwest Regional Director

North Carolina Department of
PUBLIC INSTRUCTION

Beginning Teacher Support Program

II. 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.

Updated: September 3, 2020
Policy TCED-016 - Beginning Teacher Support Program

Beginning Teacher Support Program

III. Beginning Teacher Support Program Standards Overview

Standard 1: Systematic Support for High Quality Induction Programs

Standard 2: Mentor Selection, Development, and Support

Standard 3: Mentoring for Instructional Excellence

Standard 4: Beginning Teacher Professional Development

Standard 5: Formative Assessment of Candidates and Programs

Updated: September 3, 2020
Policy TCED-016 - Beginning Teacher Support Program

TCED-016 Requirements

- BTSP Plan

- Induction

- Mentors

- Observations, Evaluations, PDPs

- Professional Development

- BTSP Monitoring

- BTSP Peer Review

- BT Files

North Carolina Department of
PUBLIC INSTRUCTION

Trending Non-Compliance with TCED-016 / BTSP

2021-2022 Overall Monitoring Results

LEAs

Induction
Mentor Requirements
Observations and Evaluation

Charters

Mentor Requirements
Observations and Evaluation
Induction

Trending Non-Compliance with TCED-016 / BTSP
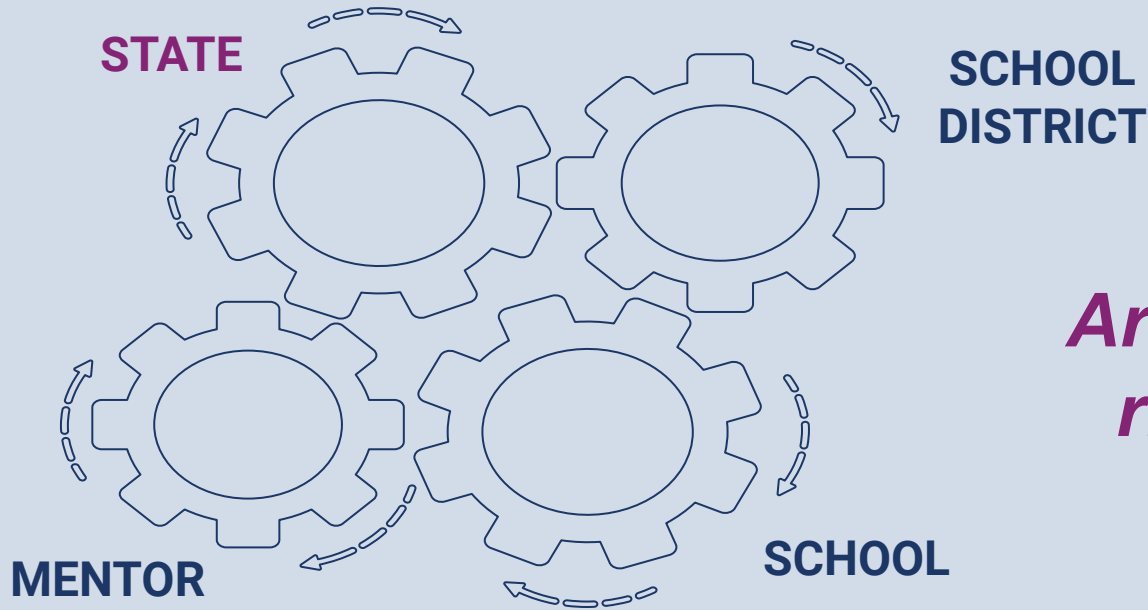
2022-2023 Overall Monitoring Results

