**Beginning Teacher Support Program Requirements & Responsibilities**

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| **Requirements** | **Responsible** |
| 1. The LEA/Charter has a Beginning Teacher Support Program Plan that has been approved by the local board of education or governing board. | Human Resources |
| 2. Each beginning teacher is provided an orientation. | Human Resources |
| 3. Each beginning teacher is provided a mentor. | School (Principal) |
| 4. Each mentor is provided mentor training. | School & Teacher Professional Development |
| 5. Each beginning teacher is observed at least three times annually by a qualified school administrator or designee. | School |
| 6. Each beginning teacher must pre-conference with the principal prior to the first observation. | School (Principal) |
| 7. Each beginning teacher participated in a post-observation conference with the principal within ten school days of each formal observation. | School (Principal) |
| 8. Each teacher is observed at least once annually by a teacher (peer observation). | School (Peer) |
| 9. Each beginning teacher is evaluated at least once annually by a qualified administrator. | School |
| 10. The instrument used to evaluate the beginning teachers has been validated for that purpose. | Human Resources & NCDPI |
| 11. All participants in the MyTalent System have received the required training on the evaluation process. | School |
| 12. Each beginning teacher has a Professional Development Plan which includes goals, strategies and an assessment of the beginning teacher’s progress in improving professional skills with conferences held throughout the year. | School (Principal) |
| 13. All teachers being observed under MyTalent have received the required annual orientation that includes 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.  | School (Principal) |
| 14. The LEA/charter has a process in place to ensure that only eligible teachers who have been rated proficient or higher on all five NC Professional Teaching Standards on their most recent summary rating forms have been recommended for a Standard Professional II license. | Human Resources |
| 15. Beginning Teachers are not assigned extra-curricular duties unless they request them in writing. | School (Principal) & Human Resources |

 **Compliance**

In order for all Beginning Teachers to move from a Standard Provisional I License (SPI) to a Standard Provisional II License (SPII), all Beginning Teachers must:

• Be assigned a trained mentor in MyTalent training completed through MyTalent. (Year 1, 2 & 3)
• Receive the annual update evaluation training provided by principal-date logged in MyTalent. (Year 1, 2 & 3)
• Complete BTSP Orientation with a “PASSED” status in MyTalent. (Year 1 ONLY)
• Complete NCTEP training with a “PASSED” status in MyTalent. (Year 1 ONLY)
• Complete a PDP with all nine signatures (3 times each by principal, mentor and teacher). (Year 1, 2 & 3)
• Receive at least three formal Observations (at least 45 minutes). (Year 1, 2 & 3)
• Receive the required Pre and Post conference with first observation. (Year 1 ONLY)
• Receive one peer observation. (Year 1, 2 & 3)
• Receive a summative evaluation. (Year 1, 2 & 3)