LEAs

Observations and Evaluation

Mentor Requirements

Induction

Charters

Observations and Evaluation

Mentor Requirements
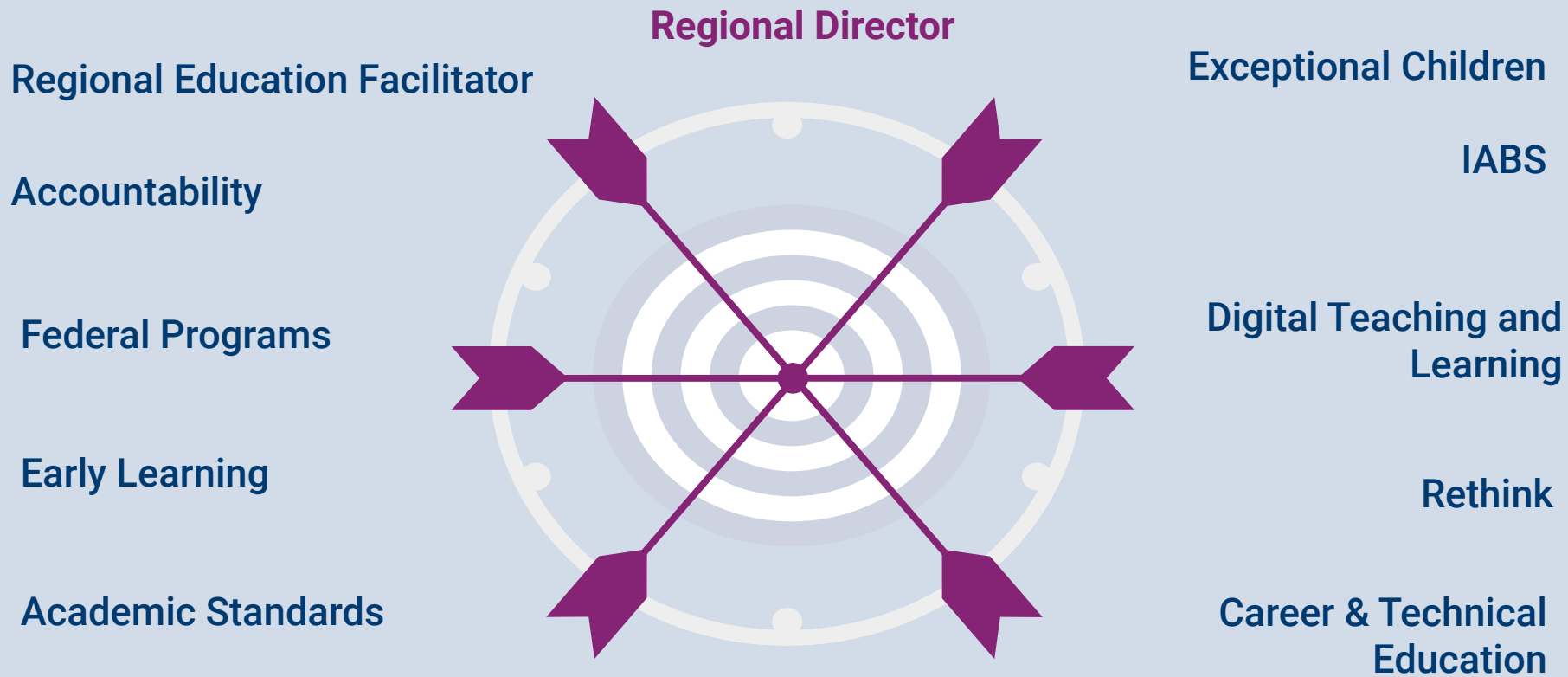
Induction

Systematic Structure of Support

STATE

SCHOOL DISTRICT

Are we asking the right questions?

MENTOR

SCHOOL

PHASES OF FIRST-YEAR TEACHERS' ATTITUDES TOWARD TEACHING

Anticipation

Survival

Disillusionment

Reflection

Rejuvenation

Anticipation

AUG   SEPT   OCT   NOV   DEC   JAN   FEB   MAR   APR   MAY   JUNE   JULY

MOIR, E. (1999). THE STAGES OF A TEACHER'S FIRST YEAR. IN S. VILLANI (ED.), MENTORING PROGRAMS FOR NEW TEACHERS: MODELS OF INDUCTION AND SUPPORT (P. 6). THOUSAND OAKS, CA: CORWIN.

Beginning Teachers | Leveraging Existing Resources

Regional Director

Regional Education Facilitator

Exceptional Children

Accountability

IABS

Federal Programs

Digital Teaching and Learning

Early Learning

Rethink

Academic Standards

Career & Technical Education

# Systematic Structure | Principal as Instructional Leader

Northwest Region

| Teacher **Evaluation Process and Practice** for Principals and Assistant Principals | Teacher **Observation and Evaluation** for Principals and Assistant Principals | Providing **Instructional Feedback** |

A formal process for conducting observations and a summative evaluation on all Beginning Teachers. All beginning teachers shall be evaluated as outlined in the policy establishing the Teacher Performance Appraisal process (see SBE Policy EVAL-004) and in accordance with GS 115C-333(a) and 115C-333.1(a).
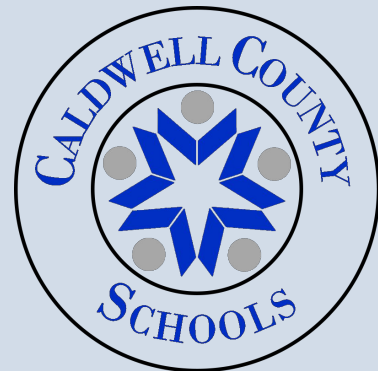
- Readiness coaching
- Evidenced-based feedback practices
- Cross agency exemplar models
- Adaptable to local context
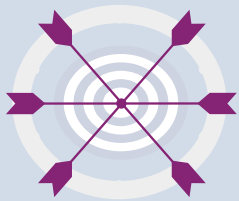
Exemplar BTSP Structures
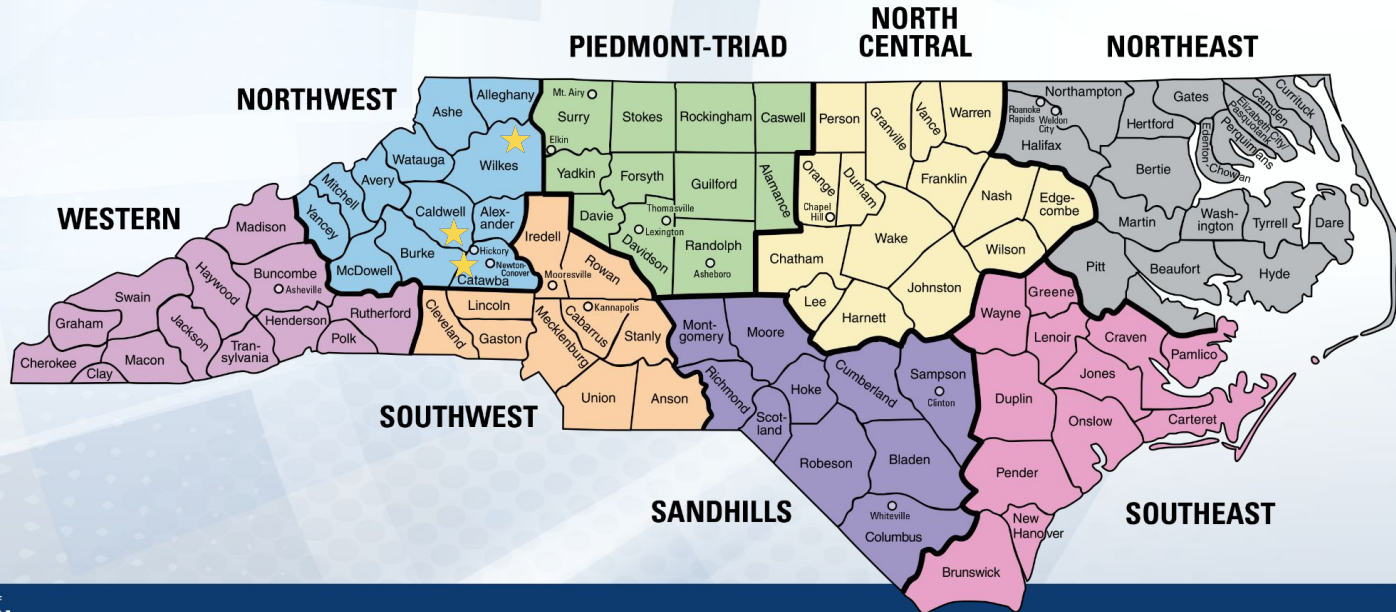
Caldwell County Schools

BT Advocacy Model

❏ Defined *'beginning teacher'* at the local level

❏ Coordinated efforts to support non-licensed staff

❏ Committed support through full service mentors

❏ Extended support in partnership with school administrators for observations post-conferences

❏ Optimized learning opportunities through BT Conference

❏ Provided opportunity for social and professional networking

❏ Solicited feedback from BTs and school administrators to inform continuous improvement

Catawba County Schools

Elevating the Mentor Role

- ❏ Created a tiered system of support
    - ❏ BT Coordinator, Lead Mentors, Retired Master Mentors
    - ❏ Current structure strengthened professional growth opportunities and mentors

- ❏ Extended support for alternatively licensed teachers

- ❏ Rebranded the mentor role reinforced by selection criteria

- ❏ Implemented protocols and guiding documents to ensure access and consistency

- ❏ Implemented Student Learning Rounds

Wilkes County Schools

Systematic Structure of Support

❏ Revisioned the mentor role to leverage expertise of current staff

❏ Established direct and equitable access to comprehensive system of support

    ❏ Mentor

    ❏ ELA specialist

    ❏ Math specialist

    ❏ ASU Partnership

    ❏ Buddy teacher

❏ Partnered with ASU for enhanced BT support in schools designated as low performing

❏ Implemented an induction for mentors and buddy teachers in partnership with NW Regional Education Facilitator in delivering professional development

❏ Created consistency within and across grade spans

Systematic Structure of Support
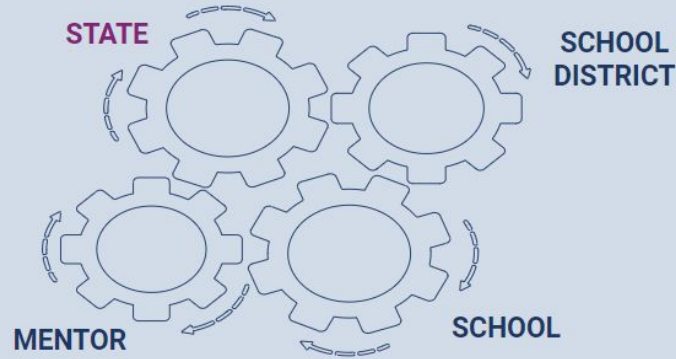
Goals of the Beginning Teacher Support Program
One primary and direct goal of the BTSP is to **help new teachers improve skills and build confidence** to become successful educators. **BTs will only reach their fullest potential with systems of support from the state, school district, local school and quality mentors.**

Thank you

Stephanie Dischiavi, Northwest Regional Director